



# School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

**CSI Instruction:**  
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

**ATSI Instruction:**  
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Merlo High	39686760115402	05/28/2024	12/17/2024

## Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Merlo's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Comprehensive School Improvement (CSI) plan.

## Educational Partner Involvement

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

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

Merlo staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Merlo's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- 2023/24 School Year:
- October 3, 2023
- November 28, 2023
- January 9, 2024
- January 30, 2024
- February 20, 2024
- March 26, 2024
- May 14, 2024
- May 26, 2024
- 2024/25 School Year:
- September 26, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- 2023/24 Title 1 Parent Meeting: August 9, 2023
- 2023/24 English Language Advisory Committee:
- October 3, 2023

- March 5, 2024
- May 15, 2024
- May 28, 2024
- 2024/25 Title 1 Parent Meeting: August 15, 2024
- 2024/25 English Language Advisory Committee: September 24, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- 2023/24 Staff Meetings:
- March 7, 2024
- April 11, 2024
- May 16, 2024
- 2024/25 Staff Meetings: September 5, 2024
- 2024/25 Leadership Meetings: September 22, 2024
- 2024/25 PLC Guiding Coalition Meetings: September 10, 2024

## Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:** Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Merlo, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	population too small, no indicator	241.5 points below standard (no performance color)	X	X	X	population too small, no indicator

<b>Foster Youth</b>	population too small, no indicator	population too small, no indicator	X	X	population too small, no indicator	population too small, no indicator
<b>Homeless Youth</b>	X	X	population too small, no indicator	X	X	population too small, no indicator
<b>Students with Disabilities</b>	population too small, no indicator	population too small, no indicator	population too small, no indicator	X	population too small, no indicator	population too small, no indicator
<b>American Indian/Alaskan Native</b>	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator

**Comprehensive School Improvement (CSI):** Merlo has been identified by the California Department of Education for CSI status under the category Low Performing. Low Performing means that Merlo is part of the lowest performing 5% of Title I schools.

Merlo has identified engaging and effective instruction as well as analysis of student achievement data as areas of growth to address student inequities. Achievement gaps exist at Merlo because students enter skill deficient, campus systems to address learning needs are not fully realized, and there is a lack of rigor with support to ensure that students are accelerated to grade level proficiencies.

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
<b>All Students</b>	103.7 points below standard (red)	184.4 points below standard (red)	3.2 % suspended at least one day (orange)			30.4% prepared (low)
<b>Foster Youth</b>						
<b>English Learner</b>			4% suspended at least one day (orange)			
<b>Long Term English Learner</b>						
<b>Homeless Youth</b>						
<b>Socioeconomically Disadvantaged</b>	106.9 points below standard (red)	195.9 points below standard (red)	3.5% suspended at least one day (orange)			
<b>Student with Disabilities</b>						
<b>African American</b>						
<b>American Indian/ Alaskan Native</b>						
<b>Asian</b>						
<b>Filipino</b>						
<b>Hispanic</b>	105.2 points below standard (red)	182.9 points below standard (red)	2.6% suspended at least one day (orange)			
<b>Two or More Races</b>						

Pacific Islander/ Native Hawaiian						
White						

No major gaps were observed between student groups on the CA Dashboard Indicators for Merlo School. Trend data was also reviewed year over year which resulted in observing an ongoing need to address an ELA and Math achievement gap. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified deepening Merlo's PLC/MTSS model for ELA and Math as an area of focus for this 2024-2025 school year due to self identified needs of Merlo's staff, School Site Council, and English Learner Advisory Committee. When using the 5 Whys technique to analyze the decline in ELA and Math performance, we discovered the following strategies to support schoolwide improvement:

- Solution Tree Events: School Improvement Workshop, Math at Work, RTI At Work
- A2Z Consultants, Lesson Studies
- No Red Ink, Supplemental ELA Resources

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

Goal #	Description
Goal 1.1	School Goal for ELA/ELD: (Must be a SMART Goal): By the end of the 2024-2025 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 2024-2025 school year, the percentage of Merlo students 2-3 years below proficient will decrease by 10%.
	By the end of the 2024-2025 school year, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.
	By the end of the 2024-2025 school year, the percentage of EL students increasing at least 1 ELPI level will increase by 5 percentage points.
	By the end of the 2024-2025 school year, the percentage of EL students two or more grade level below on iReady will reduce by 10%.
	School Goal for Math: (Must be a SMART Goal) : By the end of the 2024-2025 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 2024-2025 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 2024-2025 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 2024-2025 school year, Merlo IET will maintain a graduation rate between 90% to 100%
	By the end of the 2024-2025 school year, the number of students taking at least 1 College Course will increase by 5%.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

71% of Merlo teachers have received some form of AVID training. Additional training is needed to ensure there are not inconsistencies in implementation. Merlo will have at least two new teachers for 2024-2025 and a new Administrator.

Merlo's needs to continue its efforts toward refining its Professional Learning Community. Additional efforts are needed in identifying essential learning, using evidence based instruction, and creating formative assessments.

Only 12% of students were at or above grade level in Reading according to I-Ready results. Merlo need to show growth in the percentage of students moving into

the at or above grade level range.

Only 20.9% of EL students progressed at least one ELPI Level on the Summative ELPAC.

5.26% of 11th grade students were proficient on the California Assessment of Science Test for the 2022-2023 school year.

30.4% of Merlo seniors were College and Career prepared during the 2022-2023 school year.

Merlo's graduation rate for 2022-2023 was 100%.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students at or above grade level (Green)	Spring Reading (iReady) 12% Spring Math (iReady) 27%	17% students 29% students
Number of English learners meeting reclassification criteria	15.6% of English learners (8 students reclassified)	20.6% of English learners
Percentage of Ds and Fs during Semester 1	18% of students	13% of Students
Percentage of students meeting A-G criteria	31.8% of seniors	36.8%
Graduation Rate	100% of seniors (2022-2023)	90%-100% of seniors
Percentage of Students taking at least 1 College Course	16.8%	21.8%
Percent of English learners moving up at least 1 ELPI Level.	20.9%	25.9%
Percent of English learners moving up a level on iReady reading.	92% of English learners are 2 or more grade levels below proficient on iReady.	Decrease by at least 10%



Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career &amp; Technical Education</p> <p>Provide students with access to hands on project-based learning connecting them to opportunities supporting College and Career Readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student Science achievement. The College and Career Readiness Program is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.</p> <p>Students will also be provided with college tours/visits via virtual tours that focus on the STEM field as a way to provide them with informational opportunities related to this field. These tours will be provided to all students, grades 9-12 who are enrolled in the Engineering, Digital and Media Arts and Environmental Science classes. Students who are 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.) Teachers will enhance NGSS/ Science Literacy 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. Applicable supplemental literacy 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)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career &amp; Technical Education: Transportation: \$5,000 Instructional Materials: \$2,500</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$5,000</p> <p>\$2,500</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p>

<p>1.1.2</p>	<p>College and Career Readiness</p> <p>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) College entrance exams support and access provided to 8th grade and high school students to increase or improve academic student achievement. In school college entrance exam administration for 11th and 12th graders to cover the cost and provide increased or improved access to college entrance exam opportunities. Collegeboard apps like Bluebook are utilized for AP/SAT/PSAT preparation.</p> <p>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. The goal for all college tours is to provide students of all grade levels with the opportunity to learn about the academic and extracurricular activities available and to also help them imagine what it would be like if they were in college and demystifies misconceptions. Students leave the campus energized and hopeful for their new future as a college student. The overall main goal of these trips is to place into context the economic and personal value of obtaining a postsecondary education. Additional opportunities will be provided through online webinars or onsite visits from college representatives, apprenticeship programs, intern programs, and community colleges. Grade level college tours will be offered to all students in grades 9-12. Students will be required to sign-up to participate. Substitutes will be provided for teachers in each grade level. Grade level advisors for each grade level will be invited to attend these college tours. Our school site Guidance Counselor will also assist with supervision during these tours. (WASC Area B: Standards-based Student Learning: Curriculum) Merlo will pay other student fees, professional services, and duplicating costs associated with PLC collaboration, effective instructional strategies, and student achievement.</p> <p>Title I Funding Allocation: Additional Substitute Teachers Compensation: \$8,768</p> <p>LCAP 1.2 College and Career Readiness:</p>	<p>English Learners, Foster Youth, Students with Disabilities, Low Income, All Students</p>	<p>\$3,000</p> <p>\$8,858</p> <p>\$8,768</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p>
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	<p>Pupil Fees: \$3,000 Transportation: \$8,858</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
1.1.3	<p>A-G High School Courses</p> <p>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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		
1.1.4	<p>Bilingual Instructional Support</p> <p>Bilingual Assistant (0.75 FTE Centralized Funding) in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. The Bilingual Assistant 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)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>English Learners</p>		

1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

<p>1.1.6</p>	<p><b>English Learner Support</b></p> <p>Instructional support for English Learner students through increased teacher and paraprofessional professional development, bilingual instructional support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement. EL students who need to be reclassified will be placed in appropriate ELD classes. Students will be provided with targeted one-on-one or small group instruction, hands-on instruction and after school tutoring. Supplemental materials and readings will be provided to students to support learning and instruction.</p> <p>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) EL Site Coordinator will administer local assessment &amp; ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the Coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>English Learners</p>		
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1.1.7	<p>Teacher Collaboration, Professional Development, &amp; Academic Support</p> <p>Instructional Coach ( 0.5 FTE Centralized Funding) will provide further support through co-teaching, co-planning, or demo lessons in the classroom. 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. Teachers will be provided release time 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).</p> <p>Teachers will be provided with targeted support in both Math and ELA through A2Z targeted coaching and lesson support model. Teachers will work with context experts to maximize their knowledge of curriculum content, standard and effective strategies to hone skills to increase student achievement. This targeted support will focus on building capacity with the research-based best practices of Marzano and Hattie. A2Z consultants will provide differentiated support to each teacher based on the individual needs of the teacher. Substitute teachers will be provided for teachers to participate in lesson studies, co-planning, co-teaching, as well as other in class supports will ensure that teaching and learning is maximized. A2Z targeted support will consist of 25 days (20 days Math, 5 day ELA) Teachers will be compensated for time outside their contractual hours for staff collaboration and planning pertaining A2Z coaching to improve tier 1 instruction.</p> <p>Title I Funding Allocation:  Additional Substitute Teachers Compensation: \$4,000  Additional Teacher Compensation: \$2,040</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, &amp; Academic Support:  Additional Substitute Teachers Compensation: \$17,020</p> <p>Comprehensive School Improvement (CSI):  Consultant Salary &amp; Benefits: \$75,000  Additional Teacher Compensation: \$15,000  Additional Substitute Compensation: \$7,500</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$4,000</p> <p>\$17,020</p> <p>\$2,040</p> <p>\$75,000</p> <p>\$7,500</p> <p>\$15,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p>
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1.1.8	<p>School Site Administrators Leadership Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

1.1.9	<p>Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation</p> <p>Professional development for school site Administrators, Teachers, and Instructional Staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement. Merlo will utilize additional consultants and conferences as needed for training and collaboration to achieve instructional and achievement goals. Teachers will be provided with additional training in the PLC process to support core instruction by deepening and aligning the use of essential outcomes, common formative assessments, and data analysis protocols to inform a continuous cycle of improvement with student outcomes. This training will include supplemental site based PLC coaching with Merlo's solution tree consultant (currently funded by the district) and will also be pull out training for departments. Supply Merlo staff with content specific training at additional PLC events, such as Summit on RTI and Mathematics Institute on PLC, to improve evidence based practices in tier 1 instruction as well as building a tier 2 and 3 model to support student learning. Conferences may include Solution Tree Events: Institutes, Summits, 2-Day Workshops, Virtual, and Portable Event Packages. Attendees to these PLC Events will include Admin, teachers, counselor, instructional coach, intervention teacher and/or administrator from Merlo. Teachers will attend workshops at various times throughout the school year and throughout the Summer depending workshop topics and areas of need (WASC Area C: Standards-based Student Learning: Instruction). Staff collaboration and Planning pertaining to data analysis, tier 1-3 instruction, formative assessments, standards aligned essential outcomes outside of contractual hours will be compensated.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Additional Substitute Teachers Compensation: \$3,600 Additional Consultants Compensation: \$7,500 Conferences: \$34,808 Additional Teacher Compensation: \$8,640</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities, All Students</p>	<p>\$7,500</p> <p>\$3,600</p> <p>\$34,808</p> <p>\$8,640</p>	<p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p>
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1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
1.1.11	<p>Access to Foundational &amp; Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational &amp; Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
1.1.12	<p>Acceleration of Learning</p> <p>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)No Red Ink for writing support during Advisory periods and for supplemental instruction.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): License Agreements: \$5,760</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,760	3182 - CSI 2023/24

1.1.13	<p><b>Literacy and Library Supports</b></p> <p>Merlo will utilize a Library Media Assistant (0.325 FTE Centralized Funding), who will perform library duties involved in the acquisition, circulation, maintenance and distribution of library books and instructional materials and assist students and teachers in the selection, location and use of library materials and equipment. This will be a District funded position. Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement. Students will be provided 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) 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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.13 Literacy and Library Supports: Books and Reference Materials: \$1,000</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities	\$1,000	0100 - LCFF/S&C (site)
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1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>AVID Program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development. Area of Focus: Avid: District Provided AVID Workshops: Attendees will include any teachers, counselor, instructional coach, intervention teacher 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). 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, AVID and literacy specific training. Conferences may include: AVID Summer Institute, AVID National Conference, AVID Path to School Wide, and other AVID Conferences. Attendance may include Teachers, Counselors, Instructional Coaches, Intervention Teachers, Bilingual and Special Education Assistants. Staff Additional Compensation: Teacher Collaboration and Planning pertaining to AVID schoolwide, AVID Electives, using the PLC process.</p> <p>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)</p> <p>Title I Funding Allocation: Instructional Materials: \$5,897 Additional Teachers Compensation: \$1,949 Conference: \$13,000</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): Conferences: \$8,140 Instructional Materials: \$4,741 Additional Teachers Compensation: \$6,691</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>English Learners, Foster Youth, Low Income, Students with Disabilities, All Students</p>	<p>\$13,000</p> <p>\$8,140</p> <p>\$6,691</p> <p>\$1,949</p> <p>\$5,897</p> <p>\$4,741</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
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1.1.15	<p><b>Recapturing Learning Loss</b></p> <p>License Agreements for programs such as IXL English and Math Literacy for targeted Intervention during Advisory Periods.</p> <p>Merlo will utilize an Intensive Intervention Teacher (1.0 FTE Centralized Funding) who provides instruction to students who have been identified through multiple measures as significantly underperforming academically and in need of additional targeted support. The instruction provided may be through small group instruction or one-on-one, in a student pull-out or teacher push-in model. The Intensive Intervention Teacher will also work closely with site Administration, Coaches, Teachers and curriculum staff to implement the program of intervention under the Response to Intervention (RTI) model. 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.</p> <p>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)</p> <p>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.</p> <p>Title I Funding Allocation: License Agreements: \$5,000</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners, Foster Youth, Low Income, Students with Disabilities, All Students	\$5,000	3010 - Title I
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1.1.16	<p>Outdoor Education/Science Camp</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

Merlo teachers began the year by identifying essential learning for the first unit they would be using for the 2023-2024 school year. Each department created SMART Goals. Throughout the school year, the Merlo Guiding Coalition met with a PLC Coach from Solution Tree. The process for identifying Essential Learning and Breaking down the standards was further defined. Teachers received monthly release time to work as departments on identifying essential learning and breaking down standards. This process will continue into June, in preparation for the 2024-2025 school year. The Merlo Faculty also revised the school Mission Statement and reviewed for Vision for possible revision. Teachers attended the AVID National Conference and a team will attend the AVID Summer Institute in June. Merlo also has a team, who will be attending the SUSD PLC Institute in June. Teachers have attended a variety of professional development opportunities offered by the District during designated STA PD days. The Math and Science teachers attended monthly PD led by their district departments. The Merlo Math teachers will be attending a week long Math PD in June. The number of Merlo students taking Dual Enrollment increased from 24 during the fall term to 34 in the Spring term. The Merlo Instructional Coach met with new and veteran teachers on a regular basis and provided planning and lesson support. She also assisted teachers in visiting other model classrooms within the district. The Bilingual Assistant supported students in a variety of classrooms and also supported a large class of EL students, which was eventually split into two classes. The Merlo Counselor met with all grade levels and developed a Individual Learning Plan. He also organized credit recovery efforts. After school tutoring was held through the Merlo Extended Day Program. An AVID goal to increase the use of WICOR in the

classroom and increase Dual Enrollment was established. IXL was utilized during the Advisory period. English teachers focused on students supporting statements through evidence in Writing. Supplemental instructional material was purchased throughout the year. Students attended College Field Trips and reviewed transcripts throughout the 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.

There was no major difference between the budgeted expenditures and implemented strategies.

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 adding a Intervention Teacher in 2024-2025. This position is being funded by the District, but the goals of the position will be added to the SPSA. Merlo will be using a monthly subscription service for library books vs. one time purchase. Merlo will adjust its Advisory period to be strategic. Students will be placed into classes based on need (Dual Enrollment, EL Intervention, ELA Intervention, Mathematics Intervention, Enrichment)

Goal 2.1

Goal #	Description
Goal 2.1	School Goal for Suspension: (Must be a SMART Goal)
	By the end of the 2024-2025 school year, Merlo will reduce its suspension rate to of 2% or less.
	School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)
	By the end of the 2024-2025 school year, Merlo will reduce chronic truancy by 5% to 18.68% or less.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Only 12% of students were at or above grade level in Reading according to I-Ready results. Merlo need to show growth in the percentage of students moving into the at or above grade level range.

Only 20.9% of EL students progressed at least one ELPI Level on the Summative ELPAC.

5.26% of 11th grade students were proficient on the California Assessment of Science Test for the 2022-2023 school year.

30.4% of Merlo seniors were College and Career prepared during the 2022-2023 school year.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Merlo Suspension rate	4.2 % student suspension rate	suspension rate of 2% or less
Merlo chronic truancy rate	23.68% Chronic truancy	18.68% Chronic Truancy or less

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No Additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

<p>2.1.5</p>	<p><b>Positive Behavior Interventions and Support (PBIS)</b></p> <p>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)</p> <p>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.</p> <p>Merlo will purchase one thermal printer for the office and one to use by the CSM or Administration in conjunction with the SchoolMint Hero system.</p> <p>Title I Funding Allocation: License Agreements: \$4,800</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): Equipment: \$1,000</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>Low Income, Students with Disabilities, English Learners, Foster Youth, All Students</p>	<p>\$4,800</p> <p>\$1,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
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2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>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.</p> <p>Title I Funding Allocation: Additional Substitute Teachers Compensation: \$1,600</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,600	3010 - Title I
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.11	<p>Student Attendance and Truancy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.15	<p>School Connectedness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

2.1.17	<p>Additional School Site Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.18	<p>Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

2.1.20	<p data-bbox="254 159 548 188">Instructional Technology</p> <p data-bbox="254 224 1213 743">Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Teachers will utilize various equipment supporting effective instruction such as copiers, duplos, laminator, ViewSonic interactive boards, audio devices, and printers. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. (A5 Resources that support high achievement for all students)</p> <p data-bbox="254 776 646 837">Title I Funding Allocation: Maintenance Agreement: \$3,997</p> <p data-bbox="254 870 947 932">LCAP 2.20 Instructional Technology: No additional site LCFF is being allocated for this strategy.</p> <p data-bbox="254 964 911 1026">Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners	\$3,997	3010 - Title I
2.1.21	<p data-bbox="254 1040 638 1070">Instruction and Teacher Staffing</p> <p data-bbox="254 1102 1062 1164">Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p data-bbox="254 1196 911 1258">LCAP 2.21 Instruction and Teacher Staffing: Additional site LCFF is being allocated for this strategy.</p> <p data-bbox="254 1291 911 1352">Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
2.1.24	<p>Student and Campus Safety</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

Merlo continues to use a tiered system of support. Merlo has an extended day, which occurs after school 3-4 days per week. Students are provided an intervention program called IXL for Reading and Mathematics during an Advisory period. This period has also supported students taking Dual Enrollment classes and has strategic support for English learners. The Mathematics teachers also use IXL to provide strategic intervention in Math. AVID tutorials are provided during the AVID sections. The Merlo Counselor meets with students and creates ILPs. Chronic Truancy was closely tracked throughout the school year and meetings were held with students and their families regarding the need for regular school attendance. All teachers participated in PLC training through a solution tree PLC Coach and the Guiding Coalition. A group of Merlo teachers, the Instructional Coach and the Administrator will attend the SUSD PLC Institute in June. The Merlo PLUS/Leadership class and advisor organized regular events throughout the school year. They continued to volunteer monthly for the Table Community Foundation Food Distribution and other events. PLUS students provided forums for students due to a spike in race related comments. The PLUS survey was given three times this school year and results of the survey were discussed with students, families and staff.

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 continued to have issues at the beginning of the school year, but the issues with the printer were eventually fixed. The system is being used for dress code and tardies. Additional printers are needed for the coming year. A low number of referrals were made to the CARE team by teachers.

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.

The Advisory period will become more strategic in its use. Students will be placed into classes based on their need for intervention and enrichment. The CARE team process will continue to be revised in order to gain more teacher participation and to ensure students receive tiered interventions.

### Goal 3.1

Goal #	Description
Goal 3.1	School Goal for Meaningful Partnerships: (Must be a SMART Goal)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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.
Number of student internships	2 internships were offered and 0 was completed.	3 internships per pathway or a total of 9 internships.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities			
	Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$6,500 \$7,588	3010 - Title I 3010 - Title I
	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)

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)

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)

Through the use Breaking Down the Walls Workshop, Merlo will provide an opportunity for students to re-connect and create empathy for one another, build social awareness, and form meaningful relationship, thus improving their social emotional learning (SEL) skills .

The ASB Advisor and Site Secretary (ASB Accounting) will attend the CADA/ CASL State Conference and/or other CASL/CADA Leadership training, which will enhance their knowledge of student leadership, enhanced student activities and ASB accounting.

Site will pay student fees, professional services, and duplicating costs associated with SEL development, PLUS initiatives, and PBIS implementation to improve school climate.

Title I Funding Allocation:  
Additional Consultants Compensation: \$6,500  
Conferences: \$7,588

LCAP 3.1 Student Engagement and Leadership Opportunities:  
No additional site LCFF is being allocated for this strategy.

	Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
3.1.2	Youth Engagement Activities and Athletic Programs  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.  Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
3.1.3	Arts Programming  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.  Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			
3.1.4	Expanded Learning and Enrichment Opportunities  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.  Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

Coffee hours were consistently attended by 5-6 parents. Participation in Back-To-School Night and other Merlo events (Health and Wellness Fair, Information Night, Parent-Teacher Conferences continued to increase. An additional iPad was purchased for parents to used in the completion of surveys. Funds were utilized for parent snack and refreshments.

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 were not utilized for the Parent Technology Education Program. The assigned staff was not able to start this program. Internships were placed on hold at the beginning of the year due to legislature requiring employers to be finger printed. Merlo students did participate as liaisons for District CTE Events and District events.

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 additional staff to provide parent training early in the school year. Merlo may work with the CTE Department to provide a period where a teacher manages CTE internships and training opportunities.

Goal 4.1

Goal #	Description
Goal 4.1	<p>By the end of the 2024-2025 school year, increase participation by 8% at Merlo events (Back-to-School Night, Coffee Hour, etc..) t and other events to create meaningful partnerships with stakeholders.</p> <p>By the end of the 2024-2025 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)</p> <p>By the end of the 2024-2025 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)</p>

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of parents attending Merlo events	2% of parents (5 parents) consistently attended events	10% of parents will attend Merlo events
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.
Number of student internships	2 internships were offered and 0 was completed.	3 internships per pathway or a total of 9 internships.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>(WASC Area E. School Culture and Support for Student Personal and Academic Growth) Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals.</p> <p>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.</p> <p>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.</p> <p>Teacher compensation for 8 one-hour parent meetings. Free webinar training for teacher</p> <p>Merlo will provide additional compensation to classified staff for the purpose of parent outreach through phone calls and visits.</p> <p>Merlo will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships.</p> <p>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.</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$960</p> <p>\$3,000</p> <p>\$1,165</p> <p>\$1,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I - Parent</p> <p>3010 - Title I</p>

	<p>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.</p> <p>Title I Funding Allocation:  Additional Teacher Compensation: \$960  Additional Classified Staff Compensation: \$3,000  Equipment: \$1,000  Meeting Expenses: \$1,165 - Title I Parent</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement:  No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI):  No site CSI funds have been allocated for this strategy.</p>			
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication:  No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI):  No site CSI funds have been allocated for this strategy.</p>			
4.1.3	<p>Community Schools Supports and Resources</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.3 Community Schools Supports and Resources:  No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI):  No site CSI funds have been allocated for this strategy.</p>			

4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership. Parent attendance at the California Association of Bilingual Education (CABE) Annual Conference.</p> <p>Title I Funding Allocation: Conferences: \$6,000</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	\$6,000	3010 - Title I

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

## Goal 5.1

Goal #	Description
Goal 5.1	.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.  Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.			

5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

## Goal 6.1

Goal #	Description
Goal 6.1	.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy</p> <p>Merlo will provide culturally responsive books to include within the library along with class sets of books that represent the diverse population of students on campus.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy: Books and References: \$500</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>		\$500	0100 - LCFF/S&C (site)

6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
6.1.7	<p>BSAP School Climate &amp; Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate &amp; Wellness Personnel Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

## Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

### Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$235,072.00
Total Federal Funds Provided to the School from the LEA for CSI	\$157,808.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$293,522.00

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
3010 - Title I	\$76,099.00
3010 - Title I - Parent	\$1,165.00
3182 - CSI 2023/24	\$157,808.00

Subtotal of additional federal funds included for this school: \$235,072.00

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 (\$)
0100 - LCFF/S&C (site)	\$58,450.00

Subtotal of state or local funds included for this school: \$58,450.00

Total of federal, state, and/or local funds for this school: \$293,522.00

# Addendums

## 2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: Marlo

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the ~~2023-24~~ <sup>2024-2025</sup> SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

Oct. 4, 2024 / Nov. 15, 2025  
Date of Meeting

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

Oct. 1, 2024 / Dec. 6, 2025  
Date of Meeting


5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on May 28, 2024  
Date of Meeting

(Optional)

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

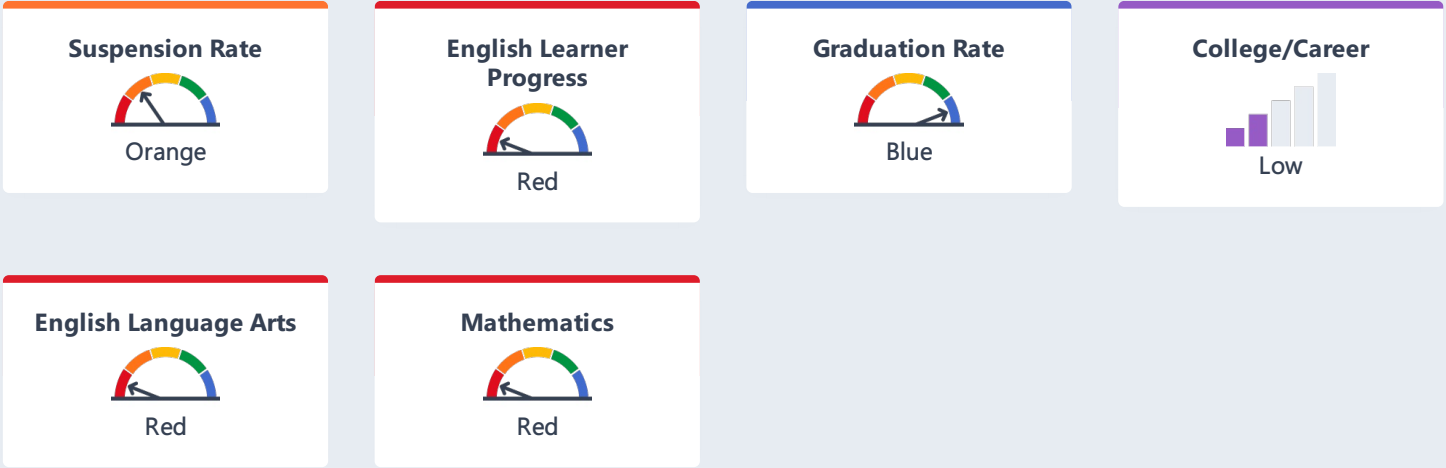
Attested: \_\_\_\_\_  
Committee  
Justin Moeckli  
Typed Name of School Principal

\_\_\_\_\_  
Date of Meeting  
  
Signature of School Principal

\_\_\_\_\_  
Date  
Dec. 6, 2024

# Edward C. Merlo Institute of Environmental Studies

Explore the performance of Edward C. Merlo Institute of Environmental Studies under California's Accountability System.



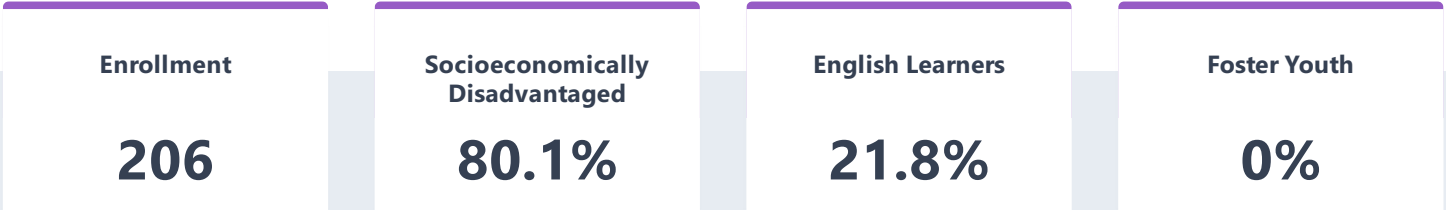
## School Details

<b>NAME</b> Edward C. Merlo Institute of Environmental Studies	<b>ADDRESS</b> 1670 East Sixth Street Stockton, CA 95206-2352	<b>WEBSITE</b> <a href="http://www.merloinstitu...">http://www.merloinstitu...</a>	<b>GRADES SERVED</b> 9-12
<b>CHARTER</b> No	<b>DASHBOARD ALTERNATIVE SCHOOLS STATUS</b> No		

EDWARD C. MERLO INSTITUTE OF ENVIRONMENTAL STUDIES

## Student Population

Explore information about this school's student population.




# Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Red

103.7 points below standard

Declined 64.8 Points ▼


EQUITY REPORT

Number of Student Groups in Each Level

2 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

Mathematics



Red

184.4 points below standard

Declined 43.5 Points ▼


EQUITY REPORT

Number of Student Groups in Each Level

2 Red	0 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE

English Learner Progress



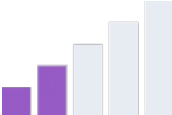
Red

20.9% making progress

Declined 38.6% ▼

LEARN MORE

College/Career



Low

30.4% prepared

EQUITY REPORT

Number of Student Groups in Each Level


0 Very Low	2 Low	0 Medium
0 High	0 Very High	

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Graduation Rate



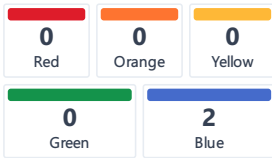
Blue

98.2% graduated

Maintained 0.5%

EQUITY REPORT

Number of Student Groups in Each Level



EDWARD C. MERLO INSTITUTE OF ENVIRONMENTAL STUDIES

## Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

### Suspension Rate



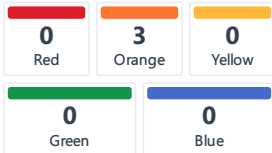
Orange

3.2% suspended at least one day

Increased 1.5% ▲

#### EQUITY REPORT

Number of Student Groups in Each Level



# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



103.7 points below standard

Dedined 64.8 Points ▼

Number of Students: 57

### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



Red

Hispanic

Socioeconomically Disadvantaged



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

English Learners

Homeless

Two or More Races

Students with Disabilities

White

### African American

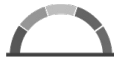


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



No Performance Color

172.4 points below standard

Declined 56.9 Points ▼

Number of Students: 19

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Hispanic



Red

105.2 points below standard

Declined 63.5 Points ▼

Number of Students: 50

### Socioeconomically Disadvantaged



Red

106.9 points below standard

Declined 72.1 Points ▼

Number of Students: 49

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

All Students

38.9 points below standard

103.7 points below standard

# English Language Arts Data Comparisons: English Learners


Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners	Recently Reclassified English Learners	English Only
213.6 points below standard Declined 79.5 Points ▼ Number of Students: 14	Less than 11 students - data not displayed for privacy Number of Students: 6	Less than 11 students - data not displayed for privacy Number of Students: 7

## Mathematics

### All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.







**All Students**  
  
Red

184.4 points below standard  
Declined 43.5 Points ▼  
Number of Students: 57

### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups

 Red Hispanic Socioeconomically Disadvantaged	 Orange No Student Groups	 Yellow No Student Groups
 Green No Student Groups	 Blue No Student Groups	 No Performance Color African American American Indian Asian

English Learners

Homeless

Two or More Races

Students with Disabilities

White



### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



No Performance Color

241.5 points below standard

Declined 31.9 Points ▼

Number of Students: 19

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Hispanic



Red

182.9 points below standard

Declined 33.1 Points ▼

Number of Students: 50

### Socioeconomically Disadvantaged



Red

195.9 points below standard

Declined 57.7 Points ▼

Number of Students: 49

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	140.9 points below standard	184.4 points below standard

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

### Current English Learners

261.6 points below standard

Declined 41.8 Points ▼

Number of Students: 14

### Recently Reclassified English Learners

Less than 11 students - data not displayed for privacy

Number of Students: 6

### English Only

Less than 11 students - data not displayed for privacy

Number of Students: 7

## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

### English Learner Progress

Red

20.9% making progress towards English language proficiency

Declined 38.6% ▼

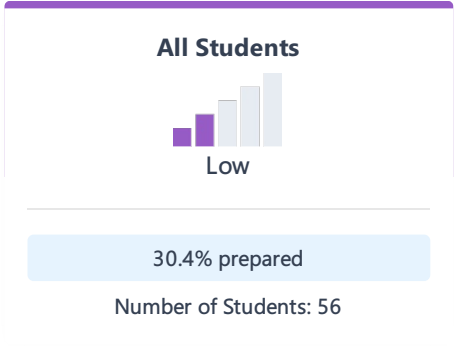
Number of EL Students: 43

## Student English Language Acquisition Results Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

All Students

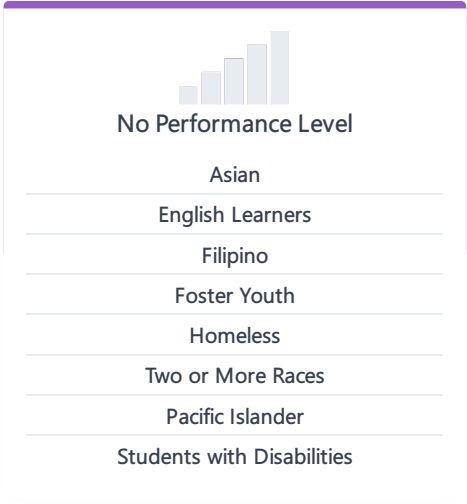
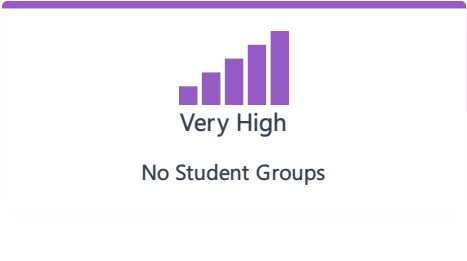
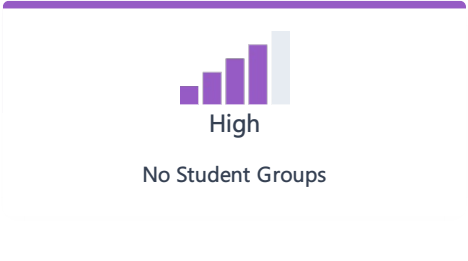
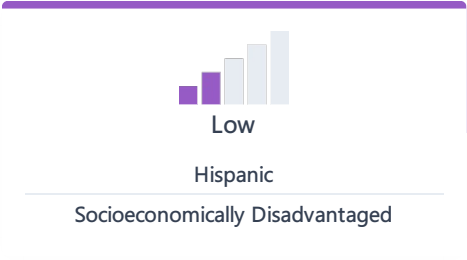
Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

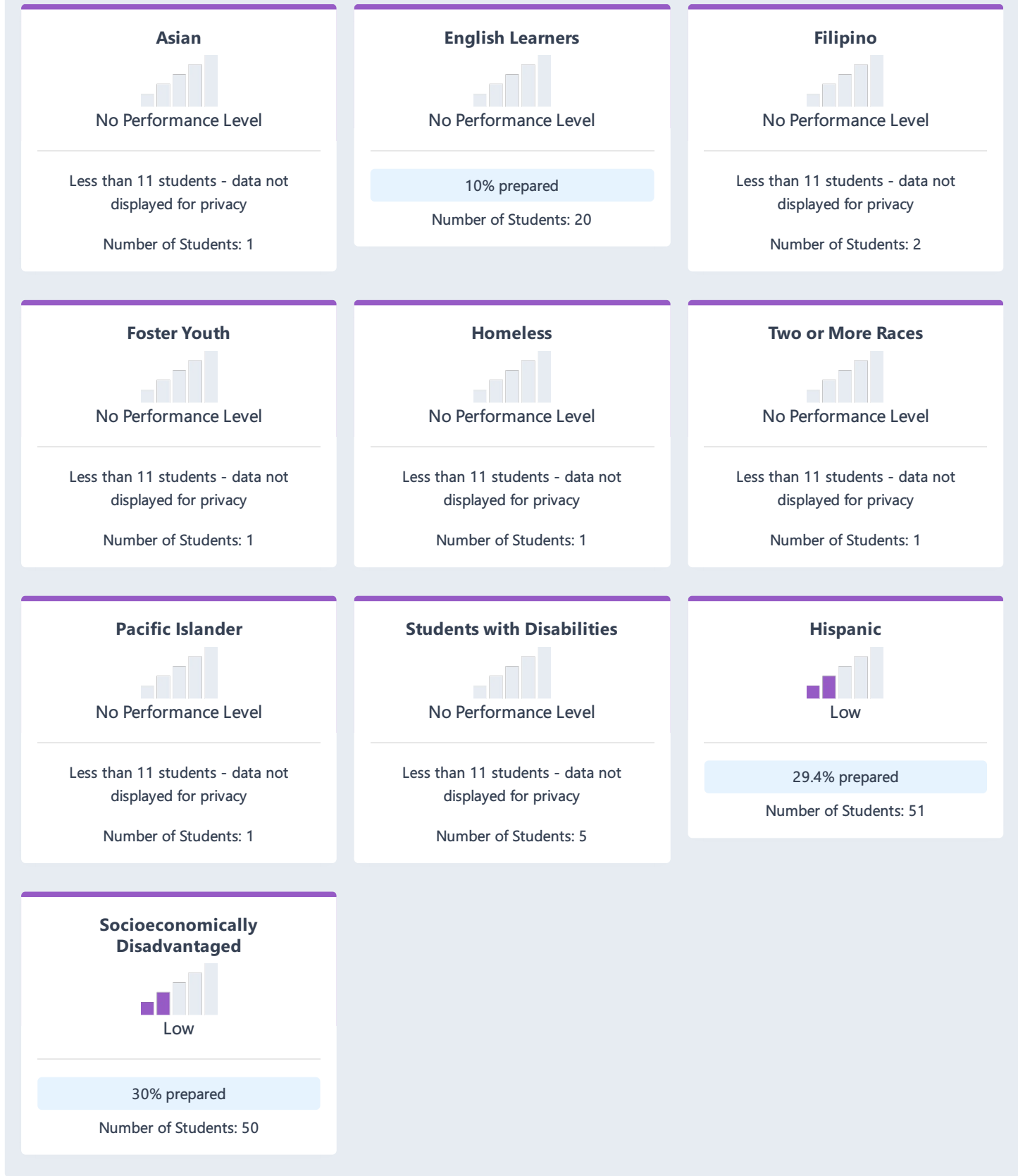


Student Group Details

All Student Groups by Performance Level

10 Total Student Groups





## College/Career

The percent of students in the Class of 2023 that qualify as Not Prepared, Approaching Prepared, and Prepared.

Class of 2023	
Not Prepared	37.5%
Approaching Prepared	32.1%

Prepared

30.4%

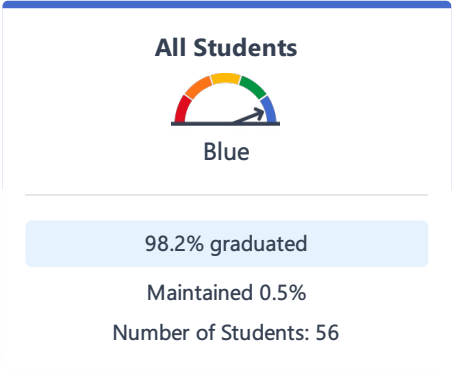
# Academic Engagement

View data about academic participation.

## Graduation Rate

### All Students

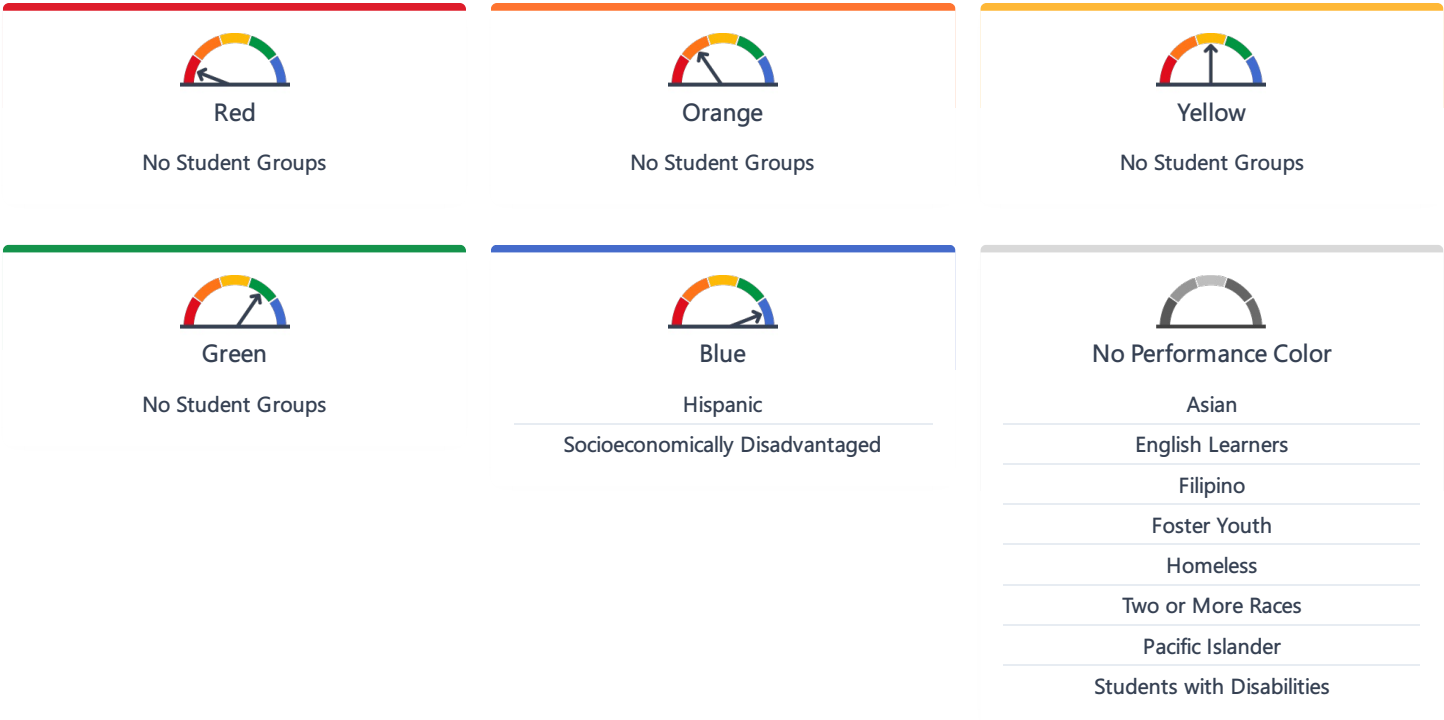
Explore information about students completing high school, which includes students who receive a standard high school diploma.



### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners



No Performance Color

95% graduated

Declined 5% ▼

Number of Students: 20

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Hispanic



Blue

98% graduated

Maintained 0.4%

Number of Students: 51

### Socioeconomically Disadvantaged



Blue

98% graduated

Maintained 0.5%

Number of Students: 50

## Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade

	2022	2023
Graduation Rate	97.7%	98.2%

## 5-Year Graduation Rate

Student Group	Four Year	Five Year	Did Not Graduate	Five Year Graduation Rate	Five Year Graduates
All Students	96.4%	1.8%	1.8%	98.2%	1
English Learners	95%	0%	5%	95%	0
Hispanic	96.1%	2%	2%	98%	1
Socioeconomically Disadvantaged	96%	2%	2%	98%	1

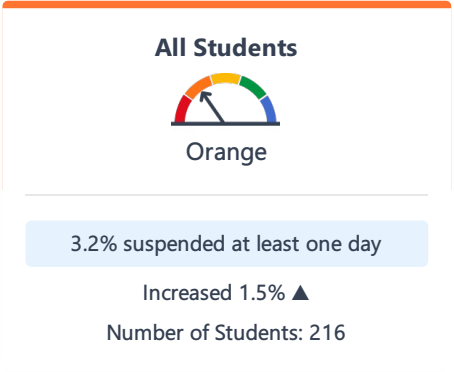
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

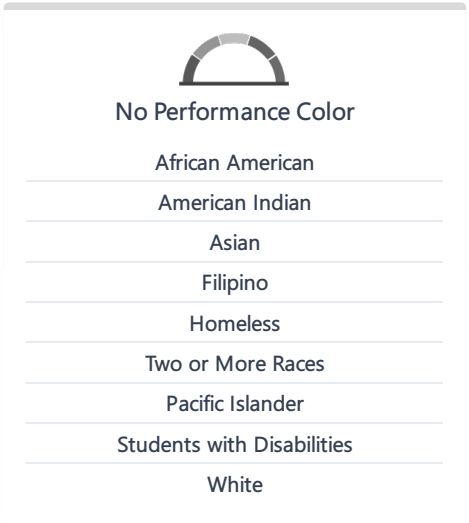
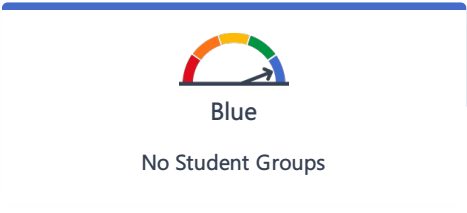
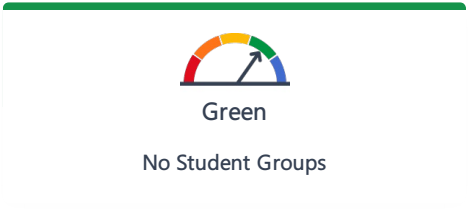
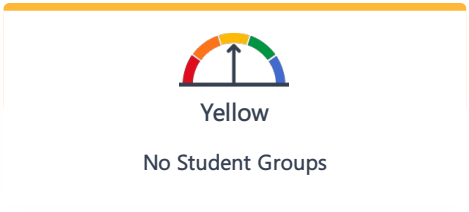
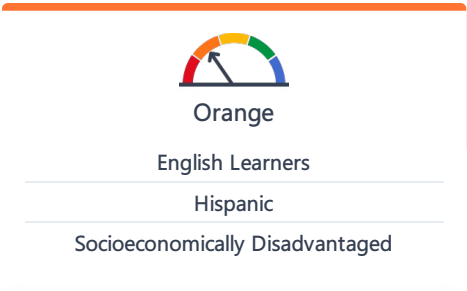
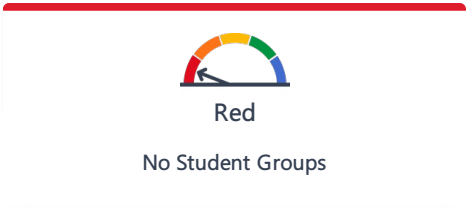
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



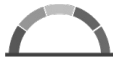
### Student Group Details

#### All Student Groups by Performance Level

12 Total Student Groups



### African American

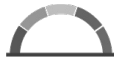


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Filipino

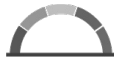


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Students with Disabilities



No Performance Color

4.8% suspended at least one day

Increased 0.9% ▲

Number of Students: 21

### White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### English Learners



Orange

4% suspended at least one day

Increased 2.4% ▲

Number of Students: 50

### Hispanic



Orange

2.6% suspended at least one day

Increased 1.1% ▲

Number of Students: 190

### Socioeconomically Disadvantaged



Orange

3.5% suspended at least one day

Increased 2% ▲

Number of Students: 172

## Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	1.8%	3.2%

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

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

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

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

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

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

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

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

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>

GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

## H

Acronym	Description
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## I

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
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	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

## M

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

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

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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## S

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
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	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council

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

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

Questions: Felicia Novoa | [fnovoa@cde.ca.gov](mailto:fnovoa@cde.ca.gov)