

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

English Learner Advisory Committee

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 _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:

Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Merlo High	39686760115402	05/23/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Merlo is implementing a Schoolwide Program.

Description

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.

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

School Climate Survey - Fall, Winter, Spring
Speciality School/Program of Choice Survey
Meeting Norms Surveys (PLC)
ELAC Parent Needs Survey
CA Healthy Kids Survey

Classroom Observations

Yes, throughout the school year and through the AVID CCI Process.

Analysis of Current Instructional Program

The Merlo School Site Council reviewed school related data on a regular basis during its meetings. This data included scores from SBAC, iReady ELA and math (9th), and data regarding school climate. Progress on goals and strategies were discussed. The Merlo ELAC Committee also reviewed goals, goals strategies and data. Slide decks were created by the school principal, which demonstrated the relationship of SPSA Goals, District Goals, LCAP Goals, and WASC Areas of Need. This same data was presented to the Merlo Leadership Team, which consists of Department Chairs for English, Math, Science, CTE, Social Science, and Language. This information was then brought to department meetings, faculty meetings, and PLC meetings. Additionally, parents were provided information regarding Merlo goals, Title 1 allocations, and Title 1 Parent allocation during the Merlo Back-to-School Night and Title 1 meeting, which was held on August 9, 2022. Parents also had the opportunity to hear about Merlo's progress during monthly Parent Coffee Hours.

Committees and Dates of Meetings

School Site Council Meeting Dates: 9/29/2022, 10/18/2022, 1/17/23, 2/14/23, 3/28/2023, 4/25/2023, 5/16/23, 5/23/2023

- 9/29/2022 - Overview of School-Level Parent and Family Engagement Policy, Overview of Parent Compact, Title I Parent Meeting Information, Overview of Current SPSA
- 10/18/2022 - Review of SPSA Implementation and Effectiveness, Review of Fall iReady and other local data, Review and approve Comprehensive School Safety Plan
- 1/17/23 - Review and Approval of Preliminary Staffing and Budget, Annual SPSA Evaluation of each strategy/activity with local data
- 2/14/23 - Approval of STA Contract Waiver, Green Ribbon School Initiative, Discussion regarding Community Assist or additional compensation for Parent outreach for the Merlo Bilingual Assist, Comprehensive Needs Assessment update, Review winter iReady and other local data
- 3/28/2023 - Review and update School_level Parent and Family Engagement Policy, Review and update School-Parent Compact, Review State and Local Data, Discuss LCAP Survey
- 4/25/2023 - Update Comprehensive Needs Assessment and Root Cause Analysis, Progress Monitoring of strategies, review of data
- 5/16/23 - Draft of 2023-2024 SPSA, input and recommendations, Annual Evaluation of 2022-2023 SPSA, Review State and Local Data
- 5/23/2023 - Review of membership composition for 2023-2024, Report and input from ELAC on SPSA, Review and Approve 2023-2024 SPSA, Review Spring iReady Data, LCAP Development Series

Title 1 Back-to-School Night: 8/9/2022

- SBAC Scores, Comprehensive School Profile (EL, SED, SWD, Demographics), SPSA Goals and Strategies

ELAC Meetings: 11/10/2022, 1/17/2023, 3/28/2023, 5/23/2023

- 1/17/2023: Attendance ideas, ELA Data (ELPAC, CAASPP, and iReady)
- 3/28/2023: EL Needs Assessment
- 5/23/2023: Review EL Needs Assessment Data, Make SPSA recommendations to SSC

Merlo Coffee Hours:

- 9/7/2022 - Title I Parent Presentation and Signs of Suicide Training
- 10/12/2022 - Teacher Experiences with Financial Aid and Scholarships
- 12/7/2022 - Events and Activities
- 01/11/2023 - Campus Closure Update, School Events, CSU Stanislaus MOU, ELAC and SSC Meeting Information
- 3/1/2023 - Traffic Enforcement Presentation by The Department of Public Safety, Green Team Initiative, Events and Activities

Parent Alternative School/Program of Choice Parent Survey - May 2023

Leadership Team Meetings: 8/16/2022, 9/6/2022, 10/11/2022, 1/5/2023, 3/20/2023, 4/6/2023

Faculty Meetings: 8/4/2022, 9/1/2022, 10/13/2022, 11/3/2022, 1/5/2023, 2/2/2023, 4/6/2023, 5/4/2023

- 9/1/2022: iReady data, specialized populations (SpEd, EL 504, Migrant, Health Conditions)
- 10/20/2022: PLC, PBIS, Chronic Truancy Data, Credit Recovery through APEX
- 11/3/2022: Tardy Data, Chronic Truancy Data, Healthy Kids Survey
- 2/2/2023: AVID CCI

PLC Meetings: 8/18/2022, 10/27/2022, 12/15/2022, 1/19/2023, 2/23/2023, 3/23/2023,

- 8/18/2022: AVID Goals, WICOR Walk Tool, Intervention
- 10/27/2022: D and F Data, Intervention Programs Data,
- 12/15/2022: EL Monitoring, EL Strategies for all classrooms through ELlevation

Standards, Assessment, and Accountability

CAASPP ELA and Mathematics, iReady Reading and Mathematics, School Climate Survey, Alternative School of Choice Survey.

Staffing and Professional Development

Staffing and Professional Development Summary

Staffing

One English teacher left Merlo at the end of the 2021-2022 school year. This teacher went into administration and was replaced by a veteran English teacher from another site through the District transfer process. Merlo also gained a 6hr Special Education Assist. Merlo currently has 14.0 teachers, 1.0 resource specialist, 0.5 instructional coaches and 1.0 school counselors. The merlo classified staff consist of a High School Secretary, a Student Data Tech, a 0.5 Registrar, a Guidance Tech, .75 a Bilingual Assist, a Special Education Assist, and a 0.5 Library Media Assist. The school is also supported by a Head Custodian II, and an Evening Custodian. Merlo's Preschool Program consists of 1.0 AM Teacher, 1.0 PM Teacher, a 0.5 Resource Specialist, 2.0 Special Education Assists. and 4.0 Preschool Assists (2.0 AM and 2.0 PM). 67% of Merlo teachers are considered permanent and 33% are probationary.

Each month teachers participate in a Faculty, PLC, and Department Meeting. Additional meetings are held monthly for the school Leadership Team, which consists of the chairperson of each department, the school counselor, and the principal. Merlo Liaison Team, which consists of two teachers and the school principal also meet on a monthly basis.

The Merlo Instructional Coach meets with new teachers on a weekly basis. She also works with veteran staff wishing to improve their instructional practices.

Tenure Status

Permanent - 67%

Probationary - 33%

Highest Degree

Baccalaureate - 78.3%

Master - 13%

Doctorate - 8.7%

Staff Ethnicity

White - 26.1%

Hispanic - 34.8%

Black/African American - 8.7%

Asian - 13%

American Indian/Native Alaskan - 8.7%

Missing or Unknown - 8.7%

Professional Development

Merlo teachers have participated in multiple professional development trainings during the 2022-2023 school year. These have included both District offered PD and PD paid for by the site.

Professional Development Opportunities Attended

- AVID Pathway Training
- AVID Summer Institute (Summer 2023)
- Solution Tree Professional Learning Communities at Work (Summer 2023)
- PLC Coaching Academy
- CHAMPS classroom management training
- Science Department Training
- CPI - Nonviolent Crisis Intervention Training
- CPR/First Aid
- District PD 11/1/2022, 2/21/2023
 - (9-12 Ethnic Studies) Full Day Session for Ethnic Studies Teachers
 - NEW OFFERING - Making Mindfulness Accessible for High Schoolers
 - Growing and Strengthening a Sustaining Classroom
 - (CTE Teachers) CTE Externships/Job Shadows/Collaboration with Program Partners
 - (9-12 Math) TI nSpire Algebra
 - Learn with Kami
 - (9-12 ELA) SAVVAS - Hook & Inspire Student Learning with myPerspectives
 - Being Purposeful: Effective & Explicit Teaching to Develop Vocabulary for All Students
 - (9-12 Math) TI nSpire Algebra
 - (9-12 Algebra 1 & below) DreamBox Math
 - (9-12 Science) Science EL Scaffolds & Supports

Staffing and Professional Development Strengths

The Merlo staff attended many trainings during the 2022-2023 school year. The Merlo staff are open to PD opportunities and choose PD opportunities that will benefit them and their students. During the 2022-2023 school year, Merlo created a SMART Goal of Utilizing AVID WICOR strategies schoolwide. A goal was also set to

Merlo Instrucional Norms - Initiated 2021-2022

- All teachers will post, review, and discuss learning objectives and/or essential questions for each lesson. (Teacher Clarity - Effect Size .75)
- Frequent checks for understanding will be conducted throughout lessons. (think pair share, proximity and movement around the classroom, calling on non-volunteers, wait time, proximity, whiteboard response) - Effect size .73
- Each teacher will create opportunities for student to student interaction within their classrooms. (Classroom Discussion - Effect size .82)
 - Think, Pair, Share
 - Small groups
 - Socratic Seminars
- All Merlo teachers will use strategies to support English learners and learners with special needs within their classroom.

Many of the strategies instituted as part of instructional norms during the 2021-2022 school year fit into WICOR strategies, which became the focus of 2022-2023. Merlo initially concentrated on a different WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategy each month and collected evidence (August Writing, September - Inquiry, etc). We came to the realization that while this strategy was effective, we needed to collect additional evidence since more strategies than the assigned strategy were being used each month. As a faculty we used the AVID CCI tool in meetings to identify our strengths and areas of need. Merlo faculty also began the process of reviewing our meeting norms, mission, and vision as part of the professional Learning Community (PLC) process. A guiding coalition of teachers, instructional coach and administrator attended the PLC Coaching Academy. These individuals, along with additional staff, will attend the Solution Tree Professional Learning Communities at Work training in June of 2023. An additional group of teachers, instructional coach, and administrator will attend the AVID Summer Institute in June of 2023. An additional teacher, who will teach AVID next year, will attend the AVID Ignite Conference online. Merlo also sent its Instructional Coach, Bilingual Assist and ELD Coordinator/Social Science Teacher to the California Association of Bilingual Education (CABE) Conference, where they learned about best practices in bilingual education and advocacy. Merlo's leadership teacher and the High School Secretary, who oversees the ASB Budget attended School Climate Conferences. Merlo teachers also selected a variety of training offered by the District during two student non-contact days during the year.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): 73% of Merlo teachers have received some form of AVID training. Additional AVID training is needed to ensure there are not inconsistencies in implementation. **Root Cause/Why:** 40% of Merlo teachers are completing their credential through induction or working on a Master's Degree. This and other commitments have prevented teachers from participating in AVID trainings.

Needs Statement 2 (Prioritized): Additional work is needed in the area of Professional Learning Communities, which supports the use of essential learning and data driven decision making through common formative assessments. **Root Cause/Why:** Merlo has focused on building its Professional Learning Community. Time was invested into exploring meeting norms, our mission and vision. Additional work needs to be done on identifying essential learning and creating common formative assessments.

Teaching and Learning

Teaching and Learning Summary

Teaching and Learning Needs and Goals

Need: Increase the percentage of students meeting or exceeding the standard in English Language Arts will increase by 5 percentage points from 19% at or above grade level in iReady Reading to 24% at or above grade level in iReady reading.

Goal: The percentage of students at or above grade level will increase by 5% from 19% to 24% by the end of the school year as measured by the iReady Reading Assessment.

Need: Increase the percentage of EL Students meeting SUSD reclassification criteria by 5% points from 16.7% to 21.7%.

Goal: By the end of the school year the percentage of EL students, who reclassify to Redesignated Fluent English Proficient (RFEP) will increase from 12% to 17% as measured by SUSD reclassification criteria.

Need: Increase the percentage of student at or above grade level in mathematics by 5% from 24% to 29% on the iReady Math Assessment

Goal: By the end of the school year the percentage of students at or above grade level math will increase by 5% from 24% to 29% as measured by the iReady Math Assessment.

Need: Increase the percentage of students meeting or exceeding the standard in Science by 5% points from 12.9% to 17.9% as measured by the California Science Test (CAST)

Goal: Increase the percentage of student meeting or exceeding the standard in Science by 5% points from 12.9% to 17.9% as measured by the California Science Test (CAST)

Need: Increase the percentage of Merlo seniors who are A-G eligible by 5% from 31.8 to 36.8%.

Goals: By the end of the school year the percentage of seniors who are A-G eligible will increase 5%, from 31.8 (20-21) to 36.8% (21-22) as measured by College and Career Readiness Indicators.

Need: Maintain a graduation rate between 90% - 100%

Goal: Merlo IET will maintain graduation rate between 90% - 100%.

The Merlo School Site Council, which is made up of teachers, parents, students, classified staff, and admin conducted a Comprehensive Needs Assessment. Ideas for improvement were also discussed within Leadership Team Meetings, Faculty Meetings, PLC Meetings, and Department Meetings. Reasons were identified for the gap in ELA and Mathematics. Various data points were discussed.

- Additional training in AVID is needed as well as increasing the use of WICOR strategies Schoolwide
- Additional training on ELD supports and strategies are also identified as a need.
- Additional intervention is needed for student in ELA and mathematics.
- Increase the use of AVID Tutorials Schoolwide
- Additional time is need for collaboration and peer observation
- Additional training is needed in the area of Professional Learning Communities, identifying essential learning, and creating common formative assessments.
- Supports are needed to bring awareness of A-G and ensure A-G eligibility.
- Increase project based learning through SkillsUSA projects

Student Performance

SBAC ELA Scores for 11th grade increased by 4.62% between the testing that occurred in the spring of 2021 and the testing conducted in the spring of 2022. Scores in SBAC mathematics increased 11% between 2021 and 2022. SBAC Science had not been assessed since 2019 and the scores for Merlo for the spring 2022 California Assessment of Science (CAST) were 12.9% proficient. iReady scores in ELA indicated that only 19% of Merlo students are on or above grade level. iReady assessment in mathematics indicated that 26% of Merlo (9-11) students were at or above grade level in mathematics. The percent of 9th grade students proficient in iReady mathematics increase by 24% from 25% at or above grade level to 49% at or above grade level.

Merlo's College and Career Readiness Indicators include A-G completion, Advanced Placement, Seal of Biliteracy Pass Rate, Pathway Completion Rate, and students taking at least one college course while in high school. Merlo's A-G completion rate increased by 3.6% to 31.8%. The District average for A-G is 20.1%. Students earning their Seal of Biliteracy increased by 10.6% to 27.3%, which is above the District average by 21.6%. Students taking at least one college course was 6.8%.

2021-2022 is the first year that Merlo has capstone classes for all three pathways. 15 Merlo students completed a pathway and 36.4 of students completed at least on CTE course in 2021-2022. 2.3% of students passed their AP Exam. Merlo was not able to offer AP English during the 2022-2023 school year, but increase the number of students taking Dual Enrollment courses. Merlo's reclassification rate increased from 8% of EL student to 16.7 percent of EL students.

ELA Percent Proficient - 26.32% 16-17, 6.98% 17-18, 38.78% 18-19, Not Tested 19-20 Due to COVID, 32% 20-21, 33.9% 21-22

SBAC Math Percent Proficient - 7.02% 16-17, 2.38% 17-18, 14.29% 18-19, Not Tested 19-20 Due to COVID, 3% 20-21, 13.6% 21-22

Science Percent Proficient - 18.37% 18-19, 19-20 Not tested Due to COVID, 20-21 Not tested due to COVID, 20-21 Not Tested due to COVID, 12.9% 21-22

iReady Overall ELA Percent on or Above Grade Level - 14% 19-20, 19% 20-21 (Fall), 19% 20-21 (Spring), 18% 21-22 (Fall), 19% Spring 22-23

iReady Overall ELA Percent on or Above Grade Level - 14% 19-20, 19% 20-21 (Fall), 19% 20-21 (Spring), 18% 21-22 (Fall), 24% Spring 22-23

iReady Grade 9 (Algebra I) on or Above Grade Level - 22-23 25% (Fall), 49% 22-23 (Spring)

College/Career Readiness

A-G - 16.7% 17-18, 15.6% 18-19, 46.3% 19-20, 28.2% 20-21, 31.8% 21-22

District Average - 2021-2022 - 20.1%

Advance Placement - 2.3% 21-22

District Average - 0.2%

CTE Pathway Completion - 36.4% 21-22

District Average 10.7%

Seal of Biliteracy - 17.9% 20-21, 27.3% 21-22

District Average - 7.2%

One College Course - 7.7% 20-21, 6.8% 21-22

District Average - 8.1%

EL Reclassification Rate - 5 Students 2021-2022 (8%), 8 Student (16.6%) 2022-2023

Community Involvement via Internships - 6 Students 18-19, 0 students 19-20, 0 students 20-21, 6 Students 21-22, 1 Student 22-23

Graduation Rate - 100% 18-19, 95.10% 19-20, 92.5% 20-21, 97-7% 21-22

Climate Survey

End of Year 2021-2022 and End of Year 2022-2023

- I feel like I am part of this school. 21-22 - 70%, 22-23 - 73%
- I feel safe in my school. 21-22 - 76%, 22-23 - 69%
- At my school, there is a teacher or other adult who really cares about me. 21-22 - 82%, 22-23 - 84%
- At my school, there is a teacher or other adult who tells me when I do a good job. 21-22 - 87%, 22-23 - 87%
- At my school, there is a teacher or other adult who believes that I will be a success. 21-22 87%, 22-23 - 86%

Teaching and Learning Strengths

Merlo provides a caring and safe environment for its students. Teachers work collaboratively to meeting the needs of students. Teachers are consistent in the use of District adopted curriculum for core instruction. Student progress is monitored by the school counselor, teachers, staff, and the site administrator.

- Student data is regularly examined by the Merlo staff. The Merlo staff are open to adjusting instruction based on the

needs of students.

- Merlo consistently graduates 90% or more of its students. This is accomplished through close monitoring of student progress, intervention, and credit recovery options being provided.
- All members of the Merlo team have opportunities to provide input and help plan school initiatives
- Students feel comfortable coming to staff with issues and when support is needed.
- Instructional Norms were identified during the 2021-2022 school year continued to be used
 - All teachers will post, review, and discuss learning objectives and/or essential questions for each lesson. (Teacher Clarity - Effect Size .75)
 - Frequent checks for understanding will be conducted throughout lessons. (think pair share, proximity and movement around the classroom, calling on non-volunteers, wait time, proximity, whiteboard response) - Effect size .73
 - Each teacher will create opportunities for student to student interaction within their classrooms. (Classroom Discussion - Effect size .82)
 - Think, Pair, Share
 - Small groups
 - Socratic Seminars
 - All Merlo teachers will use strategies to support English learners and learners with special needs within their classroom.
 - Concept Mapping (Use of Graphic Organizers - Effect size .64)
 - Vocabulary Programs (Two to seven vocabulary words defined each lessons), Repeated academic vocabulary - Effect size .62
 - Repeated reading (Choral Reads, Echo Reading) Effect size - .60
 - Merlo increased the use of AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) Strategies in all classrooms. Evidence was collected throughout the school year.
 - Teachers met throughout the school year to discuss and receive training on WICOR strategies.
 - As a PLC team Merlo reviewed the CCI data collection tool used by AVID.
 - Merlo Faculty reviewed meeting norms, our mission and vision as part of refining our PLC process.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Only 19% of students were at or above grade level in reading according to iReady results. **Root Cause/Why:** Essential learning for each subject matter needs to be identified and measured through common formative assessments. Intervention performed during advisory needs to be refined.

Needs Statement 2 (Prioritized): 16.7% of English learners have reclassified to RFEP during the 2022-2023 school year. **Root Cause/Why:** The ELD teacher is using the adopted ELD Curriculum. Additional professional development is needed for all teachers pertaining to ELD strategies.

Needs Statement 3 (Prioritized): Only 24% of Merlo students were at or above grade level in mathematics. **Root Cause/Why:** Student intervention continues to be needed in mathematics and additional professional development is needed.

Needs Statement 4 (Prioritized): 12.9% of 11th grade students were proficient on the California Assessment of Science Test for the 2021-2022 school year. **Root Cause/Why:** Additional training and planning time is needed to ensure students retain science related information when they test in 11th grade.

Needs Statement 5 (Prioritized): 31.8% of Merlo seniors were A-G eligible and 15 completed a CTE pathway during the 2021-2022 school year **Root Cause/Why:** Students continue to need to be educated on the importance of A-G and pathway completion as a CTE school.

Needs Statement 6 (Prioritized): Merlo's graduation rate for 2021-2022 was 97.7% **Root Cause/Why:** Merlo seniors were closely monitored and supports were provided through Extended Day, Intersession, Extended Year, and credit recovery.

Parental Engagement

Parental Engagement Summary

Parental Engagement Needs and Goals

Needs: Increase parental involvement

Goal: By the end of the school year increase parent participation at various parent events (Orientation, Title 1 Parent Night, Coffee Hour, Back-to-School, and other events) by 5% from 2.5% (5 parents) of parents to 7.5% of parents (16 parents) as measured by parent attendance and sign-in sheets.

Need: Add additional opportunities for stakeholder to engage with the school community.

Goal: Merlo will establish two new opportunities for stake holders to be engaged with the school community (Health and Wellness Fair, SkillsUSA Showcase, Information Nights)

Need: Add additional opportunities for student internships within the community.

Goal: Merlo will identify internship opportunities for each Merlo pathway (Environmental Resources, Engineering Technology, and Visual, Media, and Graphic Design).

During the 2022-2023 school year, parents were provided the opportunity to be a member of the school site council. They were also informed of monthly site council meetings. Merlo provided a Title I Back-to-School Night at the beginning of the school year. Merlo also provided an information night for incoming families. A Health and Wellness Fair was offered at Merlo, which included many agencies that offer services to our parents and the community. Merlo offered monthly Coffee Hours where a variety of topics were discussed. IEP and 504 meetings were held throughout the school year. The school counselor also met with the families of students who were identified as being at risk. 89% of Merlo students are identified as socioeconomically disadvantaged. Many parents work jobs that prevent their participation in school events.

88.3%% of Merlo students are Hispanic. EL students account for 21.8%% of the students population and students identified as Redesignated Fluent English Proficient (RFEP) account for 52.8% of the student population. Language is a barrier for many Merlo families and a 77% of students are Spanish speaking. Previous LCAP surveys identified a Community Liaison and an assistant principal as a need for the school.

Surveys revealed that a majority of Merlo families prefer to receive communications through email, followed by phone call, and then Instagram. A weekly email and voice call, called The Merlo Bulletin, is sent every Sunday. This provides updates regarding school activities, events and reminders to students, families, and staff. Merlo is active on social media and posts regarding events and student recognition. Only 38% of families have a deliverable email address.

Parental Engagement Strengths

Increased parental engagement continues to be a goal for Merlo. Merlo has attempted a variety of strategies to increase parental engagement.

Strength

- Many Merlo staff are bilingual in Spanish and can assist families with their needs
- Merlo obtains interpreters for parent meetings and events
- Communication go out through the Merlo Bulletin in both Spanish and English on a weekly basis
- Merlo utilizes social media to advertise events, activities, and recognize students
- Merlo has attempted to send flyers home and has utilized paper surveys to increase participation.
- Attempts have been made to hold meetings at various times both in person and online.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Merlo has low parent engagement for school events. **Root Cause/Why:** Many parents work and have transportation issues.

Needs Statement 2 (Prioritized): Merlo families need resources, which will help them support their family and their children. **Root Cause/Why:** 88% of Merlo students come from socioeconomically disadvantaged families.

Needs Statement 3 (Prioritized): Merlo CTE Pathways need to provide real life hands on experiences for students. **Root Cause/Why:** Additional internship opportunities, which connect Merlo pathways to real life, hand on experiences are needed.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Needs and Goals

Need: Merlo will maintain a suspension rate of 2% or below and zero students expelled.

Goal: By the end of the school Merlo will reduce suspensions to 2% or below with zero students expelled as measured by school suspension and expulsion rates.

Need: Merlo will reduce chronic truancy by 10% from 38.2% to 28.2% as reported by the District Chronic Absenteeism Report.

Goal: By the end of the school year Merlo will reduce chronic truancy by 10% from 38.2% to 28.2% as measured by school chronic truancy data.

Edward C. Merlo Institute of Environmental Technology is a specialty high school within the Stockton Unified School District. The school serves approximately 206 high school students in grades 9 through 12. Merlo provides Career and Technical Education (CTE) pathways for high school students who have an interest in exploring Environmental Resources, Engineering Technology and Design, Visual and Media Arts. Students come to Merlo by choice via an application process. The mission of Merlo is to provide a secure and nurturing environment that promotes diversity, equity, rigor, and environmental awareness.

Merlo continues to have low suspension rates over the past five years. Merlo's current suspension rate is 1.8% with zero expulsions. On the End-of-Year Climate Survey, 87% of students reported that they know an adult at the school that they could talk to, if they need help. On this same survey, only 5% of students reported being bullied on campus during the previous 30 day period leading up to the survey.

Chronic Absenteeism has reduced by 7.5%, but still remains high at 38.3%. Chronic absenteeism has been reviewed on a regular basis and meetings have been held with students and families. Incentives have been utilized, but items were not sent until late in the school year. Reducing Chronic Absenteeism needs to be a focus for the 2023-2024 school year.

The Merlo School Site Council, which consists of Merlo teachers, parents, students, classified staff, and administration examined school data as part of the Comprehensive Needs Assessment. The data included chronic truancy, suspension rates, and the Merlo School Climate Survey. Additionally, the Merlo School Climate Survey data was also examined and discussed by the Merlo Faculty during Faculty meetings and was reported by Leadership students during Advisory period. Ideas were generated for to increase student activities at Merlo.

Activities

E-Sports, Volleyball, Soccer, lunchtime games provided by Leadership/PLUS, Student of the Month Rallys, Mock Trial Competition, Solar Regatta, SkillsUSA Regional (Virtual), State Conference (Southern CA), CTE related field trips, and field trips to Colleges and Universities.

Suspension Rate

5.7% 17-18, 1% 19-20, 1.7% 19-20, 0% 20-21, 1.8%, 22-23

Chronic Absenteeism

20.9% 17-18, 14.9% 18-19, 15.7% 19-20, 9.05% 20-21, 43.30% 21-22, 38.3 22-23

Climate Survey

End-of-Year School Climate Survey 2021-2022 and 2022-2023

- I feel like I am part of this school. End-of-Year 70% 21-22, 73% 22-23
- I feel safe in my school. Fall -End-of-Year 76% 21-22, 69% 22-23
- At my school, there is a teacher or other adult who really cares about me. End-of-Year 82% 21-22, 84% 22-23
- At my school, there is a teacher or other adult who tells me when I do a good job. End-of-Year 87% 21-22, 87% 22-23
- At my school, there is a teacher or other adult who believes that I will be a success. End-of-Year 87% 21-22, 86% 22-23
- There are activities in my school that I enjoy participating in? End-of-Year 66% 21-22, 71% 22-23

School Culture and Climate Strengths

The Merlo climate and culture continue to be a strength of the school. The Merlo students continue to indicate through the Climate Survey, that culture and climate are a strength of the school.

School Strengths

- Many Merlo teachers are available to students during lunch. Over 50% of the faculty have their door open and students in their classrooms during the lunch period.
- The Merlo Leadership/PLUS students have provided lunchtime activities outside throughout the school year (music, Connect 4, Jenga, basketball, air hockey)
- The Merlo Volleyball team was able to practice and play three matches against another speciality school.
- Merlo Soccer completed against another Specialty School on a Saturday
- Merlo has consistently recognized students for Student of the Month/PLUS Traits. This event has turned into a rally and students win prizes and free dress days.
- Consistent messaging through the school's parent messaging system (Blackboard) and regular information provided on social media (Facebook and Instagram)

Teacher Alternative School of Choice Survey

- The school's program is designed to ensure success for all learners - 91% agree or strongly agree
- There are expectations that all students can achieve - 83.4% agree or strongly agree
- As a staff, we maximize learning opportunities that may not be available in a non-choice school. 91.7% agree or strongly agree
- School administrators involve teachers in decision making and problem solving. 91.6% agree or strongly agree
- Our school promotes an appreciation for diversity. 83.3% agree or strongly agree
- Our school promotes a culture of acceptance. 91.7% agree or strongly agree

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Merlo has experienced a slight increase in suspensions for 2022-2023, but still remains well below the District average. **Root Cause/Why:** Merlo staff, counselor, and administration do an effective job catching issues early, before they result in a suspendable offense. Restorative conversations and practices are used with students, who have committed disciplinary infractions.

Needs Statement 2 (Prioritized): 38.3% of Merlo students are chronically truant during the 2023-2024 school year. **Root Cause/Why:** Students continued to miss school due to illness. The importance of attendance and connection to learning is not fully understood by students and families. Increased activities and events that bring a connectiveness to school are needed.

Needs Statement 3 (Prioritized): The number of students reporting that there are activities they like to participate in has increased by 5% to 71%, but additional activities and events are still needed for the 2023-2024 school year. **Root Cause/Why:** Merlo increased the number of activities and events available to students during the 2022-2023 school year, but more are needed.

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 Goal

Goal 1: Student Achievement SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

Goal 1.1

School Goal for ELA/ELD: (Must be a SMART Goal) By the end of the 2023-2024 school year, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 5 percentage points. By the end of the 2023-2024 school year, 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 the end of the 2023-2024 school year, 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 the end of the 2023-2024 school year, the percentage of students receiving Ds and Fs during Semester 1 will maintain at 10% or less percentage points. School Goal for College and Career Readiness: (Must be a SMART Goal) By the end of the 2023-2024 school year, 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 the end of the 2023-2024 school year, Merlo IET will maintain a graduation rate between 90% to 100% By the end of the 2023-2024 school year, the number of students taking at least 1 College Course will increase by 5%.

Identified Need

73% of Merlo teachers have received some form of AVID training . Additional AVID training is needed to ensure there are not inconsistencies in implementation.

Additional work is needed in the area of Professional Learning Communities, which supports the use of essential learning and data driven decision making through common formative assessments.

Only 19% of students were at or above grade level in reading according to iReady results.

16.7% of English learners have reclassified to RFEP during the 2022-2023 school year.

Only 24% of Merlo students were at or above grade level in mathematics.

31.8% of Merlo seniors were A-G eligible and 15 completed a CTE pathway during the 2021-2022 school year

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of English learners meeting reclassification criteria	16.7% of English learners	21.7% of English learners
Number of students at or above grade level (Green)	Spring Reading (iReady) 19% Spring Math (iReady) 24%	24% students 29% students
Percentage of Students taking at least 1 College Course	6.8%	11.8%
Graduation Rate	97.7% of seniors	90%-100% of seniors
Percentage of students meeting A-G criteria	31.8% of seniors	36.8%
Percentage of Ds and Fs during Semester 1	15% of students	10% of Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan 1.1a 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. Conferences may include: AVID Summer Institute, AVID National Conference, AVID Pathways Training, Solution Tree PLC Conferences, CABE and other AVID or PLC related conferences. Conference Teacher: \$17,744 - Title I \$14,000 - LCFF Attendance may include teachers, counselors, instructional coaches, bilingual and special education assists. Merlo will utilize additional consultants and conferences as needed for training and collaboration to achieve instructional and achievement goals. Staff Additional Compensation: Teacher Collaboration and Planning pertaining to AVID schoolwide, AVID Electives, and the PLC process. Teacher Additional Compensation 6 days x 4 hours x \$60 per hour x 6 teachers = \$6,691 - LCFF and \$1,949 - Title I 1.1b Provide curricular and instructional support to new and experienced teachers in Math and ELA. Instructional coach will promote teacher collaboration, conduct action or instructional walks with teachers as well as provide professional development relevant to teacher's subject matter. 1.1c Substitutes to release teachers for full day collaboration, lesson studies, WASC committees, and instructional walks focusing on ELA, Math, and AVID strategies. (WASC Area B: Standards-based Student Learning: Curriculum, C: Standards-based Student Learning: Instruction) Substitute Teachers (5 teachers X 8 days X \$200 = \$8,000) - Title I (3 teachers x 8 days x \$200 = \$4,800) - LCFF 5 substitutes X 6 of days X \$ 274 per diem rate of pay = \$8,220 total cost - LCFF 1.1d Identify essential learning for departments and courses, create and 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. iReady Diagnostic data will be used in the development of Advisory Periods for the 2023-2024 school year. (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) - Title I 1.1e 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) 1.1f 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) 1.1g Area of Focus: Avid: District Provided AVID Workshops: Attendees will include any teacher, counselor, instructional coach and/or administrator from Merlo. 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) 1.1h 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) 1.1g Encourage increased rigor through student participation in AP testing, Dual Enrollment Courses, and the Seal of Biliteracy Assessment. Metrics for Progress Monitoring: # of students meeting graduation requirements, # of students meeting A-G requirements, # of students completing pathways, # of students participating in college tours/field trips, # of students completing courses through APEX

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$17,744	50643 - Title I
\$14,000	23030 - LCFF (Site)
\$1,949	50643 - Title I
\$6,691	23030 - LCFF (Site)
\$8,000	50643 - Title I
\$4,800	23030 - LCFF (Site)
\$8,220	23030 - LCFF (Site)
\$6,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports 1.2a Instructional coaches (1 @ .5 FTE Instructional Coach - Centralized Service) will provide further support through co-teaching, co-planning, or demo lessons in the classroom. (If personnel is unfilled for any portion of the school year, salary and additional compensation funds associated with this staff will be reallocated to alternate resources to achieve the same objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) 1.2b Provide curricular and instructional support to new and experienced teachers in Math and ELA. Instructional coach will promote teacher collaboration, conduct action or instructional walks with teachers as well as provide professional development relevant to teacher's subject matter. 1.2c Bilingual Assistant (.75 FTE) will be provided by the District and 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 (ELD Level 5). (WASC A4 Qualified Staff and

Professional Development, A5 Resources that support high achievement for all students) District LCFF (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) 1.2d The counselor will meet with students to discuss transcripts and establish semester goals. Counselor and students will complete an Individualized Student Four Year Plans using Xello. 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) 1.2e Credit recovery and the achievement of graduation and A-G requirements may also be completed through the APEX or other District approved program Students will be placed in this program by the school counselor, with the support of the site administrator and teachers. (WASC Area B: Standards-based Student Learning: Curriculum) 1.2f . Through the PLC process, teachers will identify essential learning, collaborate on 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 three times a week for 1 - 1.5 hours. 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. Students with Fs on their progress reports and report cards will be highly encouraged to attend extended day tutoring. Metrics for Progress Monitoring: # of students meeting graduation requirements, # of students meeting A-G requirements, # of students completing pathways, # of students participating in college tours/field trips# of students completing courses through APEX

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement 1.3a Explore the use of a school writing assessment for all grades at Merlo. The writing assessment will represent an essential element or type of writing needed by all students. (WASC Area C: Standards-based Student Learning: Instruction, D: Standards-based Student Learning: Assessment and Accountability) 1.3b 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. E. (WASC Area C: Standards-based Student Learning: Instruction) Books: \$2,000 - LCFF 1.3c IXL English and Math for Intervention during Advisory Periods. License: \$5,000 - Title I 1.3d 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) Membeam for Vocabulary Development during Advisory Periods - Membeam will not be utilized for the 2023-2024 school year. 1.3e 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. 1.3f 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, 5, and 6 classes during the 2023-2024 school year. These classes may be combination classes and will be determined by the number of sections available and staff who have ELD certification. (WASC Area D: Standards-based Student Learning: Assessment and Accountability) 1.3g 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) Instructional Materials: \$5,897 - Title I, \$4,741 - LCFF 1.3h Teachers will utilize various equipment supporting effective instruction such as copiers, duplos, laminator, ViewSonic interactive boards, audio devices, and printers. 1.3i Teachers will enhance NGSS (science) curriculum through hands-on science experiments. Labs will consist of 20% of class time during the year. Hands on activities may include Project Lead the Way curriculum for Engineering classes. 1.3j 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) Instructional Materials: \$2,500 - LCFF Metrics for Progress Monitoring: # of students meeting graduation requirements, # of students meeting A-G requirements, # of students completing pathways, # of students participating in college tours/field trips# of students completing courses through APEX

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$2,000	23030 - LCFF (Site)
\$5,000	50643 - Title I

\$5,897	50643 - Title I
\$4,741	23030 - LCFF (Site)
\$2,500	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation 1.4a Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. (A5 Resources that support high achievement for all students) Maintenance Agreement Cost: \$3,997 - Title 1 1.4b Merlo will no longer offer the PSAT, SAT/ACT. The District initially covered the cost of these assessments when noted in the Merlo SPSA plan. The District is no longer covering the cost of these assessments and many UC/CSU schools no longer require students to submit SAT/ACT scores. In order to promote rigor, Merlo will cover the cost of AP testing for its students. (WASC Area B: Standards-based Student Learning: Curriculum) Student Fees: \$3,000 - LCFF 1.4c All grade levels (9-12) will be provided with grade level orientation, 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. These tours may include visits to the following colleges (College locations subject to change based on availability of tour): Tours may also be provided virtually for some colleges and universities. Colleges may include: Sac State, UC Davis, UOP, CSU, Stanislaus, (Stockton and Turlock, Fresno State, CSU Monterey Bay, UCSF, Cal Maritime, UC Santa Cruz, CSU East Bay, San Jose State, CSU Chico, Delta College Transportation for Field Trips/College Tours \$8,858 - LCFF Substitutes for Teachers attending College Trips: 8 substitutes x 4 trips x \$274 per diem rate of pay \$8,768 - Title I 1.4d 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. 1.4e 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) 1.4f 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. Funds may also be utilized for CTE related events and Activities (Solar Regatta and VEX competitions.) Transportation: \$5,000 - LCFF Merlo will pay other student fees, professional services, and duplicating costs associated with PLC collaboration, effective instructional strategies, and student achievement.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$3,997	50643 - Title I
\$3,000	23030 - LCFF (Site)
\$8,858	23030 - LCFF (Site)
\$8,768	50643 - Title I
\$5,000	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2022-2023 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.

The school principal and guiding coalition, made up of teachers and the Instructional Coach, attended the PLCA Coaching Academy. Teams will also attend

Solution Tree PLC training and AVID Summer Institute in June. Teachers have also attended various PD sessions offered by the District. Science teachers have attended monthly PD offered through the Science Department. Additional site based training has occurred during Faculty and PLC meetings. Teachers and other staff have attended leadership, school climate, and ELD conferences. Merlo Faculty has set aside time to review meeting norms, mission, vision and future planning as part of strengthening its PLC Process. Library books were purchased and Merlo was able to obtain a part-time Library/Media Assist to organize and run the Library. IXL and Membeam was purchased and used for intervention during Advisory periods. All grade levels attended at least one field trip to a college or university. The Merlo Green-O-Matics Club began garden and recycling projects. Merlo also began separating various types of food waste, paper waste and liquid waste in the cafeteria. This is part of an effort to become a Green Ribbon School. Additional CTE related field trips were taken to Collins Electrical, Port of Stockton, and CTE Fairs at Delta College and the County Office of Education. Extended day has ran three days a week since the beginning of the 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.

Funds allotted for collaboration were not fully utilized this school year due to teacher absences and difficulty in obtaining substitutes. This strategy will be examined and discussions are being held regarding how best to facilitate collaboration in the future.

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.

Title I and LCAP funds cannot be utilized for preschool, which has its own funding. Strategy 1.1.6, 6a should be removed from future SPSAs.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) By the end of the 2023-2024 school year, Merlo will have maintain its suspension rate to of 2% or less.
School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By the end of the 2023-2024 school year, Merlo will reduce chronic truancy by to 28.3% or less.

Identified Need

Additional work is needed in the area of Professional Learning Communities, which supports the use of essential learning and data driven decision making through common formative assessments.

Merlo has experienced a slight increase in suspensions for 2022-2023, but still remains well below the District average.

38.3% of Merlo students are chronically truant during the 2023-2024 school year.

The number of students reporting that there are activities they like to participate in has increased by 5% to 71%, but additional activities and events are still needed for the 2023-2024 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Merlo Suspension rate	1.8 % student suspension rate	suspension rate of 2% or less
Merlo chronic truancy rate	38.3% Chronic truancy	28.3% Chronic Truancy

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan 2.1a 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 will 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 2.1b Merlo will continue to offer onsite professional development, which will provide teachers with an opportunity to receive additional training that reinforces adopted instructional practices and SEL supports. 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 such as PBIS. 2.1c. Teacher will attend workshops, conference and professional development centered around PBIS, Chronic Truancy, and School Culture and Climate. Merlo will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training to improve school climate. Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Foster Youth
Low Income
English Learners
All Students

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports 2.2a 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 will be clearly articulated to staff, students, Merlo families, and community. E: School Culture and Support for Student Personal and Academic Growth) 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. 2.2b 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. Students in need of social emotional support may work in groups overseen by the school counselor. 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. 2.2c 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 Merlo will provide additional compensation/substitute costs needed for collaboration and supplemental instruction. Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$2,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.3**Students to be Served by this Strategy/Activity**

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

All Students
Low Income
English Learners
Foster Youth

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement 2.3a 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 will be clearly articulated to staff, students, Merlo families, and community. E: School Culture and Support for Student Personal and Academic Growth) 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. Students in need of social emotional support may work in groups overseen by the school counselor. 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. 2.3b Referring Merlo Teachers will attend CARE team meetings discuss referred students and provide input to the team. 2.3c Merlo will continue to recognize students, who are academically successful during the "Student Recognition" and Celebration assemblies, which are held monthly. 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) 2.3d Merlo will utilize the SchoolMint Hero system to reward student points for positive behavior, track attendance at events, and issues students tardies. Merlo students will use points for student store and to access special privileges, such as the incentive room, where they can play games and activities. License Title I - \$4,800 2.3e Merlo will purchase one thermal printer for the office and one to use by the CSM or admin in conjunction with the SchoolMint Hero system Zebra ZD420 Label Printer Direct Thermal - \$535.00 (Office) - LCFF Zebra ZQ310 Label Printer Direct Thermal - \$775.00 (CSM or Admin) LCFF ***Incentives, gifts, entertainment and events are not allowable using State and Federal funds. Merlo will provide supplemental instructional materials books, licenses, subscriptions, software, additional compensation/substitute costs needed for SEL instruction and PBIS supports. Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$4,800	50643 - Title I
\$535	23030 - LCFF (Site)
\$775	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation 2.4a 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 will be clearly articulated to staff, students, Merlo families, and community. E: School Culture and Support for Student Personal and Academic Growth) 2.4b The Leadership and PLUS programs support initiatives to increase attendance. The ASB/Leadership classes will continue to 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) 2.4c 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) Site will pay student fees, professional services, and duplicating costs associated with SEL development, PLUS initiatives, and PBIS implementation to improve school climate. Metrics for Progress Monitoring: The percent of students reporting an activity at school they enjoy

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Merlo has utilized Multi-Tiered Systems of Support throughout the 2022-2023 school year. The supports have included Extended Day, which occurred before and after school three days per week. An Advisory period was developed and included intervention programs in English Language Arts, Mathematics, and Vocabulary. AVID tutorials were used during AVID classes. The school counselor met with students for Individual Learning Plans. Meetings were held with the families of students deemed "At-Risk." Students were placed on Academic, Behavior, and Attendance Contracts as needed. CARE team meetings were held throughout the year. PLC training was held throughout the year. Additional PLC Coaching Training was held for the site principal and Guiding Coalition. More training and work will occur in June of 2023, in preparation of the 2023-2024 school year. PLUS/Leadership organized school events throughout the school year. They also volunteered once a month for the Table Community Foundation Food Distribution and at other events such as the Asparagus Festival and Stockton Cinco De Mayo Parade and Festival. 100% of students participated in the School Climate Survey during the fall and winter. Results of the School Climate Survey was presented by PLUS students in classrooms. Information was also presented at Coffee Hours and School Site Council. Students were recognized Monthly and sometimes every other month for Student of the Month. This developed into a Student of the Month Rally, where students also competed for prizes such as free dress days. Activities were organized by Leadership/PLUS. The SchoolMint Hero System was purchased and utilized to track off campus passes. The sounds system was purchased and used for student events and will be used at the graduation ceremony.

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

SchoolMint Hero was not fully utilized. Changes in staffing presented a challenge. It will be fully utilized for tracking positive student behavior, dress code, tardies, and events during the 2023-2024 school year. A printer is needed for the system, which was not part of the initial purchase.

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.

Merlo will be revising our PBIS and CARE team process for the 2023-2024 school year. The District requires that a SAP form be completed as part of the referral to CARE team. This form is required and approved as part of the D.O.J. agreement. We have seen a reduction in the number of referrals from teachers since the form began being required. We will seek to revise our process and ensure students in need are being referred to CARE team meetings. We will also be adjusting our Leadership Meetings and adding PBIS to a running agenda.

LCAP Goal

Goal 3: Meaningful Partnerships Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By the end of the 2023-2024 school year, increase participation by 5% at Merlo events (Back-to-School Night, Coffee Hour, etc.) and other events to create meaningful partnerships with stakeholders. By the end of the 2023-2024 school year, establish 5 opportunities for stakeholders to be engaged with the school community. (College, Community, SkillsUSA Showcase, Health and Wellness Fair, Information Nights, Back-to-School Night, Open House, Career Night, STEM Night, Community Fair, etc.) (WASC Area E. School Culture and Support for Student Personal and Academic Growth) By the end of the 2023-2024 school year, identify at least 3 opportunities in each pathway or a total of 9 opportunities for student internships within the community. (WASC Area E. School Culture and Support for Student Personal and Academic Growth)

Identified Need

Merlo has low parent engagement for school events.

Merlo families need resources, which will help them support their family and their children.

38.3% of Merlo students are chronically truant during the 2023-2024 school year.

The number of students reporting that there are activities they like to participate in has increased by 5% to 71%, but additional activities and events are still needed for the 2023-2024 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of events available for parent engagement.	5 Events were available for parent engagement (Back-to-School Night, Coffee Hours, Merlo Information Night, Health and Wellness Fair, LCAP Parent Survey Day)	At least five (5) events will be available for parent engagement.
Percent of parents attending Merlo events	2% of parents (5 parents) consistently attended events	12% of parents will attend Merlo events
Number of student internships	3 internships were offered and 1 was completed.	3 internships per pathway or a total of 9 internships.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan (WASC Area E. School Culture and Support for Student Personal and Academic Growth) 3.2a 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. SPSA Funded Staff Members and Instructional Supports 3.2b Parent Technology Education Program in the used of email, ParentVue, school website, social media,, and any other school related computer program. Utilize 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 during a previous school year. Teacher compensation for 8 one-hour parent meetings. Teacher x 2-hour x 8 sessions x \$60 per hour = \$960 Title I Free webinar training for teacher 3.2c Merlo will provide additional compensation to classified staff for the purpose of parent outreach through phone calls and visits. Approximately 2 hours per week. \$3,000 - Title I Merlo will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships. Metrics for Progress Monitoring: 50-70 of parents attending Back to School Night. 15-20 parents attending monthly coffee hours, 20-30 parents attending College, Community, Career Event, STEM Night, Pathway Fair, 20-30 parents attending Spring Open House, 3 Parents serving on School Site Council and 3 parents serving on ELAC.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$960	50643 - Title I
\$3,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports (WASC Area E. School Culture and Support for Student Personal and Academic Growth) 3.2a 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. No additional support staff needed at this time. Merlo will provide additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support. Metrics for Progress Monitoring: 50-70 of parents attending Back to School Night. 10-15 parents attending monthly coffee hours, 20-30 parents attending College, Community, Career Events, STEM Night, Pathway Fair, SkillsUSA presentations, Health and Wellness Fair, 20-30 parents attending Spring Open House, 3 Parents serving on School Site Council and 3 parents serving on ELAC.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement (WASC Area E. School Culture and Support for Student Personal and Academic Growth) 3.3a 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. 3.3b 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. Meeting expense 43400: \$1,259 - Title I 3.3c Electronics: Purchase of two iPad Air tablets and keyboards for parents to use in the Merlo office when completing surveys for the school or District, checking ParentVue, instruction and demonstration of ParentVue. Equipment: \$1,000 - Parent Title I 3.3d 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. 3.3e Parent attendance at the California Association of Bilingual Education (CABE) Annual Conference. Parent Conference: \$6,000 Merlo will provide supplemental instructional materials, books, licenses, subscriptions, software, additional compensation/substitute costs needed for parent training, community events, and building educational partnerships. Metrics for Progress Monitoring: 50-70 of parents attending Back to School Night. 15-20 parents attending monthly coffee hours, 20-30 parents attending College, Community, Career Event, STEM Night, Pathway Fair, 20-30 parents attending Spring Open House, 3 Parents serving on School Site Council and 3 parents serving on ELAC.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$1,259	50647 - Title I - Parent
\$1,000	50643 - Title I
\$6,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation (WASC Area Category C: Standards-based Student Learning: Instruction, E. School Culture and Support for Student Personal and Academic Growth) 3.4a Build relationships with local businesses in order to provide internships and on-site job training for students in the CTE pathways. 3 students from each pathway or 9 total students students will participate in internship opportunities during the 2023-2024 school year. Merlo will pay student fees, professional services, and duplicating costs associated with building CTE pathways, SEL development, and PBIS implementation to improve school climate.

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Four to five parents consistently attended Coffee Hours. Parent members of SSC attended monthly meetings. We experienced and increase in parent participation in orientations and Back-to-School Night. Merlo also held its first Health and Wellness Fair and an Open House for interested students and their families. The sound system was purchased and used for school events. Additionally, one iPad tablet was purchased for us by parents in completing surveys.

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

Money was not utilized for the parent technology training. Staff that had agreed to provide this training are no long at Merlo. Parent Title I funds for snacks were not fully utilized. The PO for Smart and Final was frozen throughout the school year and we were not allowed to use the funds allotted to an open PO. Only one Merlo student participated in a Graphic Design Internship this year. Two PG&E internships were offered, but no students accepted. Merlo students did participate in two CTE Fairs at SJCOE and Delta College and another College and Career Fair at Jane Fredrick H.S. Students also attended CTE Field Trips at Collins Electrical and Port of Stockton.

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.

Merlo will seek out additional staff to help provide technology training to parents. It our hope that we can fully utilize funds for parents in the future. Merlo will work with District CTE to identify an increased number of Internship Opportunities.

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	\$76,374.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$137,494.00

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 (\$)
50643 - Title I	\$75,115.00
50647 - Title I - Parent	\$1,259.00

Subtotal of additional federal funds included for this school: \$76,374.00

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 (\$)
23030 - LCFF (Site)	\$61,120.00

Subtotal of state or local funds included for this school: \$61,120.00

Total of federal, state, and/or local funds for this school: \$137,494.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

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