

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Merlo (68 - 531)

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

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

English Learner Advisory Committee

_____ Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on _____ Date of Meeting

Attested:

Gary Phillips
Typed Name of School Principal


Signature of School Principal

_____ Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Merlo High	39686760115402	05/24/2022	06/28/2022

Purpose

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

Edward C. Merlo Institute is implementing a Schoolwide Program.

Description

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

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

Engaging Educational Partners

Refer to the comprehensive needs assessment.

Resource Inequities

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

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

The Merlo School Site Council reviewed school related data on a regular basis during its meetings. This data included scores from SBAC, iReady ELA and math (9th), MDTP math diagnostic, and data regarding school climate. Progress on goals and strategies were discussed. During 2020-2021 and the 2021-2022 school years, Merlo School Site Council has fulfilled the requirements of the ELAC Committee as well. A new ELAC committee will be formed for the 2022-2023 school year and may continue to meet as Merlo's ELAC Committee or may vote to delegate its responsibilities to the School Site Council. Slide decks were created by the school principal, which demonstrated the relationship of SPSA Goals, District Goals, LCAP Goals, and WASC Areas of Need. This same data was presented to the Merlo Leadership Team, which consists of Department Chairs for English, Math, Science, CTE, Social Science, and Language. This information was then brought to department meetings, faculty meetings, and PLC meetings. Additionally, parents were provided information regarding Merlo goals, Title 1 allocations, and Title 1 Parent allocation during the Merlo Back-to-School Night and Title 1 meeting, which was held on August 26, 2021. Parents also had the opportunity to hear about Merlo's progress during monthly Parent Coffee Hours.

Committees and Dates of Meetings

School Site Council Meeting Dates: 9/21/2021, 10/19/2021, 11/30/2021, 1/25/2022, 3/5/2022, 4/19/2022, 5/17/2022

- 9/21/2021 Review of SPSA, Progress on Strategies and Goals, SPSA Summary and Relationship between SPSA, LCAP, Ed. Services Goals, and WASC Goals
- 10/19/2021 - Review of iReady, MDTP, SBAC and Fall Climate Survey Data
- 1/25/2022 - Review of updated data from DMM (Data included: SBAC, iReady, MDTP, Climate Survey, Attendance, College and Career Readiness, Suspension, Parent Participation, Community Involvement, and Graduation Rate)
- 3/22/2022 - Review of Progress on SPSA Goals, Strategies, Progress Monitoring

Title 1 Back-to-School Night: 8/26/2021

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

Merlo Coffee Hours: 8/4/2021, 9/1/2021, 10/13/2021, 11/11/2021, 12/1/2021, 1/5/2022, 2/2/2022, 4/5/2022, 5/4/2022

- 9/1/2021 - AB 104 Information regarding graduation requirements
- 2/2/2022 - Parent Needs Survey Information

Merlo Virtual Information Night: 3/2/2022 - Climate Survey from Fall and Spring

Leadership Team Meetings: 8/24/2021, 9/14/2021, 10/12/2021, 11/7/2021, 1/13/2022, 2/10/2022, 3/10/2022

- Leadership Meeting 8/24/2021 - Review SBAC scores, iReady Scores, Climate Survey Data from 2020-2021
- Leadership Meeting 11/9/2021 - WASC Significant Changes and Developments, Progress on the Implementation of the Schoolwide Action Plan, Discipline Data (Phone Violation, Dress Code, Tardy/Absent)

Faculty and PLC Meetings: 7/29/2021, 8/5/2021, 8/26/2021, 9/2/2021, 9/16/2021, 10/14/2021, 10/28/2021, 11/18/2021, 12/9/2021, 1/6/2022, 1/20/2022, 2/3/2022, 3/24/2022, 4/7/2022, 4/28/2022, 5/5/2022, 5/19/2022

- Merlo Faculty Meeting 9/23/2021 - iReady, MDTP, SBAC scores as well as EL, RFEP, LTEL, and SpEd groups reviewed and discussed
- Merlo PLC Meeting 10/14/2021 - Review of Fall Climate Survey data

Staffing and Professional Development

Staffing and Professional Development Summary

Staffing

The majority of Merlo teachers are tenured and have been with Merlo a number of years. At the end of the 2020-2021 school year, two Merlo teachers retired and one teacher moved to a district closer to their home. We also had a part time interim assistant principal position and a full-time FTE eliminated through District staffing. A part-time Instructional Coach was eliminated due to District restructuring in the fall of 2021. The assistant principal move back into the Spanish teaching position. A full time RSP teacher was hired in December of 2021 and an RSP assist was hired in the spring of 2022. Additional staffing changes have included the retirement of the school secretary in December of 2020. This resulted in the half time school registrar moving into the secretary position and a new half time registrar was hired. Merlo hired a six hour bilingual assist in the fall of 2021. Finally, the school secretary left to become a school counselor and we are currently in the process of hiring a new school secretary.

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

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

During the first half of the 2021-2022 school year there were additional staff absences due to COVID protocols.

Tenure Status

Tenured - 69.6%

Probationary - 13%

Other - 17.4%

Highest Degree

Baccalaureate - 78.3%

Master - 13%

Doctorate - 8.7%

Staff Ethnicity

White - 21.7%

Hispanic - 34.8%

Filipino - 4.4%

Black/African American - 8.7%

Asian - 13%

American Indian/Native Alaskan - 8.7%

Missing or Unknown - 8.7%

Professional Development

Merlo teachers have participated in multiple professional development trainings during the 2021-2022 school year. These have included both District offered PD and PD paid for by the site.

Professional Development Opportunities Attended

- AVID Digital XP Training, AVID Pathway Training, AVID Summer Institute
- Site Administrator Network Meetings through SJCOE - UDL training
- District UDL training
- CHAMPS classroom management training for new teachers
- Science Curriculum Training
- CPI - Nonviolent Crisis Intervention Training
- Cultivating Acceptance Educator Workshop
- District PD 2/27/2021, 10/14/2021, and 1/31/2022
 - Equitable Grading Practices
 - Formative Assessment Driving Small Group Instruction
 - iReady - My Student took the Diagnostic Now What?
 - Let the Kids Talk: Strategies for Fostering Academic Discourse and Classroom Discussion
 - (G9-12) Make integrated ELD as easy as breathing!
 - (K-12 all subjects) Cross Linguistic Transfer for L1 and L2 Students
 - G6-12 Integrated ELD Strategies: Connecting Content and Language
 - (TK-12 All Subjects) Understanding Grief & Loss
 - Why The Teacher Makes The Difference
 - Intro to Trauma Informed Education Foundations
 - Staff Wellness & Self-Care

Staffing and Professional Development Strengths

The Merlo staff attended many trainings during the 2021-2022 school year. The Merlo staff are open to PD opportunities and choose PD opportunities that will benefit them and their students. During the 2021-2022 school year, Merlo identified instructional norms, which we felt would benefit student learning.

Merlo Instructional Norms

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

Elements of these instructional norms were taught during AVID PD training, which were attended throughout the summer and during the school year.

Merlo teachers also selected a variety of training offered by the District, which covered such topics as socio-emotional learning, student engagement, ELD strategies, and topics pertaining to the subject matter they teach. Most of the topics selected directly related to Merlo SPSA Goals: Improving Academic Achievement in ELA and Math, Increasing Parental Involvement, and Improved School Culture and Climate.

Not all Merlo teachers have attended or received AVID trainings.

Trainings are offered at times (weekends and summer break) that are not opportune for teachers or require travel and accommodations to attend.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Not all Merlo teachers have attended or had the opportunity to attend AVID trainings. This causes inconsistencies in the implementation of AVID strategies. **Root Cause/Why:** Trainings are offered at times (weekends and summer break) that are not opportune for teachers or require travel and accommodations to attend.

Needs Statement 2: Additional training is needed in the area of Professional Learning Communities (PLC), which will support the use of data to drive instruction. **Root Cause/Why:** Over 1/3 of the Merlo faculty is in their first or second year of teaching. Key members of the Merlo faculty have moved into administration or retired.

Teaching and Learning

Teaching and Learning Summary

Teaching and Learning Needs and Goals

Need: Increase the percentage of students scoring proficient or above in ELA from 32% to 37%.

Goal: The percentage of students meeting or exceeding the standard in English Language Arts will increase by 5% from 32% to 37% by the end of the school year as measured by the CAASPP/SBAC.

Need: Increase the percentage of EL Students meeting SUSD reclassification criteria by 5% points from 8% to 12%.

Goal: By the end of the school year the percentage of EL students, who reclassify to Redesignated Fluent English Proficient (RFEP) will increase from 8% to 13% as measure by SUSD reclassification criteria.

Need: Increase the percentage of student meeting the mathematics standard by 5% from 3% to 8%.

Goal: By the end of the school year the percentage of students meeting or exceeding the standard in math with increase by 5% as measured by the CAASPP/SBAC.

Need: Increase the percentage of students meeting or exceeding the standard in Science by 5% points.

Goal: Increase the percentage of student meeting or exceeding the standard in Science by 5% points from the baseline as measured by the CAASPP/SBAC Science Test.

Need: Increase the percentage of Merlo seniors who are A-G eligible by 5% from 28% to 33%.

Goals: By the end of the school year the percentage of seniors who are A-G eligible will increase 5%, from 28% to 33% as measured by College and Career Readiness Indicators.

Need: 100% of seniors will graduate yearly from Merlo

Goal: Merlo IET will maintain a 100% graduation rate.

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

- Teacher training and opportunities for professional development has been limited. Additional training is needed related to engagement strategies, ELD support, and best practices in the use of adopted curriculum
- Additional intervention is needed for student in ELA and mathematics.
- Additional time is need for collaboration and peer observation
- Supports are needed to bring awareness of A-G and ensure A-G eligibility.
- Increase project based learning and promote cross curricular projects

Teachers

In late October and Early November of 2021 Merlo teachers took part in a Faculty Survey, which measured satisfaction with the Merlo school administrator and Merlo's climate, on a five point school. A scores of 1 indicated that teachers strongly Disagree with the statement and a score of 5 indicated that they strongly agree with the statements. In general, a teachers at Merlo feel supported by the school administration. They also report satisfaction with various elements of their job and enjoy coming to work. They feel that the school has a positive school climate and meets the needs of its students.

- My administrator treats me like a professional. - 5 (100%)
- My administrator has realistic expectations for my time. - 4 (41.7), 5 (58.3)
- My administrator demonstrates a solid understanding of effective teaching practices. - 4 (33.3%), 5 (66.7%)
- My administrator visits my classroom often enough. - 3 (16.7), 4 (16.7%), 5 (66.7%)
- My administrator provides clear directives. - 3 (8.3%), 4 (33.3%), 5 (58.3%)
- My administrator helps me get the resources I need to do my job well. 1 (8.3%), 4 (25%), 5 (66.7%)
- I feel comfortable going to my administrator with my concerns. - 3 (8.3), 5 (91.7%)
- My administrator regularly seeks my input when making decisions that impact the work I do. - 3 (8.3%), 4 (33.3), 5 (58.3%)
- My administrator supports my decisions about student behavior. 3 (16.7%), 4 (33.3), 5 (50%)
- My administrator supports me when conflicts arise with parents. 4 (9.1%), 5 (90.9%)
- My administrator cultivates a positive relationship among faculty members at this school. 4 (8.3%), 5 (91.7%)
- I feel empowered to make decisions about my teaching. 4 (16.7), 5 (83.3%)
- I enjoy coming to work most days. 4 (25%), 5 (75%)
- I feel we have a positive school culture. 4 (50%), 5 (50%)
- In general, I believe our school is meeting the needs of our students. 3 (8.3%), 4 (58.3%), 5 (33.3%)

Student Performance

SBAC ELA Scores for 11th grade dropped by 6% between the testing that occurred in the spring of 2019 and the testing conducted in the spring of 2021. Scores in SBAC mathematics decreased by 11% between 2019 and 2021. SBAC science was initially assessed in the spring of 2019, but had not been assessed due to COVID until this past spring 2022. iReady scores in ELA indicated that only 18% of Merlo students are on or above grade level. iReady assessment in mathematics has fluctuated between iReady and the MDTP Diagnostic the last three years, which has made year to year comparison difficult. All Merlo 9th grade participated in the iReady Mathematics assessment and 22% of them were on or above grade level. Twenty-two percent of Merlo's current 11th grade were at or above grade level on iReady as 9th grade students in 2019-2020.

Merlo's College and Career Readiness Indicators include A-G completion, Advanced Placement, Seal of Biliteracy Pass Rate, Pathway Completion Rate, and students taking at least one college course while in high school. Merlo's A-G completion rate did drop from the 2019-2020 school year by 18%, but is still 7% the District A-G Completion rate for all high schools. Students earning their Seal of Biliteracy is over 10% above the District average. Students taking at least one college course was 3.2% above the District average for the 2020-2021 school year. 2021-2022 is the first year that Merlo has capstone classes for all three

pathways. This is an area looks of improve upon in the future. It was also noted that students taking the AP exam did not pass during the 2020-2021 school year. Offering more rigorous classes is a goal for Merlo and a challenge for a small school. This was also a recommendation of the WASC visiting committee.

Other areas to note are Merlo's reclassification rate for English learners. Merlo is currently

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

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

Science Percent Proficient - 18.37% 18-19, 19-20 Not tested Due to COVID, 20-21 Not tested due to COVID, 20-21 Not Tested due to COVID, 98.06% of 11th and 12th grade tested for 2021-2022

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

College/Career Readiness

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

District Average - 2020-2021 - 21%

Advance Placement - 0%

District Average - 0.8%

CTE Pathway Completion - 0%

District Average 5.5%

Seal of Biliteracy - 17.9%

District Average - 7.2%

One College Course - 7.7%

District Average - 3.5%

EL Reclassification Rate - 5 Students 2021-2022 (8%)

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

Graduation Rate - 93.80% 17-18, 100% 18-19, 95.10% 19-20, 92.5% 20-21

Climate Survey

Fall and Winter 2021-2022

- I feel like I am part of this school. Fall - 84%, Winter - 73%
- I feel safe in my school. Fall - 91%, Winter - 83%
- At my school, there is a teacher or other adult who really cares about me. Fall - 89%, Winter - 86%
- At my school, there is a teacher or other adult who tells me when I do a good job. Fall - 90%, Winter - 90%
- At my school, there is a teacher or other adult who believes that I will be a success. Fall - 92%, Winter 91%

Teaching and Learning Strengths

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

- Student data is regularly examined by the Merlo staff. The Merlo staff are open to adjusting instruction based on the needs of students.
- Merlo consistently graduates 90% or more of its students. This is accomplished through close monitoring of student progress, intervention, and credit recovery options being provided.
- All members of the Merlo team have opportunities to provide input and help plan school initiatives
- Students feel comfortable coming to staff with issues and when support is needed.
- Instructional Norms were identified
 - All teachers will post, review, and discuss learning objectives and/or essential questions for each lesson. (Teacher Clarity - Effect Size .75)
 - Frequent checks for understanding will be conducted throughout lessons. (think pair share, proximity and movement around the classroom, calling on non-volunteers, wait time, proximity, whiteboard response) - Effect size .73
 - Each teacher will create opportunities for student to student interaction within their classrooms. (Classroom Discussion - Effect size .82)
 - Think, Pair, Share
 - Small groups
 - Socratic Seminars
 - All Merlo teachers will use strategies to support English learners and learners with special needs within their classroom.
 - Concept Mapping (Use of Graphic Organizers - Effect size .64)
 - Vocabulary Programs (Two to seven vocabulary words defined each lessons), Repeated academic vocabulary - Effect size .62
 - Repeated reading (Choral Reads, Echo Reading) Effect size - .60

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Only 32% of Merlo students met standards in ELA. **Root Cause/Why:** Student intervention is need in ELA and vocabulary

development. Additional staff professional development is needed.

Needs Statement 2 (Prioritized): 8.7% of English Learners have reclassified to RFEP during the 2021-2022 school year. **Root Cause/Why:** ELD Teachers are utilizing adopted English Language Development Curriculum. Additional ELD training is needed for all staff.

Needs Statement 3 (Prioritized): Only 3% of Merlo students met standards in mathematics. **Root Cause/Why:** Student intervention is need in mathematics. Additional staff professional development is needed.

Needs Statement 4 (Prioritized): The increase of Merlo students meeting or exceeding the standard in Science could not be determined, **Root Cause/Why:** Merlo students did not take the SBAC in 2019-2020 and did not take the science portion in 2020-2021. The 2021-2022 scores will be our baseline. Both juniors and seniors were assessed in science during the 2021-2022 school year.

Needs Statement 5 (Prioritized): 28.2% of Merlo seniors were A-G eligible and 0% completed a CTE pathway during the 2020-2021 school year. **Root Cause/Why:** Students were unaware of the courses required to be A-G eligible and lacked a four year plan for graduation. Merlo did not have any complete pathways during the 2020-2021 school year.

Needs Statement 6 (Prioritized): Merlo's graduation rate for the 2020-2021 school year was 92.5%. **Root Cause/Why:** Merlo's seniors were monitored closely. Supports were provided through after school, credit recovery, and extended school year.

Needs Statement 7 (Prioritized): Preschool students need to learn routines, social norms, and self-regulations, which will help them as they move to Kindergarten. **Root Cause/Why:** Preschool provides a child's initial exposure to routines, academics, and expectations that will encounter throughout their academic career.

Parental Engagement

Parental Engagement Summary

Parental Engagement Needs and Goals

Needs: Increase participation participation at school events by 10%.

Goal: By the end of the school year increase parent participation at various parent events (Title 1 Parent Night, Coffee Hour, Back-to-School) by 10% as measured by parent attendance and sign-in sheets.

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

Goal: Merlo will establish two new opportunities for stake holders to be engaged with the school community (College, Career, Community Night and Pathway Day)

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

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

Despite COVID restrictions, Merlo offered a variety of opportunities for students to be involved with the school. Parents were provided the opportunity to be a member of the school site council. They were also informed of monthly site council meetings. Merlo provided a virtual Title I Back-to-School Night at the beginning of the school year. Merlo also provided an information night for incoming families. Most parental engagement opportunities were offered virtually due to COVID restrictions. This was a hindrance in obtaining a greater level of parental involvement. Interpreters were obtained for all meetings. We also recorded meetings such as the Coffee Hour and Information Night. These meetings were posted on the school's YouTube Channel. Viewership of the videos increased. Merlo began offering an onsite program called the Latino Family Literacy Project in April of 2022. This program provides college awareness and teaches parents about the college going experience. IEP and 504 meetings were held virtually throughout the school year and onsite as restrictions allowed. 89% of Merlo students are identified as socioeconomically disadvantaged. Many parents work jobs that prevent their participation in school events. A survey was provided to parents in April of 2022 to inquire about their needs, which included the best days and times for meetings and the best manner in which to contact them.

89.4% of Merlo students are Hispanic. EL students account for 26.9% of the students population and students identified as Redesignated Fluent English Proficient (RFEP) account for 52.8% of the student population. Language is a barrier for many Merlo families and a 77% of students are Spanish speaking. Previous LCAP surveys identified a Community Liaison and an assistant principal as a need for the school.

The data from the 2020-2021 LCAP survey revealed that a majority of Merlo families prefer to receive communications through email, followed by phone call, and then Instagram. A weekly email and voice call, called The Merlo Bulletin, is sent every Sunday. This provides updates regarding school activities, events and reminders to students, families, and staff. Merlo is active on social media and posts regarding events and student recognition.

Parental Engagement Strengths

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

Strength

- Many Merlo staff are bilingual in Spanish and can assist families with their needs
- Merlo obtains interpreters for parent meetings and events
- Communication go out through the Merlo Bulletin in both Spanish and English on a weekly basis
- Merlo utilizes social media to advertise events, activities, and recognize students
- Events were recorded and posted on YouTube, which allowed them to be more accessible to families.

Needs Statements Identifying Parental Engagement Needs

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

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

Needs Statement 3 (Prioritized): Merlo CTE Pathways need to provide real life hands on experiences for students. **Root Cause/Why:** Merlo has been without a work experience teacher most of the year. This individual would seek out internship opportunities.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Needs and Goals

Need: Merlo will maintain a suspension rate of 1.0 and zero students expelled.

Goal: By the end of the school Merlo will reduce suspensions from 3.0 to 1.0 with zero students expelled as measured by school suspension and expulsion rates.

Need: Merlo will reduce chronic truancy by 20% from 43% to 23%.

Goal: By the end of the school year Merlo will reduce chronic truancy by 20% from 43% to 23% as measured by school chronic truancy data.

Edward C. Merlo Institute of Environmental Technology is a specialty high school within the Stockton Unified School District. The school serves approximately 215 high school students in grades 9 through 12. Merlo provides Career and Technical Education (CTE) pathways for high school students who have an interest in exploring Environmental Resources, Engineering Technology and Design, Visual and Media Arts. Students come to Merlo by choice via an application process. The mission of Merlo is to provide a secure and nurturing environment that promotes diversity, equity, rigor, and environmental awareness.

Merlo continues to have low suspension rates over the past five years. On the most recent School Climate Survey, 91% of students report feeling safe at Merlo. On this same survey, only 4% of students reported being bullied on campus during the previous 30 day period leading up to the survey.

Chronic Absenteeism has been a struggle during the 2021-2022 school year. Students were sent home due to COVID or COVID exposure.

The Merlo School Site Council, which consists of Merlo teachers, parents, students, classified staff, and administration examined school data as part of the Comprehensive Needs Assessment in January of 2022. The data included chronic truancy, suspension rates, and the Merlo School Climate Survey. Additionally, the Merlo School Climate Survey data was also examined and discussed by the Merlo Faculty as part of the February 17, 2022 Faculty meeting. Ideas were generated for to increase student activities at Merlo. Many activities were halted due to COVID, but Merlo did attempt to hold events that were allowed under COVID Guidelines. Many events held were competition based.

Activities

Robotics Competition, E-Sports, Volleyball, lunchtime games provided by Leadership/PLUS, Student of the Month (Assembly and Virtual), Mock Trial Competition, Solar Regatta, SkillsUSA Regional (Virtual), State Conference (Southern CA), CTE related field trips, and Sac State Field Trip.

Two concerns

Suspension Rate

5.7% 17-18, 1% 19-20, 1.7% 19-20, 0% 20-21, 3 suspensions 21-22

Chronic Absenteeism

20.9% 17-18, 14.9% 18-19, 15.7% 19-20, 9.05% 20-21, 43.30% Mid April 2022 (Percent has been declining since Mid January)

Climate Survey

Fall and Winter 2021-2022

- I feel like I am part of this school. Fall - 84%, Winter - 73%
- I feel safe in my school. Fall - 91%, Winter - 83%
- At my school, there is a teacher or other adult who really cares about me. Fall - 89%, Winter - 86%
- At my school, there is a teacher or other adult who tells me when I do a good job. Fall - 90%, Winter - 90%
- At my school, there is a teacher or other adult who believes that I will be a success. Fall - 92%, Winter 91%
- There are activities in my school that I enjoy participating in? Fall - 74%, Winter 59%

School Culture and Climate Strengths

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

School Strengths

- Many Merlo teachers are available to students during lunch. Over 50% of the faculty have their door open and students in their classrooms during the lunch period.
- The Merlo Leadership/PLUS students have provided lunchtime activities outside throughout the school year (music, Connect 4, Jenga, basketball, air hockey)
- The Merlo Volleyball team was able to practice and play three matches against another speciality school. We were eventually able to invite students and families to this event.
- Merlo has consistently recognized students for Student of the Month/PLUS Traits.
- Consistent messaging through the school's parent messaging system (Blackboard) and regular information provided on social media (Facebook and Instagram).

Fall and Winter 2021-2022

- I feel like I am part of this school. Fall - 84%, Winter - 73%
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- At my school, there is a teacher or other adult who tells me when I do a good job. Fall - 90%, Winter - 90%
- At my school, there is a teacher or other adult who believes that I will be a success. Fall - 92%, Winter 91%

- I know an adult at my school that I can talk with, if I need help. - Fall 93%, Winter 86%

Teacher Survey - November 2021

- I feel empowered to make decisions about my teaching. 4 (16.7), 5 (83.3%)
- I enjoy coming to work most days. 4 (25%), 5 (75%)
- I feel we have a positive school culture. 4 (50%), 5 (50%)
- In general, I believe our school is meeting the needs of our students. 3 (8.3%), 4 (58.3%), 5 (33.3%)

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): The Merlo suspension rate has slightly increased from previous years (1 suspension in 2019-2020 to 3 suspensions in 2021-2022), but is well below District averages. **Root Cause/Why:** Merlo staff, counselor, and administration do an effective job catching issues early, before they result in a suspendable offense. Restorative conversations and practices are used with students, who have committed disciplinary infractions.

Needs Statement 2 (Prioritized): 43.8% of Merlo students are chronically truant during the 2021-2022 school year. **Root Cause/Why:** Many students missed school due to COVID and/or COVID Exposure. Independent Study Students have not been productive in classes. Many students are dropped off late by parents.

Needs Statement 3 (Prioritized): 59% of Merlo students reported that there are activities at their school they enjoy participating in. **Root Cause/Why:** Many activities and plans for activities were affected due to COVID.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement

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

Goal 1.1

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

By June 2023, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 5 percentage points.

By June 2023, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.

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

By June 2023, the percentage of students meeting or exceeding the standard in Math will increase by 5 percentage points, (average of 5 percent growth per year).

By June 2023, the percentage of students receiving Ds and Fs during Semester 1 will reduce by 5 percentage points.

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

By June 2023, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements (or programs that align with state board approved career technical educational standards) by 5 percent.

By June 2023, Merlo IET will maintain a graduation rate between 90% to 100%

Identified Need

Not all Merlo teachers have attended or had the opportunity to attend AVID trainings. This causes inconsistencies in the implementation of AVID strategies.

Only 32% of Merlo students met standards in ELA.

Only 3% of Merlo students met standards in mathematics.

The increase of Merlo students meeting or exceeding the standard in Science could not be determined,

28.2% of Merlo seniors were A-G eligible and 0% completed a CTE pathway during the 2020-2021 school year.

Merlo's graduation rate for the 2020-2021 school year was 92.5%.

Preschool students need to learn routines, social norms, and self-regulations, which will help them as they move to Kindergarten.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of English learners meeting reclassification criteria	8% of English learners	13% of English learners
Number of students at or above grade level (Green)	ELA 20% students Math 26% students	25% students 31% students
Graduation Rate	93% of seniors	90%-100% of seniors
Percentage of students meeting A-G criteria	21% of seniors	26%
Percentage of Ds and Fs during Semester 1	20% of students	15% of Students

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1a. Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending yearly district provided conferences or training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, AVID and ELD specific training. Conferences May Include: AVID Summer Institute, AVID National Conference, AVID Pathways Training, Solution Tree PLC Conferences, and other AVID or PLC related conferences.

Cost: \$10,735 - LCFF

Cost: \$14,000 - Title I

Staff Additional Compensation: Teacher Collaboration and Planning pertaining to AVID schoolwide, AVID Electives, and the PLC process.

6 days x 4 hours x \$60 per hour x 6 teachers = \$6,691 - LCFF and \$1,949 - Title I

1b. Provide curricular and instructional support to new and experienced teachers in Math and ELA. Instructional coach will promote teacher collaboration, conduct action or instructional walks with teachers as well as provide professional development relevant to teacher's subject matter.

1c. Instructional coaches (1 @ .5 FTE Instructional Coach - Centralized Service) will provide further support through co-teaching, co-planning or demo lessons in the classroom.

1d. Substitutes to release teachers for full day collaboration, lesson studies, WASC committee, and instructional walks focusing on ELA, Math, and AVID strategies. Teachers will be provided two days during each quarter for six (6) teachers. (WASC Area B: Standards-based Student Learning: Curriculum, C: Standards-based Student Learning: Instruction)

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

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

1e. Use common formative assessments in all content areas as the basis for continuous cycle of improvement. Collaboration, data reviewing, and instructional practices will be shared on a bi-weekly basis. iReady Diagnostic data will be used in the development of Advisory Periods for the 2022-2023 school year. (A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources, D: Standards-based Student Learning: Assessment and Accountability)

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

1f. Area of Focus: District Provided Core Subject Workshops: Attendees will include 4 teachers from ELA and 2 teachers from Math. Teachers will attend workshops at various times throughout the school year as they are offered by the district. (WASC Area C: Standards-based Student Learning: Instruction)

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

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

1i. Explore the use of a school writing assessment for all grades at Merlo or utilize a District Writing Assessment if it is developed. (WASC Area C: Standards-based Student Learning: Instruction, D: Standards-based Student Learning: Assessment and Accountability)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$8000	50643 - Title I
\$10735	23030 - LCFF (Site)
\$4800	23030 - LCFF (Site)
\$6000	50643 - Title I
\$14000	50643 - Title I
\$6691	23030 - LCFF (Site)
\$1949	50643 - Title I

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

2a. To provide students with resources and support to increase reading and writing proficiency across all disciplines. Students will be provided with library books and designated library time. Each Thursday, students will be provided with an atmosphere that is conducive to literacy through the "Merlo Reading Thursday" program. All classes will dedicate the class period to SSR (Silent Sustained Reading) or course specific reading during each 30-minute class period. AVID reading strategies such as "marking the text" and identifying the "gist" will also be incorporated. (WASC Area C: Standards-based Student Learning: Instruction)
Cost: \$2,000 - LCFF

2b. 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
Cost: \$3,525 - Title I
IXL English and Math for Intervention during Advisory Periods.
Cost: \$4,433 - LCFF

2c. 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.

2d. ELD offerings will be expanded to six levels based on new guidelines from the Language Development Office, which were approved by Stockton Unified. Merlo will have level 3, 4, and 5 classes during the 2022-2023 school year. (WASC Area D: Standards-based Student Learning: Assessment and Accountability)

2e. Applicable supplemental instructional materials include notebooks, binders, paper for graphic organizers, journals, writing tools-whiteboard/chart paper and technology. AVID organizational tools.
(WASC Area B: Standards-based Student Learning: Curriculum, C: Standards-based Student Learning: Instruction)
Cost: \$5,897 - Title I, \$4,741 - LCFF

2f. Bilingual Assistant (.75) will be provided by the District and will work with students in class (small group or one-on-one) practicing content learned during instruction. Tutoring will also be offered and available for EL students after school. Additional Bilingual support is needed due to growing numbers of EL students and additional ELD classes being added to the schedule (ELD Level 5). (WASC A4 Qualified Staff and Professional Development, A5 Resources that support high achievement for all students)
District LCFF

2g. Teachers will use various equipment such as the copier, duplo, laminator and printers. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. (A5 Resources that support high achievement for all students)
Maintenance Agreement Cost: \$3,997 - Title 1

2h. No additional ViewSonic are needed at this time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3525	50643 - Title I
\$4433	23030 - LCFF (Site)
\$2000	23030 - LCFF (Site)
\$4741	23030 - LCFF (Site)
\$3997	50643 - Title I
\$5897	50643 - Title I

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3a. To provide students with College and Career Readiness strategies by implementing rigor in classroom instruction and 21st century skills, monitoring completion of graduation requirements (A-G) and utilizing a comprehensive guidance program to support student achievement. (WASC Area D: Standards-based Student Learning: Assessment and Accountability, E: School Culture and Support for Student Personal and Academic Growth)

3b. The counselor will meet with students to discuss transcripts and establish semester goals. Counselor and students will complete an Individualized Student Four Year Plans using Xello. The counselor will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselor to support students who are not on track to meet graduation requirements. Grade level advisors will also monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support. (WASC Area B: Standards-based Student Learning: Curriculum, D: Standards-based Student Learning: Assessment and Accountability, E: School Culture and Support for Student

Personal and Academic Growth)

3c. 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)

3d. Merlo will not longer offer the PSAT, SAT/ACT. The District initially covered the cost of these assessments when they were placed into 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)
Cost: \$3,000 - LCFF

3e. All grade levels will be provided with Grade Level Academic Boot Camps which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements. All grade levels will be provided with one grade level, college field trips to explore firsthand UC, CSU, Technical and Private) school offerings and majors. College tours will be scheduled and take place provided COVID 19 restrictions allow these activities.

These tours will include visits to the following colleges (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, Stanislaus, Fresno State, CSU Monterey Bay
9th Grade: March 2023: The purpose of this trip is to provide the 9th grade students with an opportunity to become familiar with the atmosphere and learn first-hand some aspects of college life.

10th Grade: February 2023: The purpose of this trip will be to help students envision a different future for themselves.

11th Grade: April 2023: The purpose of this trip will be to promote early awareness of college preparation, selection, admissions, financial aid and other critical steps for college entry.

12th Grade: September 2022: Students at this grade level will also participate in virtual college tours in the fall.

Busing for Field Trips/College Tours \$8,000 - LCFF

Substitutes for Teachers attending College Trips:

8 substitutes x 4 trips x \$274 per diem rate of pay \$8,768 - Title I

3f. 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.

3g. 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)

3h. Substitutes to release teachers for full day collaboration, lesson studies, and instructional walks focusing on ELA and Math.

5 substitutes X 6 of days X \$ 274 per diem rate of pay = \$8,220 total cost - LCFF

3i. # of students meeting graduation requirements, # of students meeting A-G requirements, # of students completing pathways, # of students, # of students participating in college tours/field trips# of students completing courses through APEX,

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$8220	23030 - LCFF (Site)
\$3000	23030 - LCFF (Site)
\$8000	23030 - LCFF (Site)
\$8768	50643 - Title I

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

4a. Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects including PLTW/STEM project materials.

4b. Applicable supplemental materials include math manipulatives, paper for graphic organizers, writing tools (white boards/chart paper), STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and PLTW specific materials. (WASC Area A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources, C: Standards-based Student Learning: Instruction)

Cost: \$2,500 - LCFF

4c. 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.

4d. Teachers will collaborate and be provided with collaboration time both in-house and with other teachers in SUSD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2500	23030 - LCFF (Site)

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5a. Through the PLC process, teachers will collaborate their instruction and monitor student achievement through common formative assessments. Teachers will use data from Illuminate or curriculum-based assessments as part of this process. Opportunities for reteaching and mastery of standards will be identified through data analysis within the PLC. Additional support for students will be provided through in class interventions and after school tutoring.

5b. 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.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

6a. Provide preschool students opportunities to:

*interact with their peers who will attend their kindergarten class promoting social skills,

*establish a connection between the kindergarten teacher and preschooler,

*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and

*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

Strategy/Activity 1

Implementation

1a. Merlo teachers were provided a variety of professional development opportunities throughout the 2021-2022 school year. Teachers attended district provided PD and workshops, AVID training, and ELD specific PD provided by the district. District PD was offered prior to the start of the school year and three days during the school year. Teachers and admin attended AVID pathway training and five teachers and an instructional coach will be attending AVID XP training during the summer. ELD training was provided as part of the three days of District provided PD.

1b. The instructional walks tool was revised twice during the 2021-2022 school year. These revisions were reviewed by the Merlo instructional coach, leadership team and faculty. The revisions allowed for ease of use, closer alignment to the Merlo norms, and better tracking of data.

1c. A .5 Instructional Coach position was eliminated due to teacher vacancies in the District. This coach specialized in mathematics, which is a great need for Merlo based off of assessment data. The other instructional coach worked with teachers throughout the school year. Her focus was on new teachers. She worked with new teachers on lesson planning, presentation, and model lessons.

1d. A successful WASC Mid-Cycle Review was held on February 28th and March 1st. The visiting committee recommended that Merlo's WASC accreditation be continued and the next accreditation visit will be in 2025. They noted that Merlo was making substantial progress in its areas of focus. Minimal instructional walks were held due to COVID safety guidelines, teacher absences, or teachers covering for absences due to lack of substitutes. Teachers were provided PD from the District in ELA, mathematics, and ELD.

1e. All English classes used iReady assessments in the fall, winter, and spring. Data was examined by departments and during PLC and Faculty meetings. The Merlo Algebra teacher assessed all ninth grade using iReady. Students in Geometry, Algebra II, and Pre-Calculus used MDTP Diagnostic. Common formative assessment was used in some classes. Teachers agreed to use Think Pair Share in all classrooms. Teachers also used Nearpod, Peardeck, and Padlet as forms of formative assessment.

1f. Teachers in ELA and mathematics attended core subject workshops provided by the District. These trainings were provided before the beginning of the school year, in in September, 2021, October 2021, and January 2022.

1g. Teachers from the ELA department and the ELA coordinator attended ELD workshops provided by the District. These trainings were provided before the beginning of the school year, in in September, 2021, October 2021, and January 2022.

1h. Teachers from the ELA department attended AVID trainings and professional development just prior to the 2021-2022 school year. The school administrator attended AVID pathway training during the school year. The ELA department and instructional coach attended AVID Showcase at Edison. Teachers from ELA, CTE, Science, and the school administrator will attend AVID Summer Institute in various locations in June of 2022.

1i. The schoolwide writing assessment did not come to fruition. The idea is still being explored by Merlo leadership.

Strategy/Activity 2 Implementation

2a. Silent Sustained Reading was implemented in the English and ELD classes on Thursdays. Students were given time to check out library books.

2b. English and mathematics teachers also piloted Membeam for vocabulary development and IXL English and Mathematics for English and math intervention. During Algebra support students used iReady material to supplement the instruction provided in the Algebra I classes. Additional strategies, such as, Think Pair Share, clock buddies, elbow partners, and sentence starters, were used to increase student-to-student engagement and to assist EL students and learners having difficulty.

2c. All ELD students were placed in appropriate ELD classes. Supports were provided by the bilingual assist. Membeam was piloted in the ELD classes. This program supports vocabulary development. Additionally, ELD supports in classes became a Merlo norm and is expected in all classes.

2d. Merlo offered ELD level 3 and 4. There was one section of level 3 and two sections of level 4. Merlo will expand into level 5 in 2022-2023.

2e. Supplemental instructional materials were purchased throughout the 2021-2022 school year.

2f. A .75 bilingual assist was hired and began working at Merlo in November of 2021. She work one-to-one and with small groups of EL students in a variety of classes.

2g. Merlo teachers utilized various equipment such as the copier, duplo, laminator, and printers throughout the 2021-2022 school year. This equipment required maintenance and the maintenance agreement was utilized.

2h. Two additional ViewSonic Interactive display's were purchased. These displayed supported better engagement and collaboration among students. They integrated with Google classroom and supported more student participation in lessons.

Strategy/Activity 3 Implementation

3a. Graduation requirements have been monitored throughout the 2021-2022 school year. Transcripts, graduation requirements, and A-G status were reviewed with students by teachers, counselors, and administration during beginning of year orientations, as part of their English classes, and by the school counselor during presentations and assemblies.

3b. Merlo began the first quarter of the year without a counselor. Merlo's former counselor became an AP at another school site. Graduation, credit requirement and A-G were all discussed with students during orientation prior to the start of the 2022-2023 school year. English teachers met with students concerning students during first first quarter and reviewed transcripts. The school principal handled schedule changes based on graduation requirements and A-G status. Once the school counselor began in October, he regularly reviewed students grades each quarter and met with students and parents. Student for year plans were created using Xello. Coursework is scheduled to meet A-G requirements. The school counselor was assisted in monitoring by grade level advisors. Students not on track to graduate are assigned coursework to allow them meet graduation requirements. Students scheduled are changed to allow them to take needed coursework and credit recovery courses are assigned through APEX.

3c. A section was created in the master schedule for students needing APEX for credit recovery. Additional students were provided with APEX, who were in need of credit recovery, but the APEX class could not be accommodated in their schedule. Students were also placed into classes if direct instruction would better accommodate their needs.

3d. All Merlo students in 10th and 11th grade participated in the PSAT 10 in April. Students, who signed up for AP testing in English and Spanish took these assessment in May. Twenty-three students signed up for AP testing. These students have worked with teachers during the school year to prepare for AP testing.

3e. Merlo provided orientations days for all grade levels prior to the start of the 2021-2022 school year. Merlo expectations, graduation requirements, A-G eligibility, and transcripts were reviewed as part of this orientation.

3f. Due to COVID restrictions college tours were put on hold until the last quarter of the school year. Juniors from Merlo visited Sac State and freshman visited UOP in the spring. Virtual presentations were provided to seniors by Sac State, UOP, Delta, CSU Stanislaus, and Delta College. Merlo students were also able to visit CalTrans as part of a CTE field trip and seniors were provided a presentation at Merlo by the San Joaquin Trades Commission regarding apprenticeship programs.

3g. Due to the COVID restrictions, Merlo was not able to fully utilize the funds for college field trips or the funds allotted for teacher coverage during these field trips.

Strategy/Activity 4 Implementation

4a. CTE teachers provided lessons through hand-on science experiments and STEM projects. Projects included building robots and mechanical structures in Engineering, building small motors, windmills, and solar charged items in Environmental Resources, and learning Photoshop and other graphic design programs in Graphic Design. Students in Biology created green houses for plants.

4b. Merlo STEM teachers utilized supplemental materials that such as graph paper, chart paper, 3D printers, and other material to enhance STEM instruction and Project Lead the Way Curriculum.

4c. Many STEM related college tours and visits were placed on hold due to COVID restrictions. Students in Engineering visited a business where robotics are used for agriculture. Interested students visited CalTrans, which has departments of engineers, environmental resources, and graphic design. Merlo did not have AVID classes during the 2021-2022 school year.

4d. Teachers collaborated during department, PLC, and faculty meetings. Time was also provided for collaborations prior to the start of the school year and will be provided during June of 2022. Teachers were provided time to visit classrooms at other schools and collaborate with teachers from SUSU.

Strategy/Activity 5 Implementation

5a. English teachers used assessments from Pearson MyPerspectives/SAVAAS to evaluate student progress. Each of Merlo's English teachers teach a different grade level, therefore, the content of their assessments were not the same. This is also true of the mathematics teachers. Both teachers utilized assessments from EnVision Mathematics, but teach different subjects in math. Teachers collaborated Department meetings and discussed assessment data from iReady and SBAC during PLC meetings. After school tutoring was held three days per week. Opportunities for intersession during fall, winter, and spring break was provided by the district. Merlo English teachers piloted Membeam as an intervention to build vocabulary. Both English and math teachers piloted IXL English and mathematics as a possible intervention program to be used in 2022-2023 during ad

5b. After school tutoring was provided three days a week for an hour and a half each day. Seven teachers were involved in Extended Day Tutoring. They covered subjects such as social science, English, APEX, science, math, Spanish, and engineering. Funds were provided by the District for Extended Day Tutoring.

Strategy/Activity 6 Implementation

6a. Students from the Merlo Preschool participated in a Summer Bridge Program just prior to the start of the school year. Throughout the 2021-2022 school year, teachers and assists promoted social skills and a connection between kindergarten and preschool. Merlo preschools ate in the cafeteria, where they practiced lunch time procedures, lining up, and good manners.

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

Strategy/Activity 1 Major Difference

1a. Merlo teachers and administration attended a wide variety of professional development opportunities designed to supplement and enhance core instruction. Most staff believe that many of the virtual trainings were not as effective as in-person PD. AVID trainings have been paid for by the District instead of SPSA funds.

1b. SUSUs Curriculum Department has provided ELA and mathematics teachers a variety of trainings throughout the school year. Instructional walks provided difficult due to COVID restrictions, teachers absences, and the need to use Merlo teachers as substitutes throughout the school year. The walkthrough tool was revised a couple times during the school year to allow for ease of use, transfer to an online format, and better data tracking of instructional norms.

1c. Merlo lost one .5 FTE Instructional Coach. This coach was moved back to the classroom due to the staff needs of the District. This resulted in a reduced amount of support for Merlo teachers. The Coach, who left Merlo also specialized in Mathematics, which is a major need at Merlo based on SBAC, iReady, and MDTP data.

1d. Substitutes for teacher release time was not fully utilized. This was due to several reasons. It was difficult to find substitutes, there were multiple teacher absences due to COVID or exposure, illness, family illness, and Merlo relied on its own teachers to substitute for those who were absent.

1e. There were various types of formative assessments used by teachers throughout the 2021-2022 school year. iReady Diagnostic was used for all English classes and Algebra I students. MDTP was used for students in Geometry, Algebra II, and Pre-Calculus. Teachers agreed early in the year to use Think, Pair, Share as a student engagement strategy and as a way to check for understanding. Common formative assessments sometimes prove challenging as almost all teachers teach different grade level and different subjects. Again, funds were not fully utilized for substitutes due to lack of substitutes, teacher absences, and the need to utilize teachers as substitutes during their prep period.

1f. All ELA and mathematics teachers attended professional development and trainings offered by the District. These trainings were offered before the beginning of the school year, September 2021, October 2021, and January 2021. Some trainings did not directly connect to the Core subjects they were teaching. Some were based on the current needs due to COVID.

1g. The Merlo ELA department attended ELD workshops offered by the District during teacher professional development days.

1h. Merlo teachers attended AVID Summer Institute during the summer prior to the 2021-2022 school year. AVID pathway training was offered on a Friday and Saturday and the school administrator attended. Teachers from ELA, CTE, and Science will attend the 2022 Summer Institute at various location in June.

1i. The use of a schoolwide writing assessment is still being explored, but did not come to fruition during the 2021-2022 school year. Money was not budgeted for this strategy.

Strategy /Activity 2
Major Difference

2a. Silent Sustained Reading was implemented in the English and ELD classes on Thursdays. Students were given time to check out library books.

2b. English and mathematics teachers also piloted Membeam for vocabulary development and IXL English and Mathematics for English and math intervention. During Algebra support students used iReady material to supplement the instruction provided in the Algebra I classes. Additional strategies, such as, Think Pair Share, clock buddies, elbow partners, and sentence starters, were used to increase student-to-student engagement and to assist EL students and learners having difficulty.

2c. All ELD students were placed in appropriate ELD classes. Supports were provided by the bilingual assist. Membeam was piloted in the ELD classes. This program supports vocabulary development. Additionally, ELD supports in classes became a Merlo norm and is expected in all classes.

2d. Merlo offered ELD level 3 and 4. There was one section of level 3 and two sections of level 4. Merlo will expand into level 5 in 2022-2023.

2e. Supplemental instructional materials were purchased throughout the 2021-2022 school year.

2f. A .75 bilingual assist was hired and began working at Merlo in November of 2021. She work one-to-one and with small groups of EL students in a variety of classes.

2g. Merlo teachers utilized various equipment such as the copier, duplo, laminator, and printers throughout the 2021-2022 school year. This equipment required maintenance and the maintenance agreement was utilized.

2h. Two additional ViewSonic Interactive display's were purchased. These displayed supported better engagement and collaboration among students. They integrated with Google classroom and supported more student participation in lessons.

Strategy/Activity 3
Major Difference

3a. Graduation requirements have been monitored throughout the 2021-2022 school year. Transcripts, graduation requirements, and A-G status were reviewed with students by teachers, counselors, and administration during beginning of year orientations, as part of their English classes, and by the school counselor during presentations and assemblies.

3b. Merlo began the first quarter of the year without a counselor. Merlo's former counselor became an AP at another school site. Graduation, credit requirement and A-G were all discussed with students during orientation prior to the start of the 2022-2023 school year. English teachers met with students concerning students during first first quarter and reviewed transcripts. The school principal handled schedule changes based on graduation requirements and A-G status. Once the school counselor began in October, he regularly reviewed students grades each quarter and met with students and parents. Student for year plans were created using Xello. Coursework is scheduled to meet A-G requirements. The school counselor was assisted in monitoring by grade level advisors. Students not on track to graduate are assigned coursework to allow them meet graduation requirements. Students scheduled are changed to allow them to take needed coursework and credit recovery courses are assigned through APEX.

3c. A section was created in the master schedule for students needing APEX for credit recovery. Additional students were provided with APEX, who were in need of credit recovery, but the APEX class could not be accommodated in their schedule. Students were also placed into classes if direct instruction would better accommodate their needs.

3d. All Merlo students in 10th and 11th grade participated in the PSAT 10 in April. Students, who signed up for AP testing in English and Spanish took these assessment in May. Twenty-three students signed up for AP testing. These students have worked with teachers during the school year to prepare for AP testing.

3e. Merlo provided orientations days for all grade levels prior to the start of the 2021-2022 school year. Merlo expectations, graduation requirements, A-G eligibility, and transcripts were reviewed as part of this orientation.

3f. Due to COVID restrictions college tours were put on hold until the last quarter of the school year. Juniors from Merlo visited Sac State and freshman visited UOP in the spring. Virtual presentations were provided to seniors by Sac State, UOP, Delta, CSU Stanislaus, and Delta College. Merlo students were also able to visit CalTrans as part of a CTE field trip and seniors were provided a presentation at Merlo by the San Joaquin Trades Commission regarding apprenticeship programs.,

3g. Due to the COVID restrictions, Merlo was not able to fully utilize the funds for college field trips or the funds allotted for teacher coverage during these field trips.

Strategy/Activity 4
Major Difference

4a. CTE teachers provided lessons through hand-on science experiments and STEM projects. Projects included building robots and mechanical structures in Engineering, building small motors, windmills, and solar charged items in Environmental Resources, and learning Photoshop and other graphic design programs in Graphic Design. Students in Biology created green houses for plants.

4b. Supplemental materials were utilized by STEM teachers.

4c. Many STEM related college tours and visits were placed on hold due to COVID restrictions. Students in Engineering visited a business where robotics are used for agriculture. Interested students visited CalTrans, which has departments of engineers, environmental resources, and graphic design. Merlo did not have AVID classes during the 2021-2022 school year.

4d. Teachers collaborated during department, PLC, and faculty meetings. Time was also provided for collaborations prior to the start of the school year and will be provided during June of 2022. Teachers were provided time to visit classrooms at other schools and collaborate with teachers from SUSD.

Strategy/Activity 5
Major Difference

5a. English teachers used assessments from Pearson MyPerspectives/SAVAAS to evaluate student progress. Each of Merlo's English teachers teach a different grade level, therefore, the content of their assessments were not the same. This is also true of the mathematics teachers. Both teachers utilized assessments from EnVision Mathematics, but teach different subjects in math. Teachers collaborated Department meetings and discussed assessment data from iReady and SBAC during PLC meetings. After school tutoring was held three days per week. Opportunities for intersession during fall, winter, and spring break was provided by the district. Merlo English teachers piloted Membeam as an intervention to build vocabulary. Both English and math teachers piloted IXL English and mathematics as a possible intervention program to be used in 2022-2023 during ad

5b. After school tutoring was provided three days a week for an hour and a half each day. Seven teachers were involved in Extended Day Tutoring. They covered subjects such as social science, English, APEX, science, math, Spanish, and engineering. Funds were provided by the District for Extended Day Tutoring.

Strategy/Activity 6 Major Difference

6a. Students from the Merlo Preschool participated in a Summer Bridge Program just prior to the start of the school year. Throughout the 2021-2022 school year, teachers and assists promoted social skills and a connection between kindergarten and preschool. Merlo preschools ate in the cafeteria, where they practiced lunch time procedures, lining up, and good manners.

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.

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

By June 2023, the percentage of students meeting or exceeding the standard in English Language Arts will increase by 5 percentage points.

By June 2023, the percentage of EL students meeting SUSD reclassification criteria will increase by 5 percentage points.

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

By June 2023, the percentage of students meeting or exceeding the standard in Math will increase by 5 percentage points, (average of 5 percent growth per year).

By June 2023, the percentage of EL students meeting or exceeding the standards in Mathematics will also increase by 5 percentage points.

***Remove this Goal: EL students are not provided specific math interventions

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

By June 2023, the percentage of students meeting or exceeding the standard in Science will increase by 5 percentage points.

***Remove this Goal: Students do not have a baseline Science SBAC score or a specific comprehensive science assessment. This goal will be reexamined during the 2022-2023 school year.

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

By June 2023, increase the percentage of students who have completed courses that satisfy UC or CSU entrance requirements (or programs that align with state board approved career technical educational standards) by 5 percent.

By June 2023, Merlo IET will maintain a 100% graduation rate.

Strategy/Activity 1

Changes to be made or proposed

1a. Provide teachers with professional learning opportunities and support to supplement core instruction, such as attending yearly district provided conferences or training focusing on evidenced based, instructional practices, assessments, curriculum, Professional Learning Community work, AVID and ELD specific training.
Cost: \$20,000 - LCFF

1b. Provide curricular and instructional support to new and experienced teachers in Math and ELA. Instructional coach will promote teacher collaboration, conduct action or instructional walks with teachers as well as provide professional development relevant to teacher's subject matter.

1c. Instructional coaches (1 @ .5 FTE Instructional Coach - Centralized Service) will provide further support through co-teaching, co-planning or demo lessons in the classroom.

1d. Substitutes to release teachers for full day collaboration, lesson studies, WASC committee, and instructional walks focusing on ELA, Math, and AVID strategies. Teachers will be provided two days during each quarter for six (6) teachers. (WASC Area B: Standards-based Student Learning: Curriculum, C: Standards-based Student Learning: Instruction)

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

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

1e. Use common formative assessments in all content areas as the basis for continuous cycle of improvement. Collaboration, data reviewing, and instructional practices will be shared on a bi-weekly basis. iReady Diagnostic data will be used in the development of Advisory Periods for the 2022-2023 school year. (A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources, D: Standards-based Student Learning: Assessment and Accountability)
(Teacher Additional Hourly for data review in support of instructional practices. 1000 hours X \$60 = \$6,000)

1f. Area of Focus: District Provided Core Subject Workshops: Attendees will include 4 teachers from ELA and 2 teachers from Math. Teachers will attend workshops at various times throughout the school year as they are offered by the district. (WASC Area C: Standards-based Student Learning: Instruction)

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

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

1i. Explore the use of a school writing assessment for all grades at Merlo or utilize a District Writing Assessment if it is developed. (WASC Area C: Standards-based Student Learning: Instruction, D: Standards-based Student Learning: Assessment and Accountability)

Strategy/Activity 2

Changes to be made or proposed

2a. To provide students with resources and support to increase reading and writing proficiency across all disciplines. Students will be provided with library books and designated library time. Each Thursday, students will be provided with an atmosphere that is conducive to literacy through the "Merlo Reading Thursday" program. All classes will dedicate the class period to SSR (Silent Sustained Reading) or course specific reading during each 30-minute class period. AVID reading strategies such as "marking the text" and identifying the "gist" will also be incorporated. (WASC Area C: Standards-based Student Learning: Instruction)
Cost: \$2,000 - LCFF

2b. 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

Cost: \$3,525 - Title 1

IXL English and Math for Intervention during Advisory Periods.

Cost: \$4,433 - LCFF

2c. 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.

2d. ELD offerings will be expanded to six levels based on new guidelines from the Language Development Office, which were approved by Stockton Unified. Merlo will have level 3, 4, and 5 classes during the 2022-2023 school year. (WASC Area D: Standards-based Student Learning: Assessment and Accountability)

2e. Applicable supplemental instructional materials include notebooks, binders, paper for graphic organizers, journals, writing tools-whiteboard/chart paper and technology. AVID organizational tools.

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

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

2f. Bilingual Assistant (.75) will be provided by the District and will work with students in class (small group or one-on-one) practicing content learned during instruction. Tutoring will also be offered and available for EL students after school. Additional Bilingual support is needed due to growing numbers of EL students and additional ELD classes being added to the schedule (ELD Level 5). (WASC A4 Qualified Staff and Professional Development, A5 Resources that support high achievement for all students)

District LCFF

2g. Teachers will use various equipment such as the copier, duplo, laminator and printers. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. (A5 Resources that support high achievement for all students)

Maintenance Agreement Cost: \$3,997 - Title 1

2h. No additional ViewSonic are needed at this time.

Strategy/Activity 3

Strategy/Activity

3a. To provide students with College and Career Readiness strategies by implementing rigor in classroom instruction and 21st century skills, monitoring completion of graduation requirements (A-G) and utilizing a comprehensive guidance program to support student achievement. (WASC Area D: Standards-based Student Learning: Assessment and Accountability, E: School Culture and Support for Student Personal and Academic Growth)

3b. The counselor will meet with students to discuss transcripts and establish semester goals. Counselor and students will complete an Individualized Student Four Year Plans using Xello. The counselor will monitor student achievement and schedule coursework to meet district graduation and A-G requirements. Opportunities for grade recovery are identified by the counselor to support students who are not on track to meet graduation requirements. Grade level advisors will also monitor student achievement through continuous academic evaluations and refer students to the counselor based on academic need and support. (WASC Area B: Standards-based Student Learning: Curriculum, D: Standards-based Student Learning: Assessment and Accountability, E: School Culture and Support for Student Personal and Academic Growth)

3c. 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)

3d. Merlo will no longer offer the PSAT, SAT/ACT. The District initially covered the cost of these assessments when they were placed into 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)

Cost: \$3,000 - LCFF

3e. All grade levels will be provided with Grade Level Academic Boot Camps which will provide students with the opportunity to review transcripts and learn about graduation, A-G and college requirements. All grade levels will be provided with one grade level, college field trips to explore firsthand UC, CSU, Technical and Private) school offerings and majors. College tours will be scheduled and take place provided COVID 19 restrictions allow these activities.

These tours will include visits to the following colleges (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, Stanislaus, Fresno State, CSU Monterey Bay

9th Grade: March 2023: The purpose of this trip is to provide the 9th grade students with an opportunity to become familiar with the atmosphere and learn first-hand some aspects of college life.

10th Grade: February 2023: The purpose of this trip will be to help students envision a different future for themselves.

11th Grade: April 2023: The purpose of this trip will be to promote early awareness of college preparation, selection, admissions, financial aid and other critical steps for college entry.

12th Grade: September 2022: Students at this grade level will also participate in virtual college tours in the fall.

3f. 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.

3g. 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)

3h. Substitutes to release teachers for full day collaboration, lesson studies, and instructional walks focusing on ELA and Math.

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

3i. # of students meeting graduation requirements, # of students meeting A-G requirements, # of students completing pathways, # of students, # of students participating in college tours/field trips# of students completing courses through APEX,

Strategy/Activity 4

Changes to be made or proposed

4a. Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects including PLTW/STEM project materials.

4b. Applicable supplemental materials include math manipulatives, paper for graphic organizers, writing tools (white boards/chart paper), STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and PLTW specific materials. (WASC Area A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources, C: Standards-based Student Learning: Instruction)

Cost: \$2,500 - LCFF

4c. 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.

4d. Teachers will collaborate and be provided with collaboration time both in-house and with other teachers in SUSD.

Strategy/Activity 5

Changes to be made or proposed

5a. Through the PLC process, teachers will collaborate their instruction and monitor student achievement through common formative assessments. Teachers will use data from Illuminate or curriculum-based assessments as part of this process. Opportunities for reteaching and mastery of standards will be identified through data analysis within the PLC. Additional support for students will be provided through in class interventions and after school tutoring.

5b. 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.

Strategy/Activity 6

Changes to be made or proposed

6a. Provide preschool students opportunities to:

*interact with their peers who will attend their kindergarten class promoting social skills,

*establish a connection between the kindergarten teacher and preschooler,

*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and

*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

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

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

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

Goal 2.1

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

By the end of the 2022 - 2023 school year, Merlo will have maintain its suspension rate to of 1% or less.

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

By the end of the 2022 - 2023 school year, Merlo will reduce chronic truancy by to below 15%, which was its pre-pandemic level.

Identified Need

The Merlo suspension rate has slightly increased from previous years (1 suspension in 2019-2020 to 3 suspensions in 2021-2022), but is well below District averages.

43.8% of Merlo students are chronically truant during the 2021-2022 school year.

59% of Merlo students reported that there are activities at their school they enjoy participating in.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Merlo Suspension rate	1.4% student suspension rate	1% suspension rate (no more than two students)
Merlo chronic truancy rate	43% Chronic truancy	15% or less chronic truancy

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1a. Through Merlo's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities. This system should be clearly articulated to staff, students, Merlo families, and community. E: School Culture and Support for Student Personal and Academic Growth)

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

Instruction that happens in the regular classroom

Research-based instruction and curriculum emphasizing essential learnings

Differentiated instruction, flexible grouping, enrichment

Formative assessments, common assessments

Universal screenings

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

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

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

Small group interventions

In addition to regular classroom instruction

Based on universal screening data

Tier III: Intensive (1-5%)

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

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

1b. Merlo will continue to offer onsite professional development, which will provide teachers with an opportunity to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies.

1c. Through the PLC process, teachers will identify students with common instructional gaps in meeting Essential Outcomes and facilitate in class interventions that targets the identified areas for additional instruction and mastery.

1d. In addition to academic interventions, social-emotional/behavioral needs are addressed through MTSS. Tier I students will be referred to the school counselor by a staff member or teacher. Counselor will review student data in reference to discipline, grades, attendance and SPED Services. The school counselor will meet with students and provide guidance in areas of concern. Documentation will be kept for these meetings. Students in need of social emotional support may work in groups overseen by the school counselor.

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

1e. Referring Merlo Teachers will attend CARE team meetings discuss referred students and provide input to the team. A roving substitute will relieve teachers in order for them to attend the meeting.

10 CARE Team Meetings x \$200 per sub = \$2000 - Title I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2000	50643 - Title I

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

2a. 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)

2b. The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern. (WASC Area Category D: Standards-based Student Learning: Assessment and Accountability, E: School Culture and Support for Student Personal and Academic Growth)
Funds not allocated.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

3a. Merlo will continue to recognize students, who are academically successful during the "Student Recognition" and Celebration assembly, 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)
Incentive fund, which come out of the general budget will be used to support student recognition.

3b. 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.
Title I - \$4,800

Sound system for school events in the cafeteria, gym, and outside. This portable speak system will support student recognition and celebration events and assemblies. \$3,000 - LCFF

***Incentives, gifts, entertainment and events is not allowable using State and Federal funds.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$4800	50643 - Title I
\$3000	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

Strategy/Activity 1

Implementation

1a. All Merlo students were provided a one week social emotional curriculum provided by the District. This was done through their social science classes. Merlo transitioned to using the District Behavior Support Service model and Student Assistance Program Process. Over 65 students were reviewed as part of the CARE Team process, which occurred on an at least monthly basis.

1b. PLC Meetings were held at least once a month. Teachers collaborated during faculty, PLC, and Department meetings.

1c. Teachers reviewed iReady, MDTP and ELPAC data in order to identify instructional gaps. This was done during faculty, PLC, and Department Meetings.

1d. Students were referred to the school counselor for social-emotional and behavioral needs. Students in need of more intensive intervention were referred to the CARE team process. Students were also referred to the Merlo Mental Health Therapist by the school counselor.

1e. Due to the difficulty in finding substitutes, a roving substitute was rarely used. Merlo teachers would be covered by other Merlo teachers or the CSM was utilized to cover for brief periods, which allowed the referring teacher to report.

Strategy/Activity 2

Implementation

2a. Throughout the 2021-2022 school year, the Merlo Leadership/PLUS students have played music at lunch and provided games and activities for students. During the first half of the year, activities provided difficulty due to restrictions, but events like Back-to-School Orientation, Trunk-or-Treat, and Spirit Days were organized by Merlo Leadership/ASB. As we emerged from the COVID restrictions, volleyball, basketball, soccer, and a spirit day was organized by Leadership/PLUS. PLUS forums were held, but not to the full extent possible due to COVID restrictions.

2b. Schoolwide surveys were taken by all students and Merlo reached 100% participation. Information was shared by PLUS students and reported out on during classroom presentations. Merlo staff reviewed this data during PLC, Faculty, and Department meetings. The data was shared with families through emails, social media postings and during school site council.

Strategy/Activity 3

Implementation

3a. Student of the Month Assemblies were held monthly. Due to COVID the presentations occurred during lunch, outside, in the gym, and virtually. Students were also recognized for various achievements, honor roll, perfect attendance, and reclassification.

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

Strategy/Activity 1

Major Differences

1a. Merlo transitioned to using the District Behavior Support Service model and Student Assistance Program Process.

1b. Much of the PD and meetings were held virtually due to COVID restrictions.

1c. No major difference

1d. Merlo's Mental Health Therapist services were reduced from two days a week to one day a week. There was no major difference to the process for referrals.

1e. Funds were not fully utilized to to lack of substitutes and teacher absences due to COVID.

Strategy/Activity 2

Major Differences

2a. In person activities were limited due to COVID guidelines. Events were held as guidelines allowed.

2b. No major Difference

Strategy/Activity 3

Major Difference

3a. Student recognitions were held in person, outside, and virtually due to COVID restrictions, but events were held monthly.

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.

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

By the end of the 2022 - 2023 school year, Merlo will have maintain its suspension rate to 1.0 students and zero students expelled.

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

By the end of the 2022 - 2023 school year, Merlo will reduce chronic truancy by to below 15%.

By the end of the 2022 - 2023 school year, Merlo will increase school wide attendance by 5%.

***Remove: By reducing Chronic Truancy overall attendance will improve.

Strategy/Activity 1

Changes to be made or proposed

1a. Through Merlo's MTSS system, students will be provided with academic, social and emotional interventions to improve student behavior that promotes increased learning opportunities. This system should be clearly articulated to staff, students, Merlo families, and community. E: School Culture and Support for Student Personal and Academic Growth)

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

Instruction that happens in the regular classroom

Research-based instruction and curriculum emphasizing essential learnings

Differentiated instruction, flexible grouping, enrichment

Formative assessments, common assessments

Universal screenings

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

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

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

Small group interventions

In addition to regular classroom instruction

Based on universal screening data

Tier III: Intensive (1-5%)

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

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

1b. Merlo will continue to offer onsite professional development, which will provide teachers with an opportunity to receive additional training that reinforces adopted instructional practices. Ongoing professional development allows for monitoring of site-adopted strategies and facilitates the PLC process which enables teachers to collaborate with colleagues on the implementation of strategies.

1c. Through the PLC process, teachers will identify students with common instructional gaps in meeting Essential Outcomes and facilitate in class interventions that targets the identified areas for additional instruction and mastery.

1d. In addition to academic interventions, social-emotional/behavioral needs are addressed through MTSS.

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

Students in need of social emotional support may work in groups overseen by the school counselor.

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

1e. Referring Merlo Teachers will attend CARE team meetings discuss referred students and provide input to the team. A roving substitute will relieve teachers in order for them to attend the meeting.

10 CARE Team Meetings x \$200 per sub = \$2000 - Title I

Strategy/Activity 2

Changes to be made or proposed

2a. 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)

2b. The Plus team will coordinate school wide surveys in order to identify student areas of concern. The Plus Advisor will report and share survey data with school staff. Staff will use data as part of the referral and intervention process. The Plus team will also facilitate quarterly forums for each grade level and provide students with an opportunity to share out and express areas of concern. (WASC Area Category D: Standards-based Student Learning: Assessment and Accountability, E: School Culture and Support for Student Personal and Academic Growth)

Funds not allocated.

Strategy/Activity 3

Changes to be made or proposed

3a. Merlo will continue to recognize students, who are academically successful during the "Student Recognition" and Celebration assembly, 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)

Incentive fund, which come out of the general budget will be used to support student recognition.

3b. 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.

Title I - \$4,800

3c. Sound system for school events in the cafeteria, gym, and outside. This portable speak system will support student recognition and celebration events and assemblies. \$3,000 - LCFF

***Incentives, gifts, entertainment and events is not allowable using State and Federal funds.

LCAP Goal

Goal 3: Meaningful Partnerships

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

Goal 3.1

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

By June 2023, increase participation by 10% at Merlo events (Back-to-School Night, Coffee Hour, etc..) t and other events to create meaningful partnerships with stakeholders.

By June 2023, establish 2 new opportunities for stakeholders to be engaged with the school community. (College, Community, Career Night, STEM Night, Community Fair, etc.) (WASC Area E. School Culture and Support for Student Personal and Academic Growth)

By June 2023, identify at least 10-12 opportunities for student internships within the community. (WASC Area E. School Culture and Support for Student Personal and Academic Growth)

Identified Need

Merlo has low parent engagement for school events.

Merlo CTE Pathways need to provide real life hands on experiences for students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of events available for parent engagement.	3 Events were available for parent engagement (Back-to-School Night, Coffee Hours, Merlo Information Night)	At least five (5) events will be available for parent engagement.
Percent of parents attending Merlo events	4% of parents (9 parents) consistently attended events	14% of parents will attend Merlo events
Number of student internships	6 internships	10-12 internships

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

1a. Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals.

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

Sound system for parent events in the cafeteria, gym, and outside. This portable speaker system will support parent events that occur at Merlo.
\$3,000 - Title LCFF

1b. 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.

1c. 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.
Cost: \$1,135 - Parent Title I

1d. Non-Instructional Materials: Materials for parent and student involvement activities such as Literacy Night, Science and STEM Night and College Informational Night. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning.

1e. Parent Technology Education Program in the used of email, ParentVue, school website, social media, Remind, and any other school related computer program. Utilize the Latino Family Literacy Program is a college awareness program for students and their parents. It will be led by a Merlo staff member and will provide

support for the school-going process and college awareness. The curriculum is bilingual and reflects the experiences of Latino families. The program will include 40 Chapter Books and the Awareness program kit, which were purchased for the during a previous school year.

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

Teacher/counselor x 2-hour x 8 sessions x \$60 per hour = \$960

Free webinar training for teacher

1f. Parent Meetings - Light snacks and refreshments, parent training material such as chart paper, markers, whiteboard, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training session to provide visuals and hands-on activities for our parents.

Cost: \$1,000 - Title I

50-70 of parents attending Back to School Night. 15-20 parents attending monthly coffee hours, 20-30 parents attending College, Community, Career Event, STEM Night, Pathway Fair, 20-30 parents attending Spring Open House, 3 Parents serving on School Site Council and 3 parents serving on ELAC.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$960	50643 - Title I
\$1000	50643 - Title I
\$1135	50647 - Title I - Parent
\$3000	23030 - LCFF (Site)

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

4a. Build relationships with local businesses in order to provide internships and on-site job training for students in the CTE pathways.

10-12 students participating in internship opportunities during the 2022-2023 school year.

Funds not allocated

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Eliminating strategy.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 3.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

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

Funds not allocated

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

Strategy/Activity 1

Implementation

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

1a. Almost all parent meetings were held virtually due to COVID restrictions. This limited Merlo's success in obtaining parent participation. Merlo promoted events on social media, sent emails and all calls to families on a weekly basis. Coffee hours were recorded and posted to YouTube. Merlo was able to monitor page views and this resulted in approximately 13 additional views of coffee hours. All events listed in the schools SPSA was held, but were virtual.

1b. Due to the lack of onsite meetings, snacks for parents were not provided or needed.

1c. Funds were not needed as materials were already at the school.

1d. Literacy Night, STEM Night, and College Nights were not held due to COVID restrictions.

1e. The Latino Family Literacy Project began in April of 2022. A limited amount of parents (1-5) have attended.

1f. Due to COVID restrictions, parents meetings were not held on campus until April. These funds were not utilized.

Strategy/Activity 2

Implementation

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

2a. Communication with parents, students, and staff was done on an at least weekly basis. The Merlo Bulletin email and voice message went out almost every Sunday. Messaging was sent prior to special events and activities. Merlo has remained active on social media and posted information about events and activities.

2b. Merlo has created a Remind account.

2c. Communication was sent to parents at least weekly through Blackboard, social media, and PeachJar regarding upcoming activities. The school website and marquee were regularly updated to reflect activities that occur on campus and opportunities available in the evenings for parents to attend.

2d. Parents used ParentVue to access grades and attendance. Additionally, parents communicated with their student's teachers via district email or Google Classroom and request homework in the event of an absence.

2e. Surveys were sent to both students and teachers. Student surveys were sent and promoted through teacher classroom, which resulted in a high percentage of completion. Parent surveys were sent through Blackboard emails. A small percentage of parents complete online surveys. In May a day was held for parents to come to the site and complete a Family Needs Survey. No parents attended.

Strategy/Activity 4

Implementation

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

4a. Merlo was able to partner with PG&E for two paid internships. Four additional internships were provided in the area of Graphic Design with a local Graphic Designer. One student interviewed for a Samsung Chemical internship, but did not obtain the position, but was able to tour their factory. Fourteen additional students went on a field trip to CalTrans and learned about opportunities for the future. Connections were made with the The Stockton Chamber of Commerce Business Education Alliance, Youth Eagles Aviation and Aerospace Education, The San Joaquin Chapter of the Tuskegee Airman, The Table Community Foundation, and the African American Chamber of Commerce.

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

Strategy/Activity 1

Major Differences

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

1a. Almost all parent meetings were held virtually due to COVID restrictions. This limited Merlo's success in obtaining parent participation. Merlo promoted events on social media, sent emails and all calls to families on a weekly basis. Coffee hours were recorded and posted to YouTube. Merlo was able to monitor page views and this resulted in approximately 13 additional views of coffee hours. All events listed in the schools SPSA was held, but were virtual.

1b. Due to the lack of onsite meetings, snacks for parents were not provided or needed.

1c. Funds were not needed as materials were already at the school.

1d. Literacy Night, STEM Night, and College Nights were not held due to COVID restrictions.

1e. The Latino Family Literacy Project began in April of 2022. A limited amount of parents (1-5) have attended. This program had previously been taught by the school counselor, but an interested social science teacher took over the program for 2021-2022.

1f. Due to COVID restrictions, parents meetings were not held on campus until April. These funds were not utilized.

Strategy/Activity 2

Major Differences

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

2a. No change

2b. A Remind account was created for Merlo, but there was difficulty getting the program off the ground. Additional attempts will be made in 2022-2023.

2c. No major difference

2d. ParentVue was accessed by parents, but additional training is most likely needed to fully utilize the programs functionality.

2e. There was limited success with parent surveys.

Funds not allocated.

Strategy/Activity 4

Major Differences

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

4a. Six Merlo students participated in internships.

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.

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

By June 2023, increase participation by 10% at Merlo events (Back-to-School Night, Coffee Hour, etc..) and other events to create meaningful partnerships with stakeholders.

By June 2023, establish 2 new opportunities for stakeholders to be engaged with the school community. (College, Community, Career Night, STEM Night, Community Fair, etc.) (WASC Area E. School Culture and Support for Student Personal and Academic Growth)

By June 2023, identify at least 10-12 opportunities for student internships within the community. (WASC Area E. School Culture and Support for Student Personal and Academic Growth)

Strategy/Activity 1

Strategies to be changed or proposed

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

1a. Maintain, and expand on the amount and scope of parent participation and engagement to ensure that parents have a voice and are informed of school policy, A-G, college funding resources, student academic achievement, student behavior, school programs and district goals.

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

Sound system for parent events in the cafeteria, gym, and outside. This portable speaker system will support parent events that occur at Merlo.
\$3,000 - Title LCFF

1b. 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.

1c. 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.

Cost: \$1,135 - Parent Title I

1d. Non-Instructional Materials: Materials for parent and student involvement activities such as Literacy Night, Science and STEM Night and College Informational Night. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning.

1e. Parent Technology Education Program in the used of email, ParentVue, school website, social media, Remind, and any other school related computer program. Utilize the Latino Family Literacy Program is a college awareness program for students and their parents. It will be led by a Merlo staff member and will provide support for the school-going process and college awareness. The curriculum is bilingual and reflects the experiences of Latino families. The program will include 40 Chapter Books and the Awareness program kit, which were purchased for the during a previous school year.

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

Teacher/counselor x 2-hour x 8 sessions x \$60 per hour = \$960

Free webinar training for teacher

1f. Parent Meetings - Light snacks and refreshments, parent training material such as chart paper, markers, whiteboard, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training session to provide visuals and hands-on activities for our parents.

Cost: \$1,000 - Title I

50-70 of parents attending Back to School Night. 15-20 parents attending monthly coffee hours, 20-30 parents attending College, Community, Career Event, STEM Night, Pathway Fair, 20-30 parents attending Spring Open House, 3 Parents serving on School Site Council and 3 parents serving on ELAC.

Strategy/Activity 2

Strategies to be changed or proposed

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

2a. Increase communication to parents about school activities, student grades, assignments, programs, activities, events, and informational meetings. Variety of and frequency of communication types to parents including school messenger calls, website, flyers, marketing, video, marquee, and monthly newsletters.

2b. Explore additional methods of parent communication, such as Remind or other effective program, which sends text messages to families.

2c. Continue to routinely send communications through Blackboard that advise of upcoming activities. These communications enable the school to send targeted information (based on grade level, tiered GPAs for school activities, events, and informational meetings.) and information to parents of the entire student body. Continue to regularly update the school website and marquee to reflect activities that occur on campus and opportunities available in the evenings for parents to attend.

2d. ParentVue access is available to all parents and students for the purpose of live grade monitoring. Additionally, parents can communicate with their student's teachers via district email or Google Classroom and request homework in the event of an absence.

2e. Develop and administer a series of mandatory surveys for both students and parents in order to obtain greater understanding of student and parent needs and perception. Send surveys in email and paper form.

Funds not allocated.

Strategy/Activity 4

Strategies to be changed or proposed

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

4a. Build relationships with local businesses in order to provide internships and on-site job training for students in the CTE pathways.

10-12 students participating in internship opportunities during the 2022-2023 school year.

Funds not allocated

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$62031
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$123151

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$60896
50647 - Title I - Parent	\$1135

Subtotal of additional federal funds included for this school: \$62031

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$61120
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$61120

Total of federal, state, and/or local funds for this school: \$123151