



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 07/27/2021

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
Amendments .....	67
Version 2.....	67
Version 3 (Final 2020-2021 Version) .....	70
2020-2021 Title I Allocation Revision Statement.....	70
2021-2022 SPSA Continuation Statement .....	70
Goal 1: .....	71
Strategy/Activity 1.....	71
Strategy/Activity 2.....	74
Strategy/Activity 3.....	77
Strategy/Activity 4.....	80
Strategy/Activity 5.....	82
Strategy/Activity 6.....	85
Goal 2: .....	87
Strategy/Activity 1.....	87
Strategy/Activity 2.....	90
Strategy/Activity 3.....	92
Goal 3: .....	95
Strategy/Activity 1.....	95
Strategy/Activity 2.....	98
Strategy/Activity 3.....	100
Strategy/Activity 4.....	102
2020-2021 Budget Spreadsheet.....	104
2021-2022 Budget Spreadsheet.....	105
2021-2022 Staffing Overview.....	106
2020-2021 SPSA Evaluation .....	107
Comprehensive School Profile Data: .....	108
Recommendations and Assurances: .....	109

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 2 – Ver 3 – 05/25/2021	Ver 1 – 05/21/2020 Ver 2 – 02/23/2021 Ver 3 – 06/17/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 07/27/2021

## 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:**

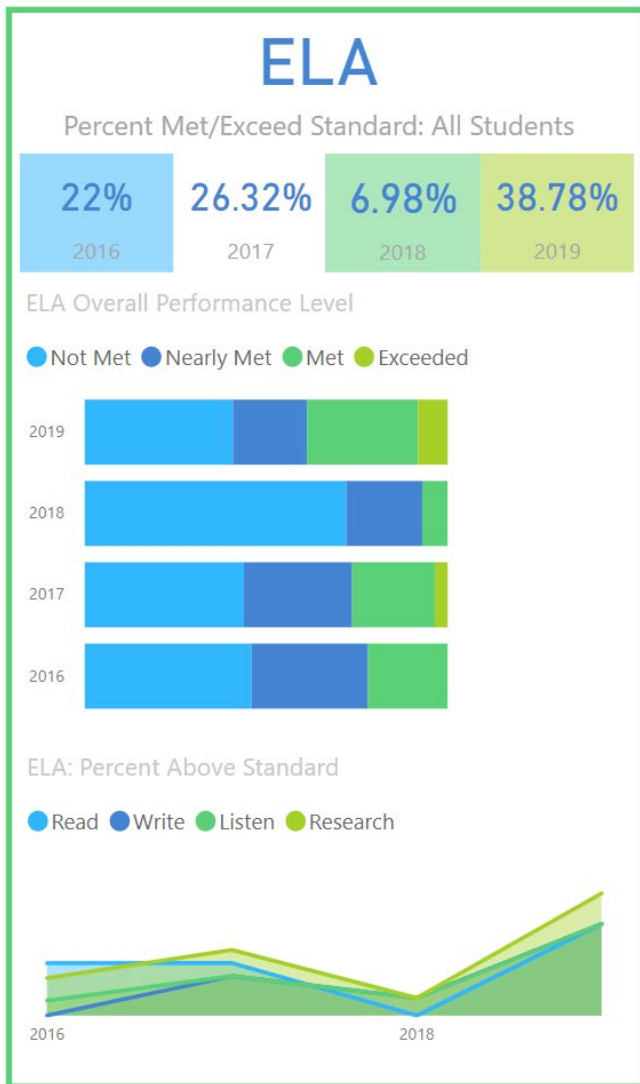
Last year, only 2% of the Merlo student population met or exceeded the standard on the Mathematics portion of the 2017-2018 SBAC. This number improved on the 2018-2019 SBAC. 20% of the Merlo student population met or exceeded the standard on the Math portion of CAASPP. For ELL's in 2017-2018 0% of the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

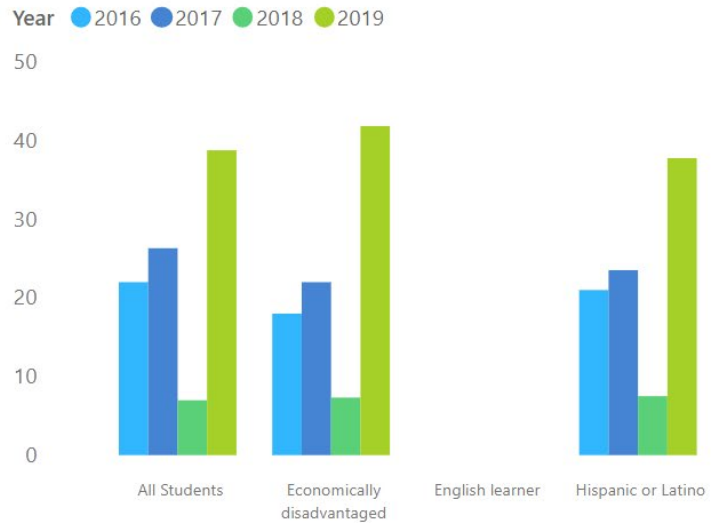
The percentage of students who met or exceeded the standard on Science portion of SBAC was 18.37% in 2019.

**College and Career Readiness:**

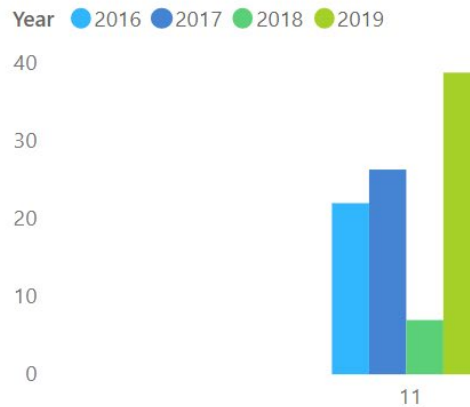
Last year, our graduation rate was 88%. At the same time, only 16.7 % of our student population met the A-G requirements for admission into UC or CSU colleges. Only 48% of students graduating from Merlo meet CSU or UC A-G requirements. For 2018-2019, we have a 100% graduation rate. However, the number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

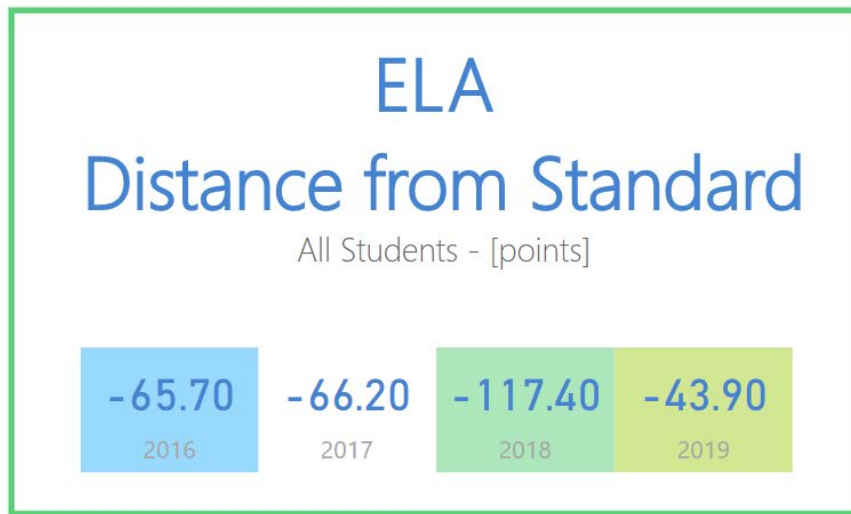


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



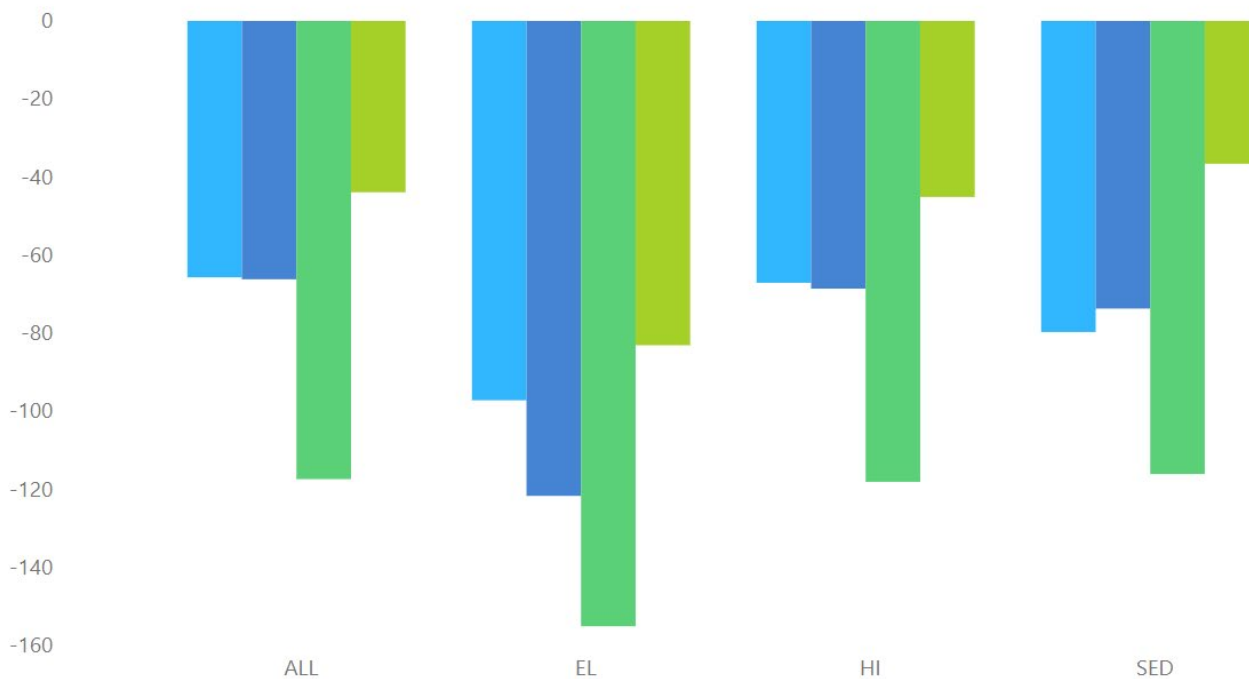
2019 Prelim ELA CAASPP: Area - Percent Above Standard



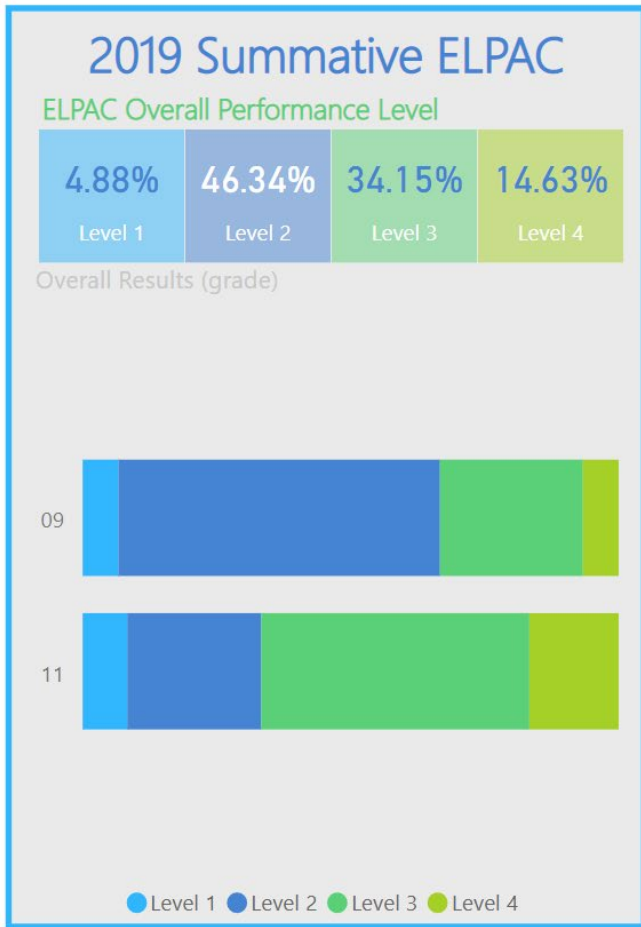


ELA Distance from Standard [points]

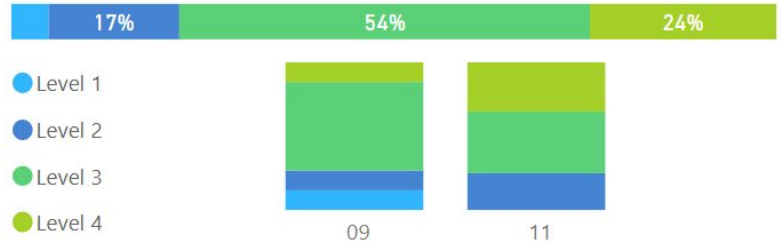
Year ● 2016 ● 2017 ● 2018 ● 2019



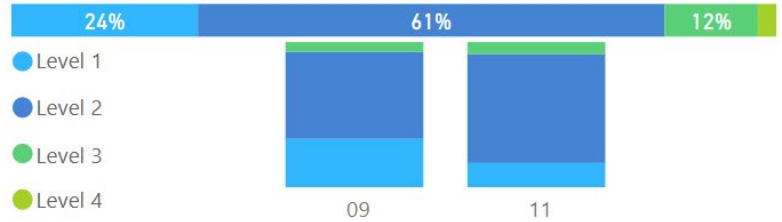
page 3 SUSD RA 12122019 v3r1



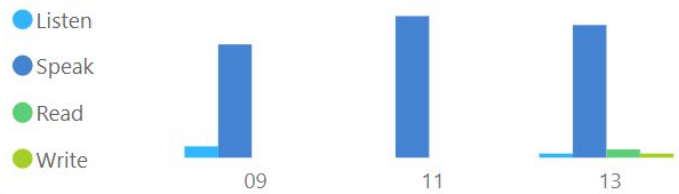
#### Oral Language Overall Performance Level



#### Written Language Overall Performance Level

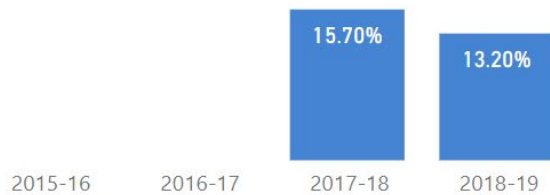


#### Performance Area: Percent Well Developed



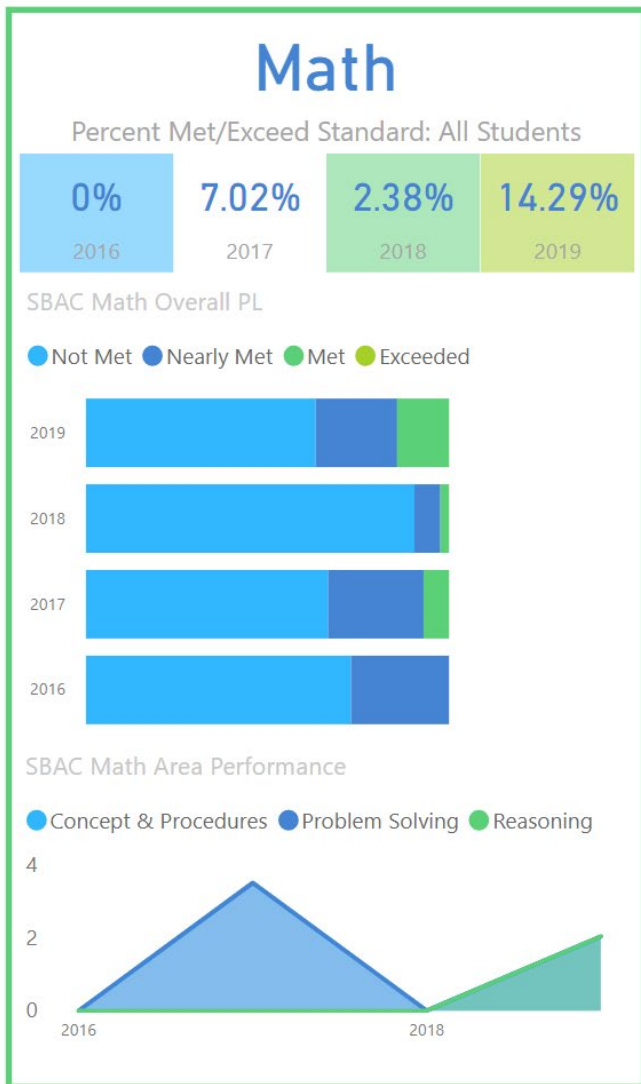
### English Learner Progress Reclassification Rates

#### English Learner Progress Indicator (ELPI)

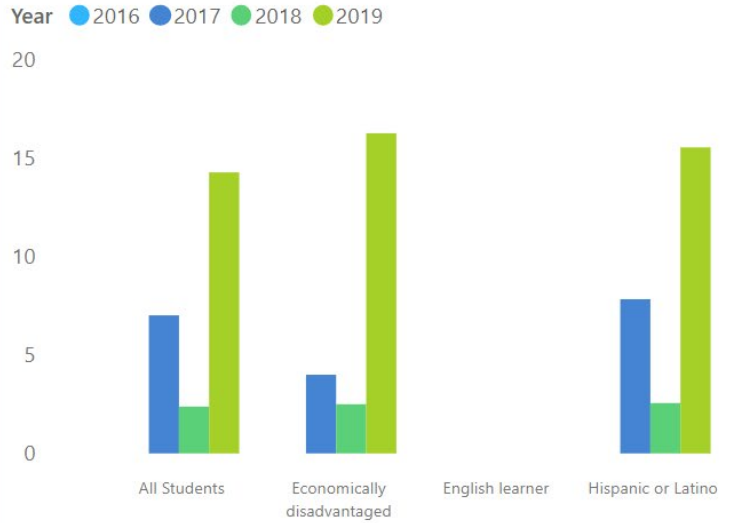


44.1%

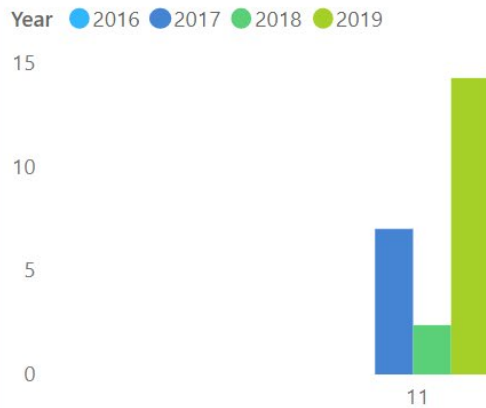
ELPI 2019



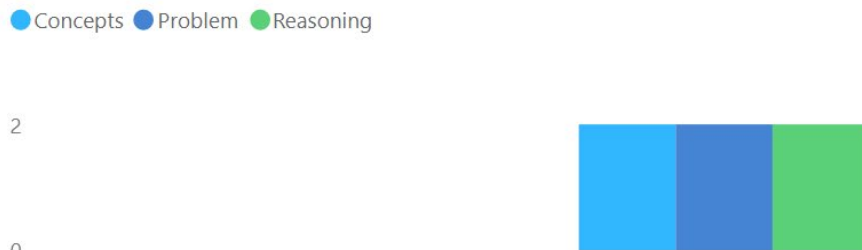
Math CAASPP: Percent Met/Exceed Standard

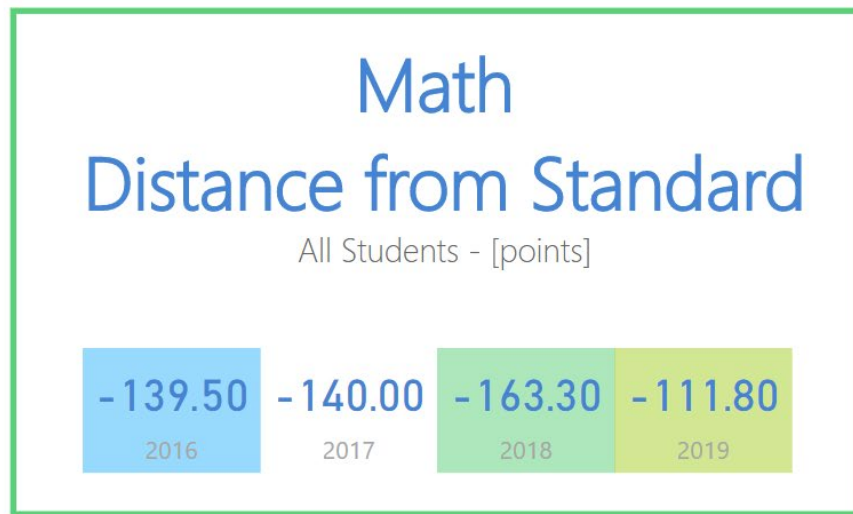


Math CAASPP: Percent Met/Exceed Standard by Grade Level

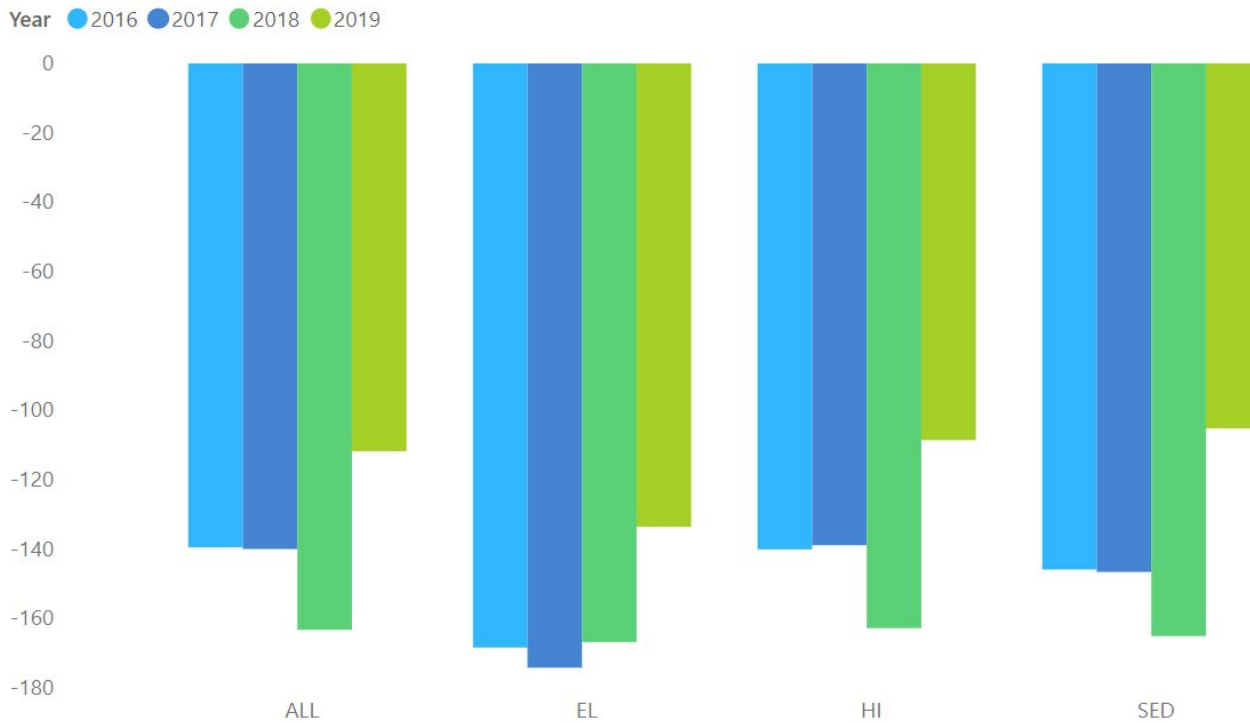


2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

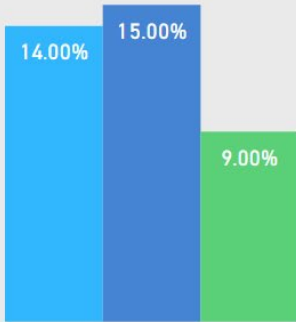


page 5 SUSD RA 12122019 v3r1

# PSAT NMSQT Grade 10

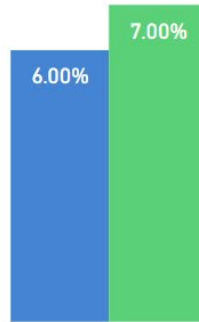
Percent Met Evidence-Based Reading & Writing Benchmark

Year ● 2016 ● 2017 ● 2018

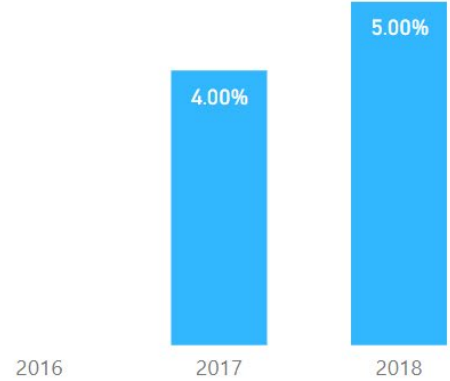


Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW & Math Benchmark



# PSAT 8/9 Grade 8

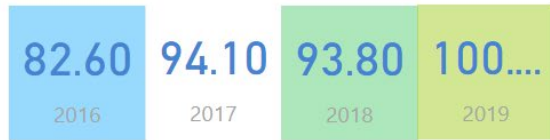
Percent Met Evidence-Based Reading & Writing Benchmark

Percent Met Mathematics Benchmark

Percent Met ERW & Math Benchmark

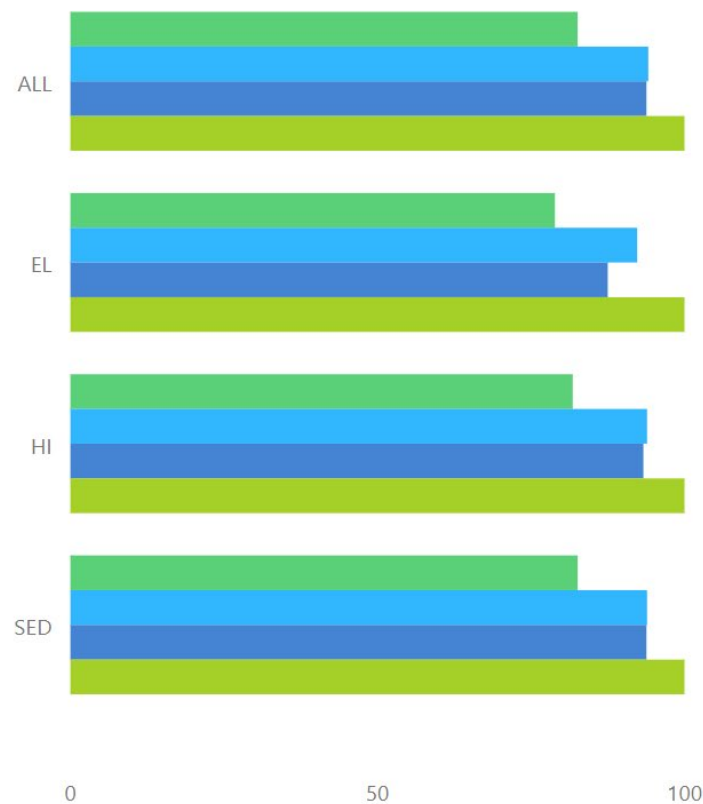
# Graduation Rate

Four Year Cohort - All Students



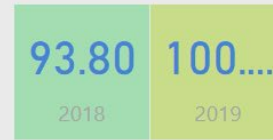
Four-Year Student Group Graduation Rate

Year ● 2016 ● 2017 ● 2018 ● 2019



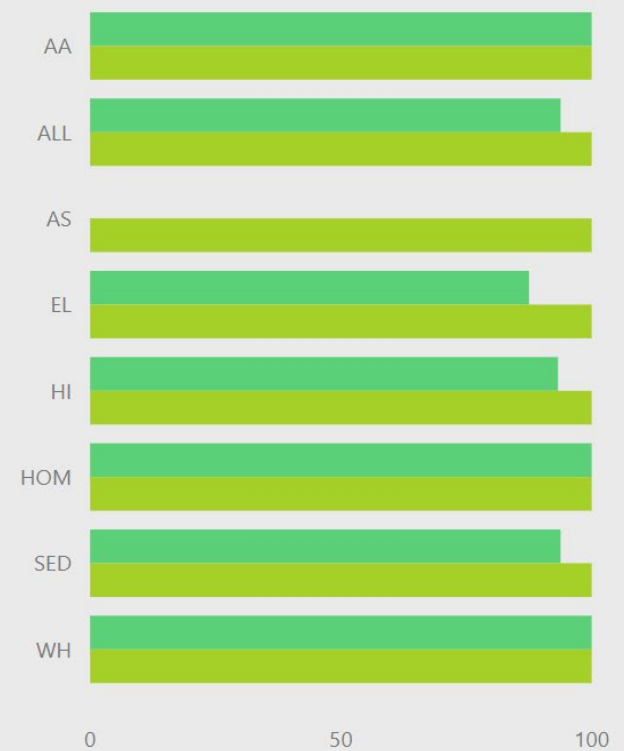
# Graduation Rate

Four-Five Year Combined - All Students



Four-Five Year Combined Student Group Graduation Rate

Year ● 2018 ● 2019





## 2019 College Career: Prepared All

● Not Prepared ● Approach Prepared ● Prepared

2.2%

2016

8.8%

2017

16.7%

2018

15.6%

2019



Percent CCI Prepared by Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019



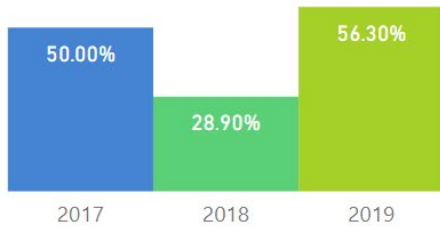
2019 CCI Percent Prepared by CCI criteria

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

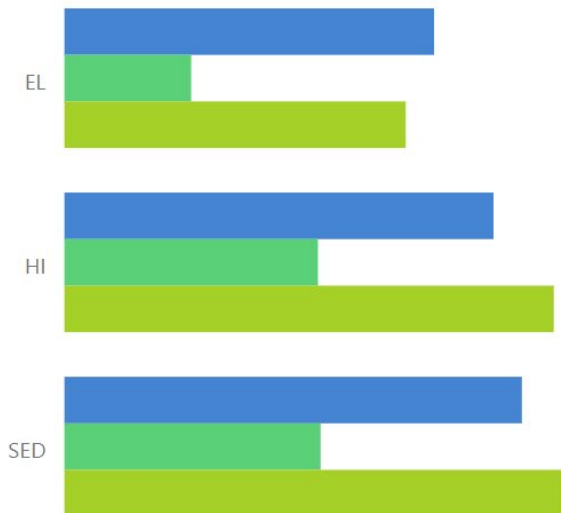
## UC/CSU

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

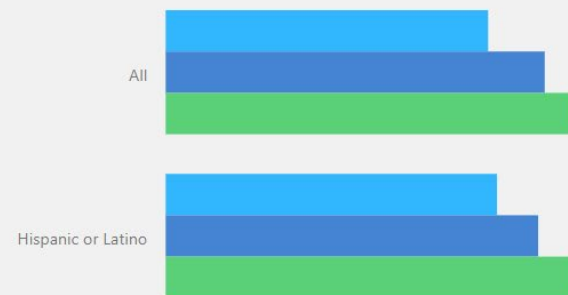
Percent of High School Completers and College Enrollment

● 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 109

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. Bilinagual 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 –

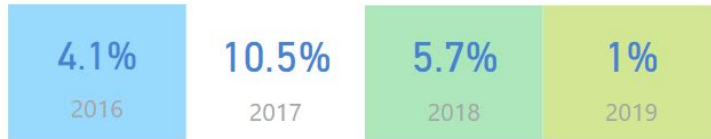
Chronic Truant Students:

2018-2019: 15% of students

2017-2018: 17% of students

## Suspension Rate

All Students  
percent of unduplicated suspension

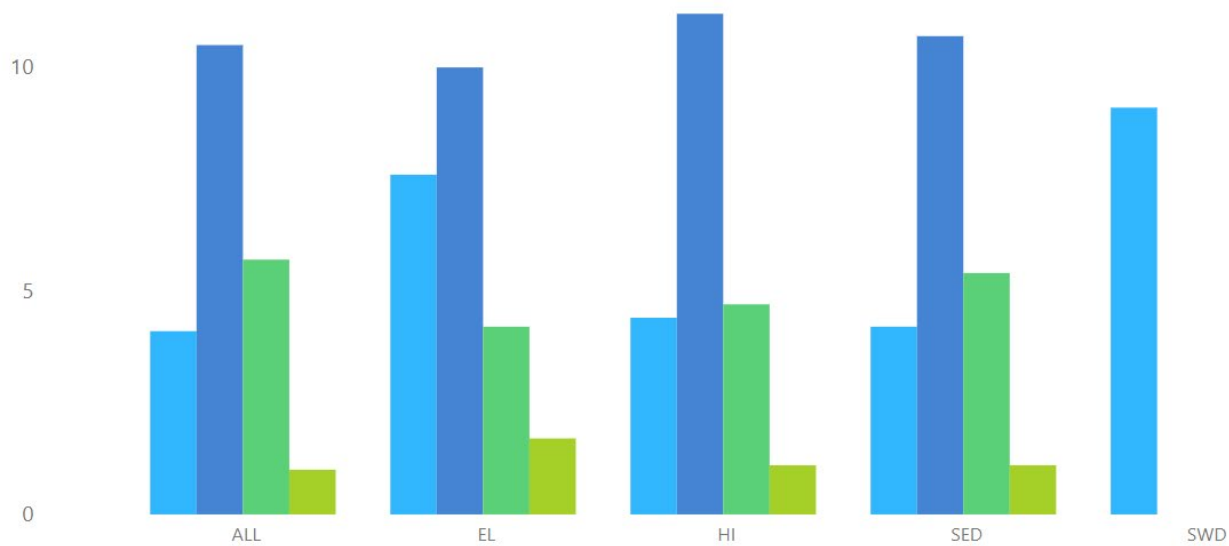


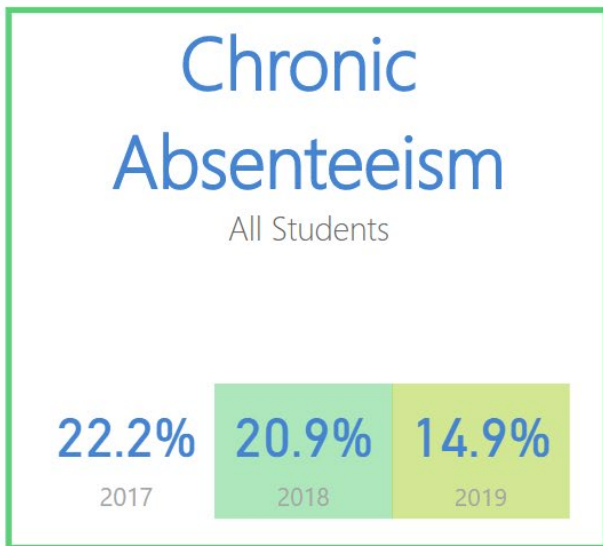
## Expulsion

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

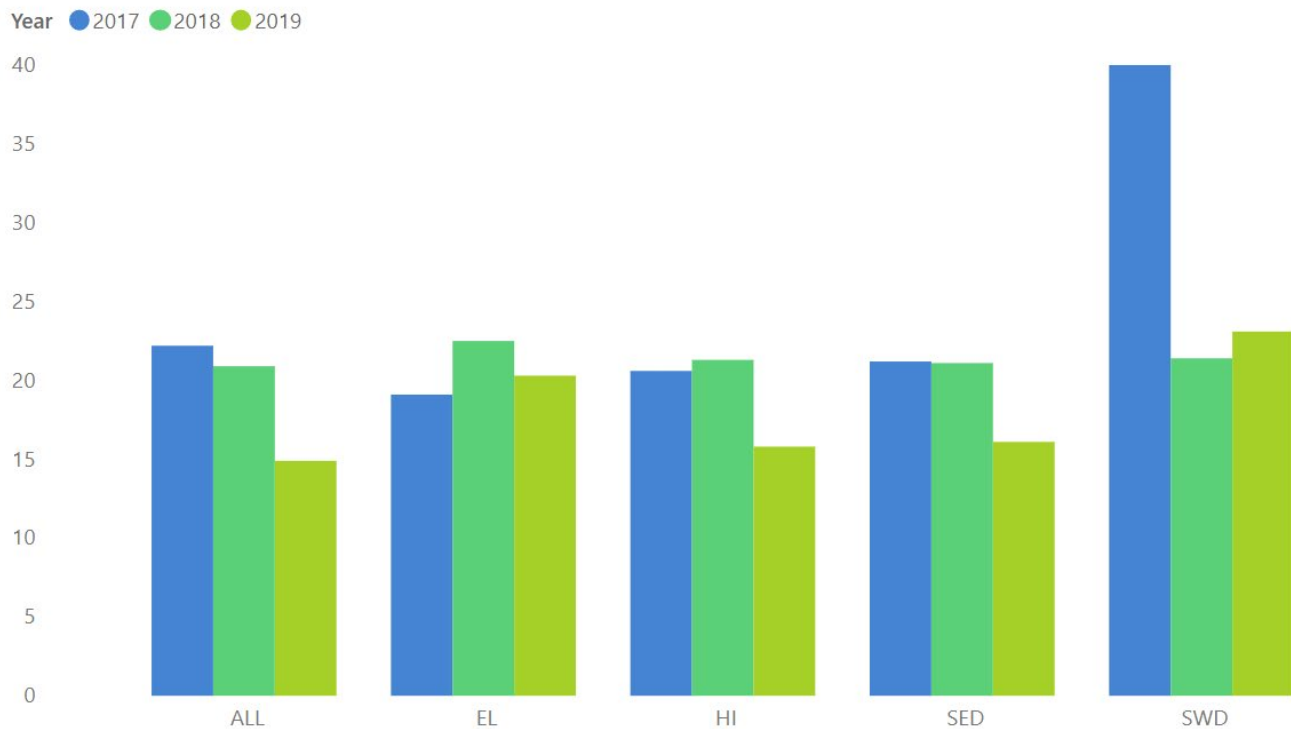
Suspension Rate: Student Group

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.

## 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

## Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Merlo's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Merlo's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

## Version 2

SPSA: Goal 1, Strategy 2:

LCFF –

**\$23,100 – 44000 – Equipment:** Reallocate to purchase four View Sonic Interactive televisions for our mathematics and English teachers.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Merlo is receiving additional monies in Parent Involvement (Cost Center: 50647). Merlo's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 44000 – Equipment to purchase equipment for parent presentations. Prior to Distance Learning Merlo had a good turnout of parents for Coffee Hour and other activities. We would like to offer more support and presentations for parent, especially our large EL population to support their needs as parents and the needs of our students.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
MERLO HS	210	190	90.5%	\$ 51,853	1154	\$ 53,007	\$ 1,034.00	\$ 120.00

LCFF –

**\$1,900 – 44000 – Equipment:** Reallocate to purchase a short throw project for parent presentations. Prior to Distance Learning Merlo had a good turnout of parents for Coffee Hour and other activities.

We would like to offer more support and presentations for parent, especially our large EL population to support their needs as parents and the needs of our students. We would collect participation rates for events and provide parent and students surveys to determine the value of our presentations. Data would be collected through survey created in Google forms, Survey Monkey, or Qualtrics. Data would be presented as part of the SSC, ELAC, through social media, and weekly emails and calls to students, families and staff. The data would be utilized as part of the comprehensive needs assessment.

SPSA: Goal 3, Strategy 3:

LCFF –

**\$25,000 – 22901 – Community Assistant:** Reduced funds as hiring the position has been placed on hold due to the district's hiring freeze.

(insert budget spreadsheet)

## **Version 3 (Final 2020-2021 Version)**

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

### **2020-2021 Title I Allocation Revision Statement**

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

### **2021-2022 SPSA Continuation Statement**

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

## 2021-2022 School/SMART Goals

### Goal 1:

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

By June 2022, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 5 percentage points.

By June 2022, 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 2022, 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 2022, 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 2022, 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 2022, 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.

By June 2022, Merlo IET will maintain a 100% graduation rate.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional Title I funding was allocated to Merlo. This money will be utilized for the following. Merlo teachers, counselors, and coaches will be reimbursed to attend conferences during the month of June. These conferences will include AVID Digital XP training. Sessions will include school counseling, cultivating writing schoolwide, History/Social Science, English Language Arts, Early College, CTE, & Postsecondary, Digital Teaching and Learning, Creating Engaging and Rigorous Classrooms, Mathematics: Cultivating a Discourse-Rich Classroom, and AVID Electives.

9 staff x 3 days x 8 hours x \$60 rate of pay = \$12,960 (Allocating \$10,081)



## 2021-2022 Strategy Update

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 (2 @ .5 FTE Instructional Coach – Centralized Service) 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, WASC committee, and instructional walks focusing on ELA and Math. Teachers will be provided two days during each quarter for six (6) teachers. (WASC Area B: Standards-based Student Learning: Curriculum, C: Standards-based Student Learning: Instruction)

(5 teachers X 8 days X \$200 = \$8,000) – Title I

(3 teachers x 8 days x \$200 = \$4,800) - LCFF

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. (A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources, D: Standards-based Student Learning: Assessment and Accountability)

(Teacher Additional Hourly for data review in support of instructional practices. 1000 hours X \$60 = \$6,000)

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. (WASC Area C: Standards-based Student Learning: Instruction)

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. (WASC Area C: Standards-based Student Learning: Instruction)

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. (WASC Area C: Standards-based Student Learning: Instruction)

Explore the use of a school writing assessment for all grades at Merlo or utilize a District Writing Assessment if it is developed. (WASC Area C: Standards-based Student Learning: Instruction, D: Standards-based Student Learning: Assessment and Accountability)

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
26,960	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
4,800	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 2**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

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. (WASC Area C: Standards-based Student Learning: Instruction)

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). (WASC Area C: Standards-based Student Learning: Instruction)

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.

ELD offerings will be expanded to six levels based on new guidelines from the Language Development Office, which were approved by Stockton Unified. Merlo will have level 3, 4, and 5 classes during the 2021-22 school year. (WASC Area D: Standards-based Student Learning: Assessment and Accountability)

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

(WASC Area B: Standards-based Student Learning: Curriculum, C: Standards-based Student Learning: Instruction)

Cost: \$5,897 – Title I, \$4,741 – LCFF

Bilingual Assistant (Increase to .75) 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. Additional Bilingual support is needed due to growing numbers of EL students and additional ELD classes being added to the schedule. (WASC A4 Qualified Staff and Professional Development, A5 Resources that support high achievement for all students)

Cost: \$31,179 – Site LCFF, \$31,179 District LCFF

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 (A5 Resources that support high achievement for all students)

All teachers will be issued a ViewSonic interactive display. The ViewSonic's are interactive displays, which help promote engagement and collaboration. They integrate with Google classroom and allow teachers and students to provide interactive presentations. Students can annotate teacher presentations and teachers can record lessons directly from the ViewSonic and share these lessons with students, who were absent, receive accommodations requiring notetaking, or at-risk learner. (A5 Resources that support high achievement for all students, C2 Instruction: Student Engagement through a Variety of Strategies and Resources that supports high achievement for all students)

Cost: 1 x \$3,600 – Title I, Cost: 1 x \$3,600 – LCFF

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
13,097	4000 Series	Books & Supplies
3,997	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
31,179	2000 Series	Classified Personnel Costs (including benefits)
4,741	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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. (WASC Area D: Standards-based Student Learning: Assessment and Accountability, E: School Culture and Support for Student Personal and Academic Growth)

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. (WASC Area B: Standards-based Student Learning: Curriculum, D: Standards-based Student Learning: Assessment and Accountability, E: School Culture and Support for Student Personal and Academic Growth)

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. (WASC Area B: Standards-based Student Learning: Curriculum)

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. (WASC Area B: Standards-based Student Learning: Curriculum)

Field Trips: \$5,000 – LCFF

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 be scheduled and take place provided COVID 19 restrictions allow these activities. These tours will include visits to the following colleges:

9th Grade: Sacramento State: March 2022: 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 2022: The purpose of this trip will be to help students envision a different future for themselves.

11th Grade: April 2022: 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 with an option for a physical college tour should COVID 19 restrictions allow this opportunity.

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. Additional opportunities will be provided through online webinars or onsite visits from college representatives, apprenticeship programs, intern programs, and community colleges.

Grade level college tours will be offered to all students in grades 9-12. 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. (WASC Area B: Standards-based Student Learning: Curriculum)

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

5 substitutes X 6 of days X \$ 200 per diem rate of pay = \$6,000 total cost - LCFF

# 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

### 2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,000	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
6,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
5,000	5000 Series	Services

#### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

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



List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 4

### 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

### 2021-2022 Strategy Adjustment

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. (WASC Area A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources, C: Standards-based Student Learning: Instruction)

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.

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,500	4000 Series	Instructional Materials
0	5000 Series	Services

##### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

##### CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 5**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Merlo allocated \$13,500 from LCFF Funding for Teacher Additional Compensation for teaching Extended Learning Summer Intercession. The Summer Learning Academy is being fully funded by the District and this money will be designated for additional Teacher compensation for collaboration during the summer and teacher compensation for attending the AVID Digital XP conference. The conference will include professional development in the areas of school counseling, cultivating writing schoolwide, History/Social Science, English Language Arts, Early College, CTE, & Postsecondary, Digital Teaching and Learning, Creating Engaging and Rigorous Classrooms, Mathematics: Cultivating a Discourse-Rich Classroom, and AVID Electives.

## ELA/Social Science Collaboration

Teachers from the English and social science department, along with Merlo's English coach will participate in collaboration to include post AVID Digital XP planning, addressing the socio-emotional needs of students as they return to school, ERWC alignment, support, and coordination between ELD and ELA, priority standards, alignment of MyPerspectives, and cross-curricular support between ELA and electives such as Mock Trial, Journalism, and Drama.

6 staff (4 teachers, 1 instructional coach) x 5 days x 2 hours x \$60 rate of pay = \$3,600

**Mathematics/Science Collaboration**

The Mathematics and Science Departments, along with the Merlo Mathematics Coach will collaborate on cross curricular lessons that involve math, science, and Engineering. They will identify the number of experiments each class will do during the year and decide on core skills that will need to be aligned. This group will also identify common language that could be taught and would be used by students.

5 staff (4 teachers, 1 instructional coach) x 4 days x 4 hours x \$60 rate of pay = \$4,800

**Career and Technical Education**

Teachers from the three career and technical education pathways, Engineering, Graphic Design, and Green Technology will collaborate on cross curricular integrated projects with core classes and academic language instruction to support students in the CTE pathways. They will also collaborate on internship opportunities and articulated courses for the pathways.

3 staff (3 teachers) x 3 days x 4 hours x \$60 rate of pay = \$2,160

(WASC Area A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources).

**2021-2022 Strategy Adjustment**

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.

**2021-2022 Proposed Expenditures for this Strategy/Activity 5**

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 6**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

Provide preschool 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.

(WASC Area C: Standards-based Student Learning: Instruction, E: School Culture and Support for Student Personal and Academic Growth)

## 2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0		Centralized Service
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 2:

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%.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Through Merlo's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities. This system should be clearly articulated to staff, students, Merlo families, and community. E: School Culture and Support for Student Personal and Academic Growth)

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.

Referring Merlo Teachers will attend CARE team meetings discuss referred students and provide input to the team. A roving substitute will relieve teachers in order for them to attend the meeting.  
 10 CARE Team Meetings x \$200 per sub = \$2000 – Title I

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
2,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 2**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

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. (WASC Area E: School Culture and Support for Student Personal and Academic Growth)

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. (WASC Area Category D: Standards-based Student Learning: Assessment and Accountability, E: School Culture and Support for Student Personal and Academic Growth)

Funds not allocated.

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 3**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

Students who are academically successful will be recognized during the “Student Recognition” and Celebration assembly held during lunch. Students may be recognized for Student of the Month, Perfect Attendance, Honor Roll, Reclassification, or other accomplishments. Student of the Month will be tied into monthly PLUS traits (Caring, Respect, Tolerance, Citizenship, Responsibility, Kindness, Self-Control/Effort, Trustworthiness, and Fairness). 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.

(WASC Area E. School Culture and Support for Student Personal and Academic Growth)

Funds not allocated.

## 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 3:

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. (WASC Area E. School Culture and Support for Student Personal and Academic Growth)

By June 2021, identify two new opportunities for student internships within the community. (WASC Area E. School Culture and Support for Student Personal and Academic Growth)

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Additional funds allocated to enhance non-instructional material supports.

Total for Goal 3, Strategy 1 in Parent Meeting is \$554.

2021-2022 Strategy Adjustment

(WASC Area E. School Culture and Support for Student Personal and Academic Growth)

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, 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 parent's ability to help their children at home and provide a positive environment that is conducive to learning.

Cost: \$1,149 – Parent Title I

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.

The Latino Family Literacy Program is a college awareness program for students and their parents. It will be led by a Merlo staff member and will provide support for the school-going process and college awareness. The curriculum is bilingual and reflects the experiences of Latino families. The program will include 40 Chapter Books and the Awareness program kit, which were purchased for the 2020-21 school year.

Teacher/counselor compensation for 8 one-hour parent meetings.

Teacher/counselor x 1-hour x 8 sessions x \$60 per hour = \$480

Free webinar training for teacher

Parent Meetings – Light snacks and refreshments, parent training material such as chart paper, markers, whiteboard, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training session to provide visuals and hands-on activities for our parents.

Cost: \$1,000 - Title I

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.

## 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
480	0	1000 Series
0	0	2000 Series
2,149	0	4000 Series
0	0	5000 Series

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

(WASC Area E. School Culture and Support for Student Personal and Academic Growth)

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.

Explore additional methods of parent communication, such as Remind.

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

Funds not allocated.

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 3**

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Eliminating strategy.

## 2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 4**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

(WASC Area Category C: Standards-based Student Learning: Instruction, E. School Culture and Support for Student Personal and Academic Growth)

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

Funds not allocated

## 2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.



# 2020-2021 Budget Spreadsheet

MERLO						July 28, 2020			INITIAL BUDGET/DATE						REVISED BUDGET/DATE				
TITLE I		TOTAL ALLOCATION		\$ 61,934		LCFF		TOTAL ALLOCATION		\$ 60,800		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 1,154			
		TOTAL BUDGET DISTRIBUTED BELOW		\$ 61,934				TOTAL BUDGET DISTRIBUTED BELOW		\$ 60,800				TOTAL BUDGET DISTRIBUTED BELOW		\$ 1,154			
		TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0			
Object	Description	FTE	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS			TOTAL FTE	TOTAL BUDGET		
			50643 GOAL #1 STUDENT ACHIEVEMENT	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT	FTE	23034 GOAL #2 LEARNING ENVIRONMENT	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS
			LOW INCOME		LOW INCOME				SCHOOL CLIMATE		SCHOOL CLIMATE								
Personnel Cost-Including Benefits																			
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 10,126	0.000	\$ 13,500	0.000		0.000		0.000		0.000		0.000	\$ 400	0.000		0.000	\$ 24,026
11700	Teacher Substitute (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12151	Counselor	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Program Specialist	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Instructional Coach	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Inst Asst/CAI -Add Comp (incl benefi	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Bl Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22601	Library Media Assistant	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Lib Med Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22901	Community Assistant	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Par Lia-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 10,126		\$ 13,500				\$ -		\$ -		\$ -		\$ 400		\$ -		\$ 24,026
Books & Supplies																			
42000	Books		\$ 4,702		\$ -									\$ 800		\$ -			\$ 5,502
43110	Instructional Materials				\$ 3,500						\$ -			\$ -		\$ -			\$ 3,500
43200	Non-Instructional Materials		\$ -		\$ -						\$ -					\$ -			\$ -
43400	Parent Meeting				\$ -						\$ -			\$ -		\$ -			\$ -
44000	Equipment		\$ 36,469		\$ 39,717									\$ 1,900		\$ 120			\$ 78,206
Sub Total - Books & Supplies			\$ 41,171		\$ 43,217		\$ -		\$ -		\$ -		\$ -		\$ 2,700		\$ 120		\$ 87,208
Services																			
57150	Duplicating																		\$ -
57250	Field Trip-District Trans		\$ -		\$ -														\$ -
56590	Maintenance Agreement		\$ 2,000				\$ -												\$ 2,000
52150	Conference		\$ -																\$ -
52170	Webinar Training		\$ 8,637																\$ 8,637
58450	License Agreement		\$ -		\$ -		\$ -												\$ -
58720	Field Trip-Non-District Trans		\$ -		\$ 983														\$ 983
58920	Pupil Fees																		\$ -
58100	Consultants-Instructional																		\$ -
58320	Consultants-Noninstructional															\$ 1,034			\$ 1,034
Sub Total - Services			\$ 10,637		\$ 983		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 1,034		\$ 12,654
GRAND TOTAL			\$ 61,934		\$ 57,700		\$ -		\$ -		\$ -		\$ -		\$ 3,100		\$ 1,154		123,884

# 2021-2022 Budget Spreadsheet

## 2021-2022 BUDGET MERLO HS - 531 68 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$ 61,934	LCFF		TOTAL ALLOCATION		\$ 61,120	TITLE I - PARENT - 5064Z		TOTAL ALLOCATION		\$ 1,149							
TOTAL BUDGET DISTRIBUTED BELOW				\$ 61,934	TOTAL BUDGET DISTRIBUTED BELOW				\$ 61,120	TOTAL BUDGET DISTRIBUTED BELOW				\$ 1,149							
TO BE BUDGETED (Should be \$0.)				0	TO BE BUDGETED (Should be \$0.)				0	TO BE BUDGETED (Should be \$0.)				0							
Object	Description	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET						
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE			FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
* 11500	Teacher - Add Comp (incl benefits)	0.000	\$ 18,960	0.000		0.000		0.000		0.000	\$ 2,000	0.000		0.000	\$ 480	0.000		0.000		0.000	\$ 21,440
11700	Teacher Substitute (incl benefits)	0.000	\$ 8,000	0.000	\$ 10,800	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 18,800
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
13201	Assistant Principal (incl benefits)			0.000								0.000				0.000				0.000	\$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
19101	Program Specialist (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant (incl benefits)			0.000				0.000	\$ 31,179	0.500		0.000				0.000				0.500	\$ 31,179
21500	Bi Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22601	Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22500	Lib Med Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 26,960		\$ 10,800		\$ -		\$ 31,179		\$ 2,000		\$ -		\$ 480		\$ -		\$ -		\$ 71,419
Books & Supplies																					
** 43110	Books/Supplies/Materials (less than \$500 per item)		\$ 5,897		\$ 9,741														\$ 1,149		\$ 21,440
43400	Parent Meeting				\$ 800										\$ 1,000						\$ -
44000	Equipment (\$500 - \$4999.99 per item)		\$ 3,600		\$ 3,600																\$ -
Sub Total - Books & Supplies			\$ 9,497		\$ 14,141		\$ -		\$ -		\$ -		\$ -		\$ 1,000		\$ -		\$ 1,149		\$ 21,440
Services																					
57150	Duplicating																				\$ 21,440
57250	Field Trip-District/Non-District Trans		\$ 10,000		\$ 5,000																\$ 18,800
56590	Maintenance Agreement		\$ 3,997																		\$ -
52150	Conference		\$ 8,000																		\$ -
58450	License Agreement																				\$ -
58920	Pupil Fees																				\$ -
58100	Consultants-Instructional/Non-Instructional																				\$ -
Sub Total - Services			\$ 21,997		\$ 5,000		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -
GRAND TOTAL			\$ 58,454		\$ 29,941		\$ -		\$ 31,179		\$ 2,000		\$ -		\$ 1,480		\$ -		\$ 1,149		

## Assumptions:

\* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

\*\* State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

\*\*\*State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

\*\*\*\*State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

\*\*\*\*\* State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

# 2021-2022 Staffing Overview

## Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: 68

MERLO ENVIRONMENTAL INST

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70502576	COMMUNITY ASST	0090	1230352668	22901	1.0000	1.0000
TOTALS, THIS LOCATION: 531											1.0000

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State &amp; Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

## NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT	
1.	Bilingual Assist	1.0	0090-1230352668-22901	Increase FTE
2.				
3.				
4.				

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On \_\_\_\_\_ School Site Council reviewed and preapproved the staffing plan for LCFF &amp; Title 1 funded positions for the 2021-22 school year.

Site Administrator's Approval: \_\_\_\_\_

DATE: 02/11/2021

Report ID: Staff\_Position\_Listing\_NO\_SALARY\_STATE\_FED\_Landsc  
 Report Location: CDD \ Accounting \ State and Federal  
 User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020  
 Current Time: 04:05:14  
 Page #: 44

## **2020-2021 SPSA Evaluation**

# Edward C. Merlo Institute of Environmental Technology

## School Plan for Student Achievement (SPSA)

### Evidence-Based Title I Funded Program Evaluation

#### Qualitative Evaluation

#### Guiding Questions:

The district or Title I school allocates Title I funds to support Student Achievement:

- 1) How does this position impact parent and family engagement and participation to support student learning?
- 2) What data are you using to drive this discussion?
- 3) If this program has helped improve parent and family engagement, what can be done to make it even better?
- 4) If this expenditure has not had a positive impact on parent and family engagement, what will be done to modify, change, or replace it?

Student Achievement				
Goal 1:	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<b>School Goal for ELA/ELD:</b> By June 2021, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 5 percentage points. By June	<b>Strategy 1</b> Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending yearly district provided conferences or training focusing	<u>ELA</u> 26.32% 16-17 6.98% 17-18 38.78% 18-19 Not Tested 19-20 Due to COVID <b>iReady</b> 28% 20-21  <u>Math</u> 7.02% 16-17 2.38% 17-18 14.29% 18-19	<ul style="list-style-type: none"> <li>• Due to COVID and the AB77 schedule teachers were all provided an hour of office time daily. This time was utilized for collaboration, along with teacher prep time. Substitutes were rarely utilized for collaboration time.</li> <li>• Common planning time and collaboration time will be utilized as Merlo returns to a normal or hybrid schedule for the 2021-22 school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Money not utilized due to COVID was reallocated as part of a SPSA revision that was approved by the SUSD School Board on 3/9/2021</li> <li>• The revision allowed for additional webinar trainings, Books for the Merlo Library</li> <li>• Updated technology for classrooms</li> </ul>

<p>2021, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.</p> <p><b>School Goal for Math:</b> 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</p>	<p>on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, AVID and ELD specific training.</p> <p>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</p>	<p>Not Tested 19-20 Due to COVID</p> <p><u>Science</u> 18.37% 18-19 19-20 Not tested Due to COVID</p> <p><u>College/Career Readiness:</u> 16.7% 17-18 15.6% 18-19 46.3% 19-20</p> <ul style="list-style-type: none"> <li>• All Merlo teachers participated in District offered staff development at least three times during the year. Topics included Supporting English Learners, Strategies for Building Vocabulary in the Remote Environment, Engaging All students in the virtual environment. Staff also provided trainings during Collaboration Meetings on the use of Online Resources. We currently have 10 staff signed up to attend AVID Digital XP training in May.</li> <li>• English Language Arts and Mathematics Instructional Coaches worked with new and experienced teachers throughout the year. They attended Department meetings for Math and English. Action</li> </ul>	<ul style="list-style-type: none"> <li>• The use of common formative assessments has been discussed, but Merlo does not have multiple teachers, teaching the same subject matter or grade level. The District is exploring the idea of common writing assessments.</li> <li>• Many of the workshops offered were geared to the changing environment of schools and revolved around educating students in the virtual environment.</li> <li>• Opportunities for collaboration during staff meetings shift to supporting Social Emotional Learning and topics like Suicide Awareness training and SEL supports within the classroom.</li> <li>• Merlo attempted to schedule additional trainings focused on using academic vocabulary in all classroom, but were able to coordinate these trainings with the Language Development Department.</li> <li>• Summer intercession is being paid for out of CARES Act funds by the District.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional supplies</li> <li>• Extended school year for students in need of credit recovery</li> <li>• Funds for extended school year are being covered by the District and the SPSA will need to be revised to redistribute this money</li> <li>• Collaboration time and Professional development are still desired at Merlo and will be included in the 2021-22 SPSA.</li> <li>• Merlo may explore its own school writing assessment for all grade levels or the District may create a common writing assessment</li> <li>• Merlo will continue to seek PD in the area of academic vocabulary.</li> <li>• Money allocated for Summer Intercession should be reallocated through a SPSA revision.</li> </ul>
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<p>percentage points.</p> <p><b>School Goal for Science:</b> By June 2021, the percentage of students meeting or exceeding the standard in Science will increase by 5 percentage points.</p> <p><b>School Goal for College and Career Readiness:</b> 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</p>	<p>co-teaching, co-planning or demo lessons in the classroom</p> <p>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)</p> <p>Use common formative assessments in all content areas as the basis for continuous cycle of improvement. Collaboration, data reviewing, and instructional practices will be</p>	<p>walks were attempted, but were not as affective in the Distance Learning Format. Coaches supported planning throughout the year and collaborated with the principal on evaluating goals and strategies.</p> <ul style="list-style-type: none"> <li>• 4 Teachers from ELA and 2 teachers for math attended District provided workshops throughout the school year. These workshops included: What is Gizmos? Engaging All Students in the Virtual Classroom, Language Acquisition and Student Engagement, How to use Writing as Part of Virtual Instruction? and creating ELA Virtual Lessons.</li> <li>• ELD Workshops were attended by staff during the school year. These included Supporting English Learners in HSS and Building Vocabulary in a Remote Learning Environment.</li> </ul>		
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<p>technical educational standards) by 5 percent.</p> <p>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</p>	<p>shared on a bi-weekly basis. (Teacher Additional Hourly for data review in support of instructional practices. 93 hours X \$60 = \$5,997)</p> <p>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.</p> <p>Area of Focus: ELD: District Provided ELD Workshops: Attendees will include ELD</p>			
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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.	<p>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.</p> <p>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.</p> <p>SPSA Revision – Approved 3/9/21</p> <p>Webinar Trainings: All</p>			
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	<p>trainings have shifted to be offered virtually during COVID. These training webinars include CAFE, AVID Digital XP, The Latina Family Literacy program, and other professional development opportunities that support increased student proficiency in English Language Arts, Mathematics, Science, or College and Career Readiness. Staff attending trainings will be asked to provide mini PD sessions during collaboration meetings surrounding learned content.</p> <p><b>Strategy 2</b> To provide students with</p>			
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	<p>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</p>			
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	<p>“gist” will also be incorporated.</p> <p>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</p>			
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	<p>collaboration (e.g., pair-share, philosophical chairs and carousel).</p> <p>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.</p> <p>Applicable supplemental instructional materials include notebooks, binders, paper for graphic</p>			
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	<p>organizers, journals, writing tools- whiteboard/chart paper and technology. AVID organizational tools.</p> <p>Cost: \$4,500 – Title I, \$5,000 – LCFF</p> <p>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.</p> <p>Teachers will use various equipment such as the copier, duplo, laminator and printers. Maintenance agreements ensure the</p>			
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	<p>equipment is available and usable to provide a print rich environment. Maintenance Agreement Cost:\$3,997</p> <p>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</p>			
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	<p>growth of student population or the addition of a new class to master schedule.</p> <p>Revision – Approved 3/9/21</p> <p>SPSA Revision – Approved 3/9/21 Books: Purchase of library books to support a designated library time and promote an atmosphere that is conducive to literacy. These books will be utilized during a designated reading time, which will begin once students return to campus. Books will include fiction, non-fiction and will focus on equity, equality, in inclusivity among many other themes. Progress will be monitored through iReady</p>			
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	<p>scores, ELPAC scores, and CAASPP scores.</p> <p>Equipment (44000): Purchase of a ViewSonic Interactive television. This is part of an effort to upgrade technology schoolwide. The ViewSonic's are interactive displays, which help promote engagement and collaboration. They integrate with Google classroom and allow teachers and students to provide interactive presentations. Students can annotate teacher presentations and teachers can record lessons directly from the ViewSonic and share these lessons with</p>			
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	<p>students, who were absent, receive accommodations requiring notetaking, or at-risk learners.</p> <p><b>Strategy 3</b> 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.</p> <p>The counselor will meet with students to discuss transcripts and establish semester goals. Counselor</p>			
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	<p>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.</p>			
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	<p>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.</p> <p>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</p>			
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	<p>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.</p> <p>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 first hand (UC, CSU,</p>			
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	<p>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 the following colleges:</p> <p>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.</p> <p>10th Grade: CSU Monterey: April 2021: The purpose of this trip will be to help students envision</p>			
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	<p>a different future for themselves.</p> <p>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.</p> <p>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</p>			
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	<p>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</p> <p>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</p>			
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	<p>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 = \$ 7500.00 total cost</p> <p># of students meeting graduation requirements, # of students meeting A-G requirements, # of students participating in PSAT, SAT and</p>			
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	<p>ACT, # of students participating in college tours/field trips# of students completing courses through APEX</p> <p><b>Strategy 4</b>  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.</p> <p>Applicable supplemental materials include math manipulatives, paper for graphic organizers, writing tools (white</p>			
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	<p>boards/chart paper), STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and PLTW specific materials. Cost: \$4,500 – Title I, \$2,500 – LCFF</p> <p>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</p>			
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	<p>also enrolled in the Avid 9-12 classes will also participate in these virtual tours.</p> <p>Teachers will collaborate and be provided with collaboration time both in-house and with other teachers in SUSd.</p> <p><b>Strategy 5</b> 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 re-teaching and mastery of</p>			
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	<p>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.</p>			
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	<p>Teacher Additional Comp Pay Calculation (Object Code 11500): 12 of teachers x 8 hours X \$60 rate of pay = \$5997.00 total cost</p> <p>SPSA Revision – Approved 3/9/21</p> <p>Extended Learning Summer Intercession. Merlo will host summer intersession from June 1 – June 28, 2021. Summer intercession will provide credit recovery through the use of online learning via Cyber High or APEX. 100 students will be able to enroll in the program. Summer incession will be designated for sophomores, juniors, and seniors, who are</p>			
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	<p>in need of credit recovery in order to meet graduation requirements. This will minimize the sections of remediation through the 2021-22 school year.</p> <p>Title I: \$4,500 LCFF:\$13,500</p>			
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School Climate				
Goal 2:	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p><b>By the end of the 2020-2021, Merlo will have maintained its suspension rate to 1.0 students and zero students expelled.</b></p> <p><b>By the end of the 2020-2021 school year,</b></p>	<p><b>Strategy 1</b> Through Merlo's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities.</p>	<ul style="list-style-type: none"> <li>• There has been zero suspension or expulsions during the 2020-21 school year.</li> <li>• Chronic truancy increased slightly from the 2018-19 to the 2019-20 school year. +.08%. It is currently down by 5.5% at 10.2%</li> <li>• Merlo staff received training in SUSD Mental Health Crisis Protocol, Signs of Suicide, Grief Support, MTSS, and the CARE Team Process.</li> </ul>	<ul style="list-style-type: none"> <li>• Training on Merlo's MTSS system was provided at the beginning of the school year.</li> <li>• Merlo families are not as receptive to surveys and at times there have been many provided by the District and school.</li> <li>• The MIC room has not been used for student incentives due to COVID. Recognition Assemblies were conducted online via Zoom. Students were entered into raffles for</li> </ul>	<ul style="list-style-type: none"> <li>• Additional MTSS training is needed to support and strengthen the the MTSS process at Merlo. Trainings will be planned as we move back to site based instruction.</li> <li>• Merlo will continue to hold online Student Recognition Assemblies and</li> </ul>

<p><b>Merlo will reduce chronic truancy by 3%. By the end of the 2020-2021 school year, Merlo will increase school wide attendance by 3%.</b></p>	<p>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</p> <p>Tier II: Targeted (5-10% of students) Students will be referred to the counselor by a</p>	<ul style="list-style-type: none"> <li>• PLUS provided a month long Wellness Challenge for Students and staff</li> <li>• Students have received training for the school counselor on anxiety and depression.</li> <li>• Signs of Suicide training was also provided to Merlo parents and students.</li> <li>• Monthly CARE team meetings have been held for students identified as “At-Risk” by teachers, staff, counselor, and the attendance clerk.</li> <li>• Home visits were conducted for “at-risk” students as state and local health guidelines allowed</li> <li>• After School tutoring in the areas of English, Math, Biology, and for students on APEX has been held throughout the school year.</li> <li>• Tutoring in the form of online tutoring through AirTutors was offered</li> <li>• Merlo added cohorts on campus beginning in February. Approximately 67 students attended with five teachers participating. Many students improved their classroom grades while attending cohorts.</li> <li>• Teachers provided PD during staff meetings on new technology and practices used</li> </ul>	<p>various gift cards and prizes. Prizes have also been awarded for FAFSA Completion, and a drawing for a skateboard. Two Merlo students were recognized by the SUSD School Board.</p> <ul style="list-style-type: none"> <li>• PLUS Forums were suspended due to COVID.</li> </ul>	<p>evaluate offering outdoor recognition as guidelines allow.</p> <ul style="list-style-type: none"> <li>• Monthly CARE Team meetings will continue. Referring teachers should attend these meeting with designated staff.</li> <li>• ASB will be combined with Leadership for the 2021-22 school year. Dr. Ramos will take over ASB/Leadership</li> <li>• Continue to provide incentives for school attendance as budgets allow</li> </ul>
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	<p>teacher or staff members using designated referral form.</p> <p>Small group interventions</p> <p>In addition to regular classroom instruction</p> <p>Based on universal screening data</p> <p>Tier III: Intensive (1-5%)</p> <p>Students will be referred to the school counselor by teacher or staff members using designated referral forms.</p> <p>Students will be placed on “academic probation” and will attend weekly tutoring sessions to receive individual or small group interventions.</p> <p>On site professional</p>	<p>in the classroom. Coaches worked with teachers to improve their practices.</p> <ul style="list-style-type: none"> <li>• Throughout the school year Merlo students have had access to a mental health clinician and Behavior Support Specialist. Students have been referred for services through the CARE team process or due to student checks.</li> <li>• PLUS Surveys have been conducted two times this school year. (data).</li> <li>• Two student surveys were sent out regarding online learning.</li> <li>• Merlo has held a student recognition assembly this year. Merlo students were recognized for Student of the Month, Perfect Attendance, Honor Roll, and Principal’s List.</li> </ul> <p><u>Attendance/Chronic Truancy</u></p> <p>20.9% 17-18</p> <p>14.9% 18-19</p> <p>15.7% 19-20</p> <p>8.68% through April 2021</p> <p><u>Suspension</u></p> <p>5.7% 17-18</p> <p>1% 19-20</p> <p>1.7% 19-20</p> <p>0% 20-21</p>		
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	<p>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.</p> <p>Through the PLC process, teachers will identify students with common instructional gaps in meeting Essential Outcomes and facilitate in class interventions that targets the</p>	<p><b>PLUS Survey 2020-21</b></p> <p><b>Fall Survey</b></p> <p>At my school, there is a teacher or other adult who really cares about me. 87%</p> <p>I know an adult at school at school that I can talk with if I need help. 85%</p> <p>There is an adult at school who checks on how I am doing during distance learning. 76%</p> <p><b>Winter Survey</b></p> <p>At my school, there is a teacher or other adult who really cares about me. 93%</p> <p>I know an adult at school at school that I can talk with if I need help. 91%</p> <p>There is an adult at school who checks on how I am doing during distance learning. 80%</p>		
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	<p>identified areas for additional instruction and mastery.</p> <p>In addition to academic interventions, social-emotional/behavioral needs are addressed through MTSS.</p> <p>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.</p>			
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	<p>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</p>			
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	<p>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.</p> <p><b>Strategy 2</b> The Leadership and PLUS</p>			
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	<p>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.</p>			
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	<p>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.</p> <p>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</p>			
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	<p>express areas of concern.</p> <p><b>Strategy 3</b>  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</p>			
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### Meaningful Partnerships

Goal: 3	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p><b>By June 2021, increase participation by 10% at Parent Night and other events to create meaningful partnerships with stakeholders.</b></p> <p><b>By June 2021, establish 2 new opportunities for stakeholders to be engaged with the school community.</b></p>	<p>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</p>	<ul style="list-style-type: none"> <li>Month Merlo Coffee Hours were held at two separate times during the day. The morning session included 3-4 parents and Merlo's leadership class. The evening session usually consisted of 0-3 parents and some staff. Sessions were advertised through Blackboard, social media, and PeachJar. Speculation is that numbers will increase once we return to the site. Additional Coffee Hours were added for specific subjects like return to school information. Topics covered included: Informational meetings, Signs of Suicide Parent training, FAFSA information, LCAP information, and Return to School Safety Protocols. Merlo also held a Back-to-School Night and an Information Night where each department presented information about their department. School Site Council meetings were held at least Monthly and included school personnel, parent members, and student</li> </ul>	<ul style="list-style-type: none"> <li>Coffee Hour participation proved difficulty due to not being allowed to be onsite or hand out physical flier to families and students due to COVID. Much time was spent advertising events over emails, voice calls, PeachJar, social media, and the SUSD App.</li> <li>School events, such as Back-to-School, Open House were held virtually through Zoom. All other meetings involving parents, SSC, ELAC, Coffee Hour, etc. were held virtually through Zoom. All meeting suffered from lower than normal attendance. College information was presented to students within their classrooms over Zoom.</li> <li>Back-to-School Night and Open House were held in two different manners. Students and families followed their child's schedule to individual Zoom classrooms for Back-to-School Night.</li> <li>We would like to see a greater amount of families participate in the Latino Family Literacy</li> </ul>	<ul style="list-style-type: none"> <li>It is recommended that fliers are handed out to students and parents during morning drop off and afternoon pick up times, in addition to advertisement over social media, all calls, emails, and PeachJar</li> <li>Funds for parents should consist of a combination of parent books and training.</li> <li>Expand College Night to a College and Career night and include sector representatives from various industries</li> <li>Schedule a STEM Night in the 2021-22 school year.</li> <li>Provide light snacks and refreshments for onsite events</li> <li>Continue to provide the supplies necessary to hold</li> </ul>

	<p>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.</p> <p>Parent Meeting: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner,</p>	<p>members. The Merlo ELAC had sporadic attendance. The ELAC voted to allow the School Site Council to assume the responsibilities of the Merlo ELAC for a period of two years. The Merlo SSC voted to accept this responsibility. ELAC was added to all SSC agendas moving forward.</p> <ul style="list-style-type: none"> <li>• Money for snacks was not utilized due to COVID</li> <li>• Through a SPSA revision, Merlo began a program for parents and students call The Latino Family Literacy College Awareness program. Parents received information on their child’s transition from high school to college and career. This parent training consisted of six sessions over a six week period and provided parents with books in both English and Spanish.</li> <li>• Events like Literacy Night, College Nights, and Science STEM Nights were suspended due to COVID. Merlo did receive virtual visits from many colleges in lieu of College Nights.</li> <li>• Latino Family Literacy College Awareness Program began on April 30<sup>th</sup> and will run six</li> </ul>	<p>College Awareness trainings. We fill that having these meetings onsite would help increase the numbers.</p> <ul style="list-style-type: none"> <li>• The counselor had to wait for PD before starting to hold meetings, which resulted in a later start than we had planned.</li> </ul>	<p>onsite events like Open House, Back-to-School, SSC, Coffee Hour, College and Career Nights, STEM Nights</p> <ul style="list-style-type: none"> <li>• Now that the counselor is trained, we can schedule these trainings at the beginning of the school year. We would like to eventually focus on incoming freshman, but will continue to invite all families</li> </ul>
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	<p>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.</p> <p>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</p>	<p>weeks. All families were invited to attend the meeting, which are ran by the school counselor</p> <ul style="list-style-type: none"> <li>• The school counselor received training in how to teach the program. There are currently 4-5 parents attending</li> </ul>		
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	<p>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.</p> <p>Cost: \$1,034</p> <p>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</p>			
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	<p>focused on learning.</p> <p><b>SPSA Revision – Approved 3/9/21</b></p> <p><b>Teacher Additional Compensation:</b>  Compensation for teacher or counselor to work with parents as part of the Latino Family Literacy program. The program will run 1 afternoon/evenings per week for 8 weeks. The Latino Family Literacy College Awareness program is a teacher let program for high school students and parents. The goals of the program is to support students and parents discussing next steps after high school, whether</p>			
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	<p>it's college or vocational training, or work.</p> <p>Latino Family Literacy Program:</p> <p>1 Teacher/Counselor x 1 hour x 8 sessions x \$50 = \$400</p> <p><b>Consultant Non-Instructional (23035):</b> Latino Family Literacy Program is a college awareness program for students and their parents. It will be led by a Merlo staff member and will provide support for the school-going process and college awareness. The curriculum is bilingual and reflects the experiences of Latino families. The program will include 40</p>			
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	<p>Chapter Books and the Awareness program kit. The total cost also includes curriculum for the teacher, training, and ongoing support. The effectiveness of the program will be measured by program participation and student/parent survey.</p>			
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## **Comprehensive School Profile Data:**



# **EDWARD C. MERLO INSTITUTE OF ENVIRONMENTAL TECHNOLOGY 3.22.2021 DMM:**

Continuous Improvement: Decision Making Model -- Essential Questions

--- CONFIRMS WHY ---		CONFIRMS HOW		--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<b>Goal 1 - Student Achievement</b> <u>ELA</u> 26.32% 16-17 6.98% 17-18 38.78% 18-19 Not Tested 19-20 Due to COVID  <b>iReady Overall</b> 14% 19-20 19% 20-21 (Fall) 19% 20-21 (Spring) <b>11th Grade</b> 24% 19-20 28% 20-21 (Fall) 20% 20-21 (Spring)  <u>Math</u> 7.02% 16-17	<b>Goal 1 - Student Achievement</b> <u>ELA</u> State ELA test scores increased by 31.72% in 2019. Students were not tested in 2020 due to COVID. 4% growth was shown on iReady for the class of 2021  <u>Math</u> State Math test scores increased by 11.91% in 2019. Students were not tested in 2020 due to COVID.  <u>Science</u> Students were not tested in science in	<u>ELA</u> Collaboration time needs to be used more effectively. More time needs to be devoted to interpreting data and utilizing this information to drive instruction.  Additional professional development opportunities available to teachers.  Teachers need to continue to develop their understanding of	<u>Student Achievement</u> Teachers need additional professional development to support core instruction. This includes District training focused on evidence based instructional practices, assessment, curriculum, PLC, AVID, and ELD training.  Use of common formative assessments in all content areas.  Time for instructional planning and Data review	<u>Student Achievement</u> Calendar and coordinate PLC, training, instructional walks, faculty, staff, and department meetings, school events and activities.  Seek training and resources for teachers.  Focus on specific strategies to improve student engagement. Monitor cross curricular projects.  Ensure instructional time and PLC time is valued and utilized.	Monitor all data points on a quarterly basis, including: <ul style="list-style-type: none"> <li>✓ D/F Rates by Teacher</li> <li>✓ SBAC Data</li> <li>✓ Graduation Rate Data</li> <li>✓ A-G Data</li> <li>✓ Discipline Referral Data</li> <li>✓ Suspension Data</li> <li>✓ Student/Staff Surveys</li> <li>✓ Dual Enrollment</li> <li>✓ Articulated Courses</li> <li>✓ Credit Recovery</li> </ul>

<p>2.38% 17-18 14.29% 18-19 Not Tested 19-20 Due to COVID</p> <p><b>iReady</b> 15% 19-20</p> <p><u>Science</u> 18.37% 18-19 19-20 Not tested Due to COVID 20-21 Not tested due to COVID</p> <p><u>College/Career Readiness:</u> 16.7% 17-18 15.6% 18-19 46.3% 19-20</p> <p><b>Goal 2 – School Climate</b> <u>Attendance/Chronic Truancy</u> 20.9% 17-18 14.9% 18-19 15.7% 19-20 9.05% 20-21</p> <p><u>Suspension</u> 5.7% 17-18 1% 19-20 1.7% 19-20 0% 20-21</p>	<p>2019 or 2020</p> <p><u>College/Career Readiness</u> The percent of student college/career ready increased by 30.7% in 2020.</p> <p><b>Goal 2 – School Climate</b> <u>Attendance/Chronic Truancy</u> Chronic Truancy increased slightly by 0.8%</p> <p><u>Suspension</u> The suspension rate remained low, but increased slightly by .7%</p> <p><b>Goal 3 – Meaningful Partnerships</b> <u>Parent Participation at Events</u> Online participation at Back-to-School remained around 25-30 parents. Coffee hour is attended by 3-5 parents in the morning and 1-4</p>	<p>the curriculum and its application.</p> <p>Student academic performance needs to be continuously evaluated. The PBIS and MTSS process needs to be strengthened and clearly articulated to all staff.</p> <p>Despite weekly calls and emails, parental involvement remains low. Additional ways of communicating with parents needs to be explored.</p> <p>Added internship opportunities were difficult during COVID. Teachers were burnt out and many employers were not taking on interns. Additional efforts need to be made to connect with pathway and community partners as our community opens.</p>	<p>Improved technology to increase engagement with the classroom.</p> <p>Focus on increased reading endurance and reading strategies.</p> <p>Targeted instruction and intervention for long term English learners.</p> <p>Increased focus on College and Career Readiness</p> <p>Credit recovery opportunities through APEX.</p> <p>Hands-on science experiments and integration of PLTW STEM projects.</p> <p>Provide preschool students the opportunity to interact with peers, increase social skills, establish connections, and practice kindergarten rituals.</p>	<p>Ensure at-risk groups are monitored through the CARE team process.</p> <p>Monitor progress for grade levels through counselor support and grade level leads.</p> <p>Ensure students in need of credit are assigned APEX and are properly monitored.</p> <p>Increase bilingual assist position to a .75 position, which will provide additional supports to EL students.</p> <p><b><u>School Climate</u></b> Improve communication with staff regarding the CARE team process, PBIS, and MTSS.</p> <p>Hold teachers accountable for attending CARE team meetings when they have referred a</p>	<ul style="list-style-type: none"> <li>✓ Attendance Rates</li> <li>✓ ELPAC Data</li> <li>✓ Seal of Biliteracy Data</li> <li>✓ Targeted plans for individual students</li> <li>✓ Four Year Plans</li> <li>✓ Number of Internships</li> <li>✓ Survey completion rate.</li> </ul>
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<p><b>Goal 3 – Meaningful Partnerships</b></p> <p><u>Parent Participation at Events</u>  Back-to-School 30 parents 19-20  Coffee Hour 10-15 parents 19-20  School Site Council and ELAC 1-2  Parent Response to ELAC Survey  6 18-19  15- 19-20</p> <p><u>Community Involvement via Internships</u>  6 Students 18-19  0 students 19-20  0 students 20-21</p> <p><u>Graduation Rate</u>  93.80% 17-18  100% 18-19  95.10% 19-20</p>	<p>parents in the evening School Site Council is regularly attended by 2-3 parents. ELAC was combined with site council due low attendance</p> <p><u>Community Involvement via Internships</u>  Internships were placed on hold due to COVID, but some teachers were able to obtain presenters, who represented their pathways</p> <p><u>Graduation Rate</u>  The Merlo graduation rate dipped slightly, but still was very high at 95.10%</p>	<p>Student progress needs to occur beginning freshman year and continue through senior year. The four year plan and teacher advisors needs to be acted upon as we return to school.</p> <p>More support is needed for EL students.</p> <p><u>School Climate</u>  The Merlo MTSS System is not fully articulated.</p> <p>Students are referred to the Monthly Merlo CARE Team, but referring teachers do not participate in meetings.</p> <p>Student recognition was done virtually, but was much more effective in person.</p> <p>Only about 55-60% of students participated in online surveys such</p>	<p>Increase Bilingual Assist time in order to find a bilingual assist.</p> <p><u>School Climate</u>  Provide a MTSS system that is clearly articulated and will provide students with effective academic and social emotional interventions</p> <p>Maintain a monthly CARE team process, which involves referring teachers, admin, mental health clinicians, and counselors.</p> <p>Increased initiatives led by student leadership and PLUS to increase attendance, school spirit, and engagement.</p> <p>Increase participating in PLUS Surveys.</p>	<p>student.</p> <p>Combine ASB and PLUS.</p> <p>Focus on Monthly PLUS traits for student of the month recognition.</p> <p>Provide recognition and incentives for grades, attendance, overall improvement.</p> <p>Promote and celebrate PLUS surveys to increase participation.</p> <p><u>Meaningful Partnerships</u>  Seek community and pathway partners for internship opportunities in all three pathways (Graphic Design, Engineering, and Green Technology)</p> <p>Seek out additional ways that will be helpful in communicating with</p>	
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		<p>as the PLUS climate survey. The goal for survey completion should be 100%.</p> <p>Students are playing catch up during junior and senior year. More staff need to be on board with monitoring student progress.</p> <p><b><u>Meaningful Partnerships</u></b></p> <p>Parent participation through Zoom proved difficult. Merlo parents are more likely to attend when they are on campus.</p> <p>Additional opportunities are needed to educate and inform parents about career and college opportunities.</p> <p>Only about 50% of Merlo families have email. Text messaging options should be explored in combination with</p>	<p>Increased opportunities to recognize and celebrate student achievement and accomplishments.</p> <p><b><u>Meaningful Partnerships</u></b></p> <p>Increased parent participation in school events and activities.</p> <p>Programs and education for parents about college and career opportunities.</p> <p>Increased events such asd STEM Night and College, Career, and Community Fairs.</p> <p>Continued promotion of events through calls, emails, social media and flyers. Exploration of other ways to increase</p>	<p>parents.</p> <p>Hold additional events to promote STEM, College, Career, and Community.</p> <p><b><i>ELA, Math, and New Teacher Coaches, along with Program Specialist</i></b> provide supports needed in the classroom to teachers:</p> <ul style="list-style-type: none"> <li>~ Co-teaching</li> <li>~Co-planning (content and instructional practices)</li> <li>~ Modeling</li> <li>~Targeted Feedback</li> <li>~ Differentiation of instruction</li> <li>~Standards based grading</li> <li>~ Assessment for learning (CFUs)</li> <li>~ Support for creating consistency in lesson planning</li> <li>~Task Analysis</li> </ul>	
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		<p>email, calls and flyers.</p> <p>Many businesses were not available for partnerships and internship opportunities due to COVID.</p>	<p>parent communication and attendance.</p> <p>Increase partnerships with community programs and businesses. Build relationships that lead to student internships in the CTE Pathways.</p>	<p>~ Breaking down standards and identifying essential skills.</p> <p>~ Support with new curriculum</p> <p>~ Driving data driven decision making</p> <p>~Facilitate analysis of formative and summative assessments.</p> <p>~ increase instructional time on grade level standards and appropriate remediation within the class period.</p> <p>~Provide supports and monitor EL progress for all EL students and work with the EL teachers to identify best teaching strategies that support academic language and literacy.</p> <p>~In addition to coaches and program specialist, <b>Bilingual Assistants</b> support EL students in their non ELD courses to access</p>	
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				<p>to content and skill acquisition</p> <p><b><u>Professional Development:</u></b></p> <p>~ Design and present effective content specific professional development offerings to teachers in the four core areas –ELA, Math, Science, Social Science and new teachers in all subject matter</p> <p>~Guide teachers in instructional equity and culturally responsive teaching practices</p> <p><b><u>Community Partnerships:</u></b></p> <p>Reach out to community to provide internships and presenters to students to grow understanding and access to local trades and career paths.</p>	
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# Progress

school search

Institute of Environmental Tech

2020-2021

**Overview:** The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

February



206

Count

87.9%

4.4% 1.9% 1.0% 1.9% 1.0% 0.5% 1.5%

AA AI AS FI HI MR PI WH

January

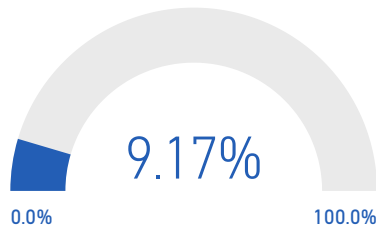


CWA

4

Parent Outreach

## Engagement



Chronic Absenteeism

Winter

## Academics



Participation

91%

ELA: K-11

On-Track K-8

(Blank)

Percent



Participation

0%

Math: K-8

On-Track K-8

(Blank)

Percent



Participation

60%

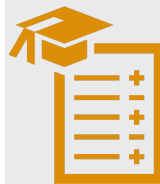
MDTP-Fall

Nearly + Ready

19%

Percent-Fall

High School: No Credits Earned



1

10

1

12

English Learners February

ELPAC IA

(Blank)

Percent GL Tested

ELPAC IA

(Blan...

Total Tested

Reclassification

3

6

RFEP ● Complete ● Eligible

## Curriculum:

Tests Administered Through Feb 1st

Benchmark

(Blank)

Total Test Count

Ready Class

(Blank)

Total Test Count

Saavas

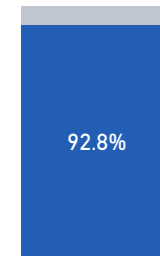
(Blank)

Total Test Count

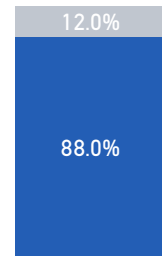


PLUS Winter 2021

## School Climate



At my school, there is a teacher or other adult who really cares about me.



I feel like I am part of this school.





# Enrollment

school search

Institute of Environmental Tech

Month

All

Student G...

All

2020-2021

## Change: All Enrollment

(current-previous month)

0

Dec-Jan change

01-Aug

221

Enrollment

06-Jan

209

Enrollment

02-Sep

214

Enrollment

07-Feb

206

Enrollment

03-Oct

213

Enrollment

04-Nov

211

Enrollment

05-Dec

209

Enrollment

SUSD RA v2

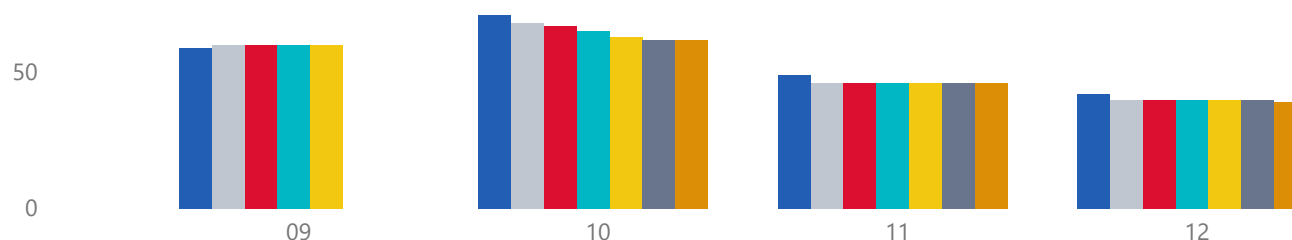
**Overview:** Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

**Navigation:** All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

**Source:** Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

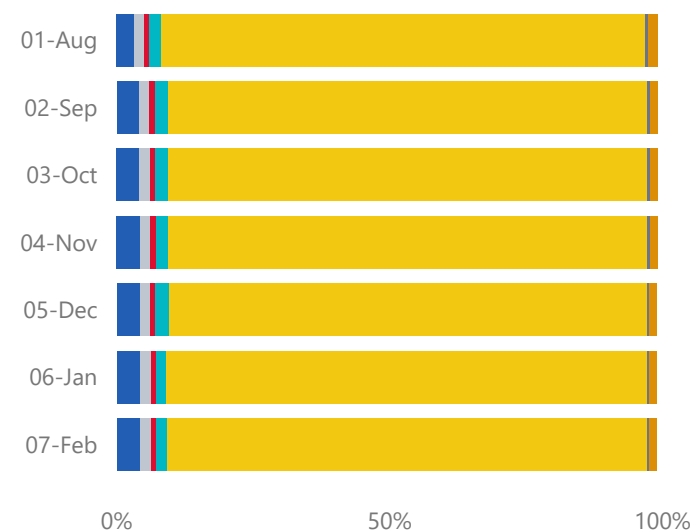
### Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan ● 07-Feb



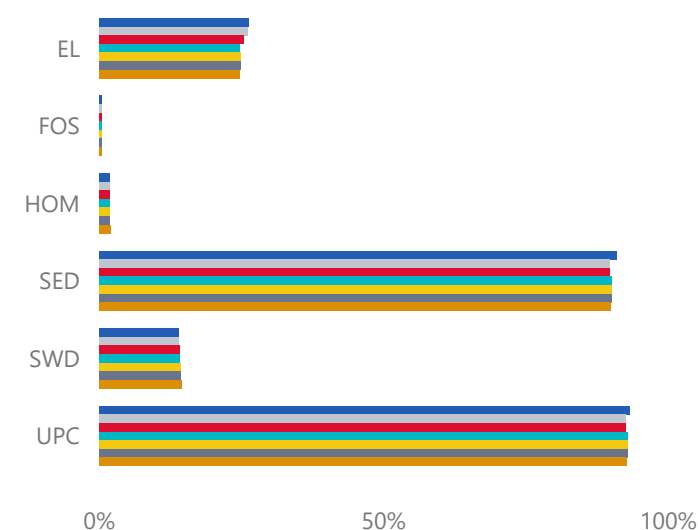
### Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



### Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



# Engagement

school search

Institute of Environmental Tech

Month

All

2020-2021

## Connections

01-Aug	01-Aug
16.51%	36
Rate	Count
02-Sep	02-Sep
13.30%	29
Rate	Count
03-Oct	03-Oct
12.39%	27
Rate	Count
04-Nov	04-Nov
9.63%	21
Rate	Count
05-Dec	05-Dec
9.17%	20
Rate	Count
06-Jan	06-Jan
9.17%	20
Rate	Count

SUSD RA v2

**Overview:** Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

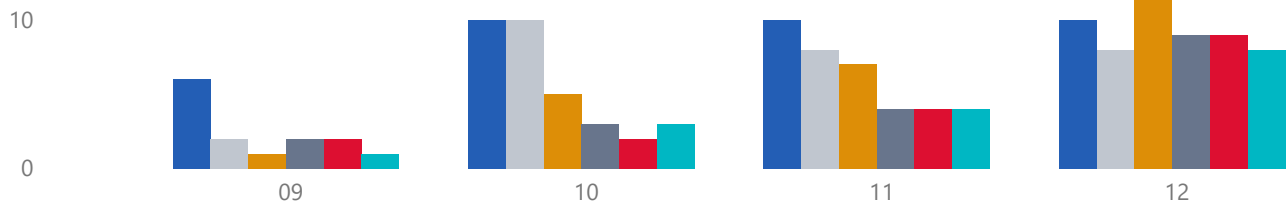
**CWA outreach** includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

**Navigation:** All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

**Source:** Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

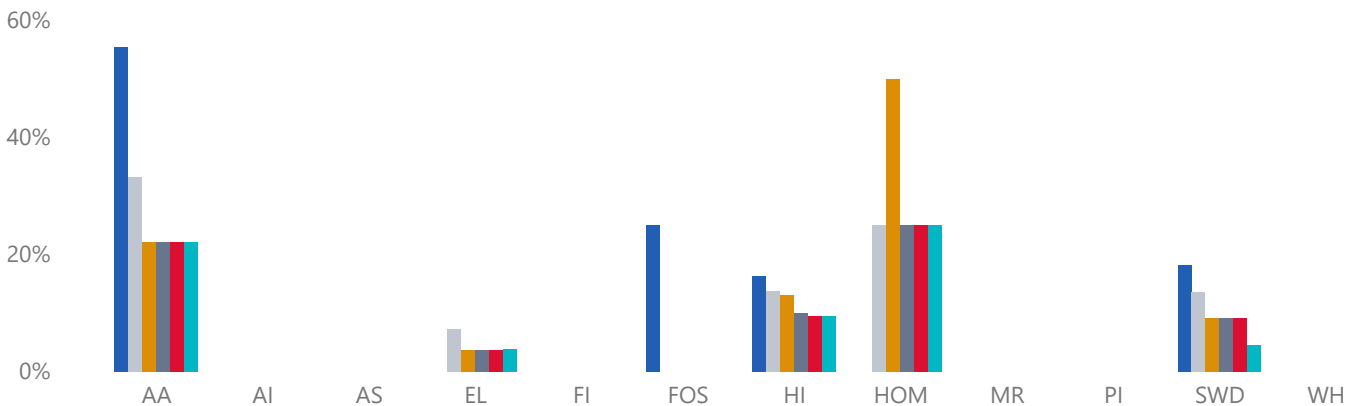
Chronic Absenteeism: Student Group

Month 01-Aug 02-Sep 03-Oct 04-Nov 05-Dec 06-Jan



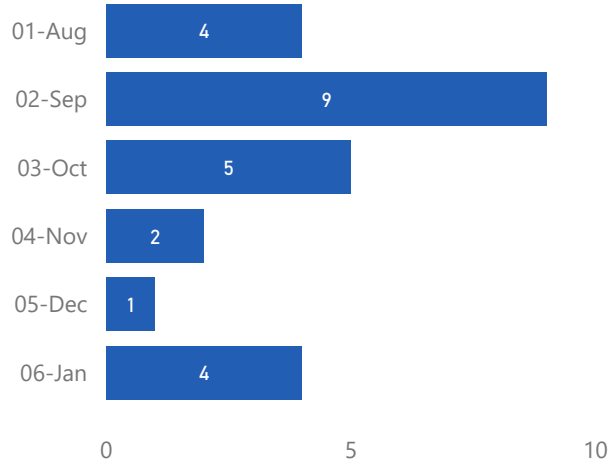
Chronic Absenteeism: Student Group

Month 01-Aug 02-Sep 03-Oct 04-Nov 05-Dec 06-Jan



CWA Connections

SubCategory 01-Aug 02-Sep 03-Oct 04-Nov 05-Dec 06-Jan



counselors : coming soon!

Participation			On Track			iReady Percent On-Track			F-W Growth		F-S Growth	
90%	91%		(Bla...			(Blank)						
Fall	Winter	Spring	Fall			All						
			(Bla...									
			Winter									
			Spring									

<div>Participation</div> <div><div>0%</div><div>0%</div><div></div></div> <div>FallWinterSpring</div>			<div>On Track</div> <div>(Bla...</div> <div>Fall</div> <div>(Bla...</div> <div>Winter</div> <div>Spring</div>			<div>F-W Growth</div> <div>(Blank)</div> <div>All</div> <div>F-S Growth</div>		
<div>Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments: * <b>iReady</b> (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as: 1. <b>On-Track for Grade Level</b>: percent of students on track to score grade level at the end of the year if they meet the typical growth target. 2. <b>Two or More Years Below</b>: (2 + Below) percent of students who are 2 or more years below grade level. 3. <b>No Growth</b>: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic  <div>Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow Source: Research; Program Exports Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter. High School Data Currently Not Reported</div><div>SUSD RA v1.1</div></div>			<div>iReady Percent On-Track</div>			<div>iReady F-W Typical Growth</div>		
<div>2+ Below</div> <div>(Bla...</div> <div>Fall</div> <div>(Bla...</div> <div>Winter</div> <div>Spring</div>			<div>iReady Percent Two or More Years Below Grade Level</div>					
<div>No Gro...</div> <div>(Bla...</div> <div>All</div> <div>(Bla...</div> <div>Winter</div> <div>Spring</div>			<div>iReady Percent No Growth (since Winter 2019)</div>					

**Overview:** Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

- \* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).
- \* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).
- \* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

- \* 30 minutes: percent of students averaging 30 minutes per subject per week
- \* Passed Lesson: percent of students passing online instruction (<70%)

**Navigation:** N/A  
**Source:** Research; Curriculum Exports, Illuminate  
**Frequency:** Reports are updated periodically; **Updated:** February 2021

Feb 2021	Ready Class	Saavas	Benchmark
Curriculum Assessments	(Blank)	(Blank)	(Blank)
	Total Test Count	Total Test Count	Total Test Count

Curriculum: Test Count

Curriculum: Average Test Count

Sequence	Reporting Week
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Online Instruction: 30+ minutes
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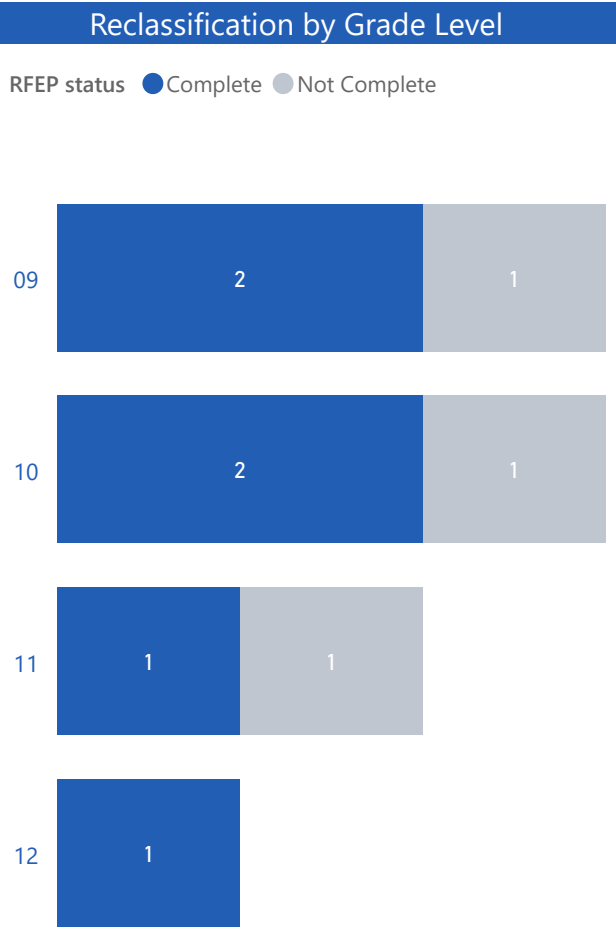
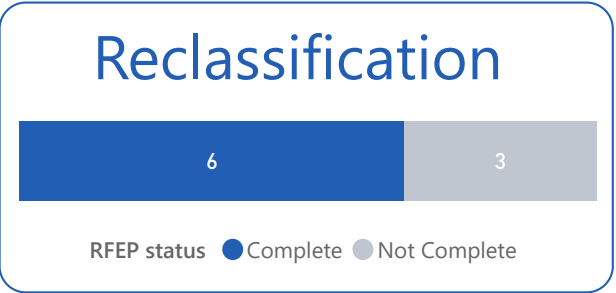
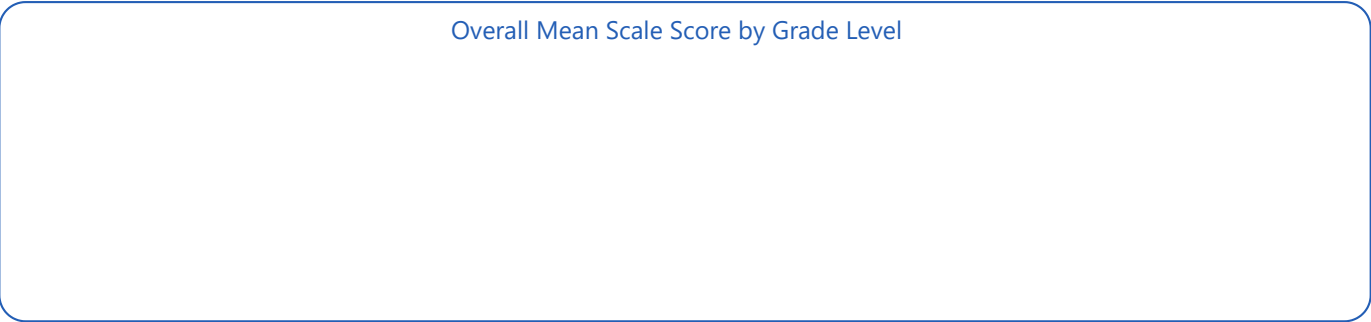
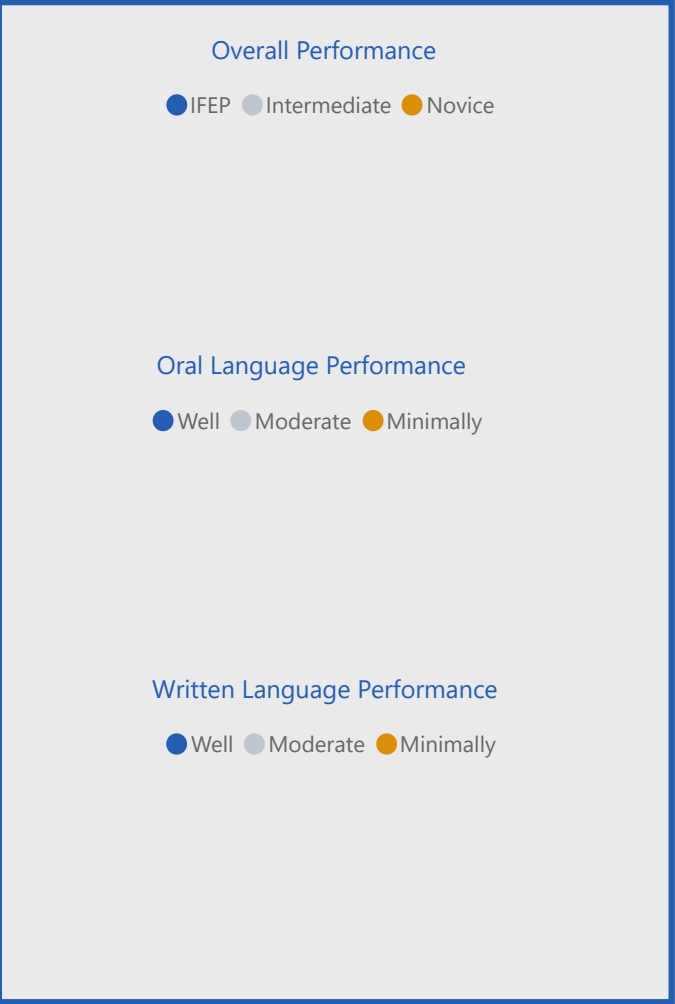
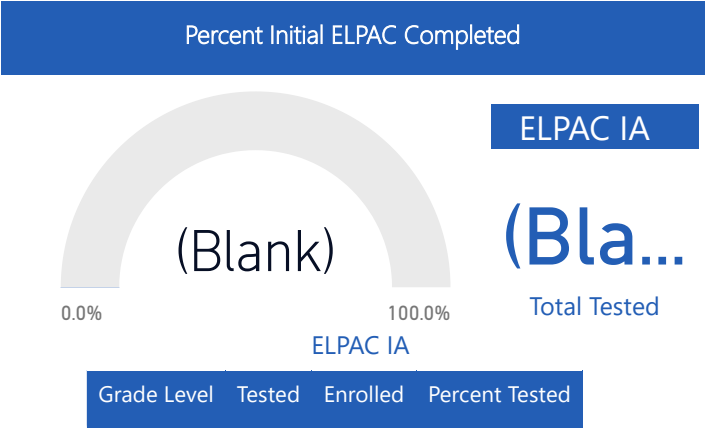
Online Instruction: Passed Lessons 70%+
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**Overview:** English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

\* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:  
**IFEP:** Initial Fluent English Proficient  
**Intermeidate English Learner**, and **Novice English Learner**.  
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

\* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:  
1. Not Completed (met all criteria), documents not processed, designation is not complete  
2. Completed: documentation has been processed and students are designated as RFEP.  
**Navigation:** NA  
**Source:** Research; ELPAC; Illuminate  
**Frequency:** Reports are updated periodically;  
**Updated:** February 2021



# School Climate

school search

Institute of Environmental Tech

Grade Span

All

2020-2021

Question Priority

All

Term

1-Fall

**Overview:** School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

**Navigation:** Use Filters to select Term, Grade Span, Question

**Source:** Student Support Services - PLUS program

**Frequency:** Reports are updated after administration (3x a year);

**Updated:** Win2021

Count

(Blank)

Grade 4-5

Count

(Blank)

Grades 6-8

Count

110

Grades 9-12

Count

110  
All

All Responses

90.9%

87.3%

80.9%

78.2%

89.1%

At my school, there is a teacher or other adult who believes...

At my school, there is a teacher or other adult who really ca...

I feel like I am part of this school.

I feel like my voice matters to adults at my school.

I feel safe in my school.

I have been cyberbullied in the last 30 days.

There is a lot of tension at my school between di...

I feel like I am part of this school.

I have been cyberbullied in the last 30 days.

I feel like my voice matters to adults at my school.

19.1%

80.9%

9-12

● Yes ● No

At my school, there is a teacher or other adult who believes that I will be a success.

9.1%

90.9%

9-12

● Yes ● No

12.7%

87.3%

9-12

● Yes ● No

At my school, there is a teacher or other adult who really cares about me.

98.2%

9-12

● Yes ● No

I feel safe in my school.

10.9%

89.1%

9-12

● Yes ● No

21.8%

78.2%

9-12

● Yes ● No

There is a lot of tension at my school between different cultures, races, or ethnicities.

91.8%

9-12

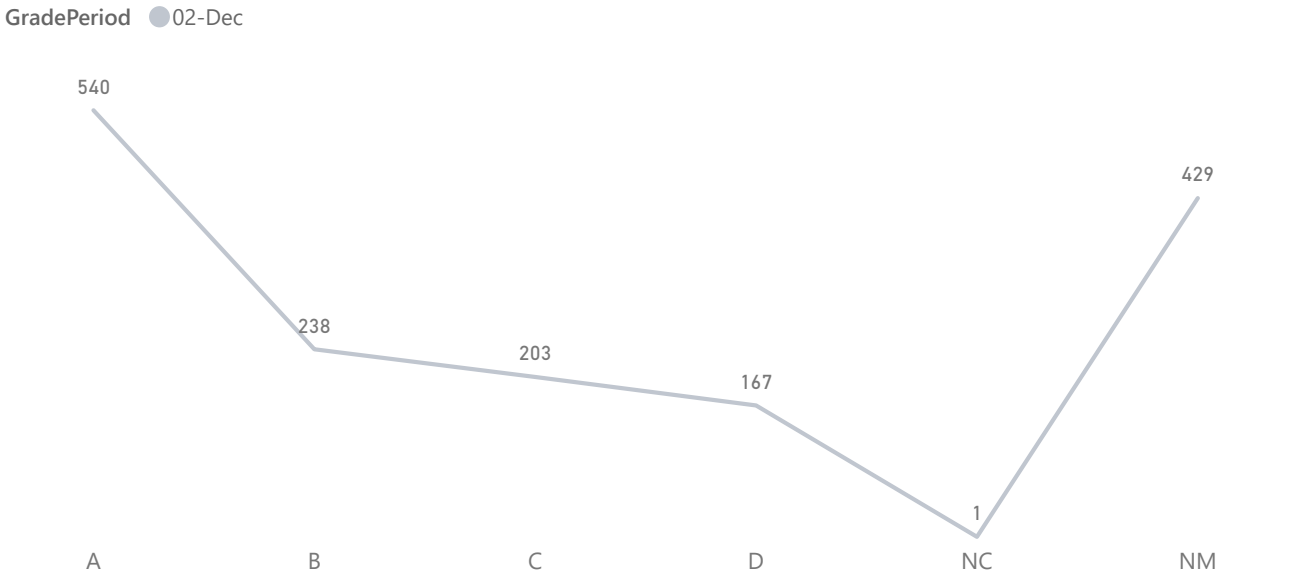
● Yes ● No

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

- Transcript Grades:
- \* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
  - \* Credits Earned: Credits earned as indicated on transcript
  - Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
  - \* All: all credits attempted were earned
  - \* Half: more than half of credits attempted were earned
  - \* Less than half: less than half of credits attempted were earned
  - \* None: no attempted credits were earned

Navigation: NA; Source: Research; IS, Synergy  
Frequency: Reports are updated after end of term, test; Updated: January 2021

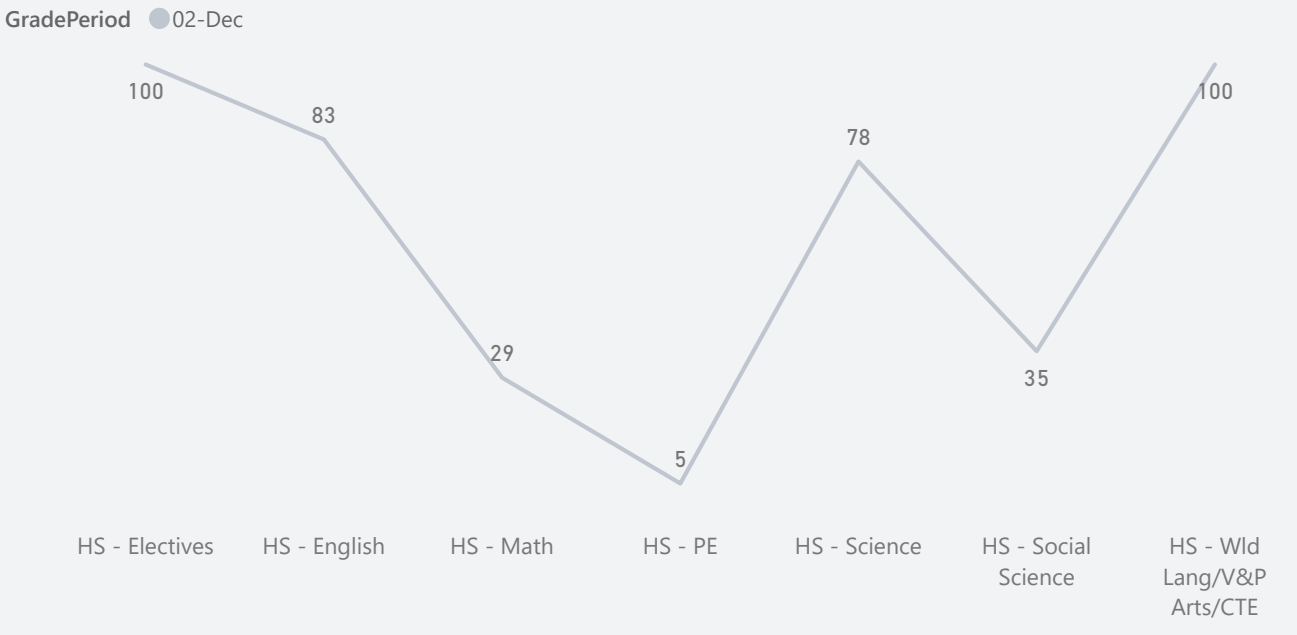
Grade Distribution and Term



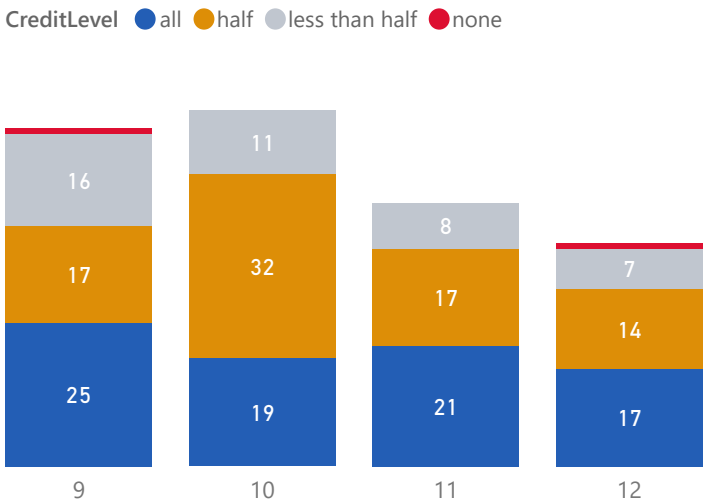
Credits Earned (October)



Subject and Non-Passing Grades



Credits Earned (December)





MDTP (9-12 math course enrollment) The Mathematics Diagnostic Testing Project (MDTP) is administered at the beginning of course (BOC) and indicates students readiness for currently enrolled math course.

-- Readiness is indicated as **Near/Ready**: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30) Updated March 2021

Fall BOC

60%

Participation

Fall BOC

19%

Near/Ready

Winter B...

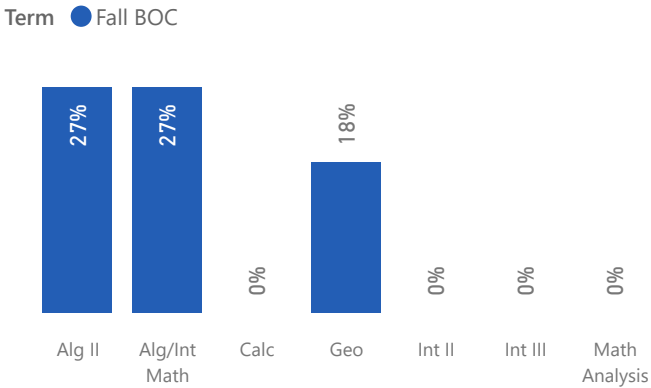
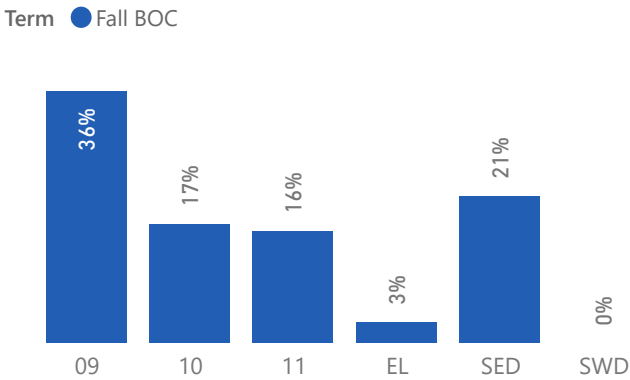
(Bla...

Participation

Winter B...

(Bla...

Near/Ready



iReady ELA (9-11) ELA diagnostic is administered 2x in each term (Beginning and End of Course -- BOC/EOC) for students enrolled in grade level ELA course. Updated March 2021



Math HS Course Exams: midterm and end of course exams. Navigation: NA; Source: Illuminate; Updated: February 2021

Math Assessment Administered b...

Average Math Assessment by Co...

## Report Log

- \* v1 01122021: preliminary review
- \* v1.1 01212021 administrators - published
- \* v2 020521 update: Enrollment; Engagement, English Learners
- \* v2.2 021821 update: Curriculum Assessment; PLUS winter;
- \* v2.3 022521 redesigned HS grades/test

## Report Content

### Student Level Reports

- \* [iReady](#) (portal), [Student Level](#) (Illuminate)
- \* [RFEP eligibility](#) (Illuminate)
- \* [ELPAC IA testing list](#)
- \* [Benchmark Universe](#)
- \* MDTP
- \* [Saavas](#) (portal)
- \* HS Math Course Exams: Algebra 1, Algebra 1A, Geometry, Algebra II (Illuminate)

## Acronyms

### Student Groups

ALL – all students  
 AA – Black/African American  
 AI-American Indian/Native Alaskan  
 AS-Asian  
 FI-Filipino  
 HI-Hispanic  
 MR-Two or More  
 PI-Pacific Islander/Native Hawaiian  
 WH-White  
 EL-English Learner  
 FOS-Foster Youth  
 HOM-Homeless Youth  
 SED-socioeconomically disadvantaged, SWD-students with disabilities.

### Metrics

**Feedback Suggestions Comments**  
**Questions Ideas**

Share your thoughts with our team!

## Recommendations and Assurances:

Site Name: Edward C. Merlo Institute of Environmental Technology

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)**:

English Learner Parent Involvement Committee

05/25/2021

Date of Meeting

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

Date of Meeting

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.

This SPSA was adopted by the SSC at a public meeting on 06/17/2021

Date of Meeting

Attested:

Gary D. Phillips

Typed Name of School Principal

  
Signature of School Principal

06/17/2021

Date