



# Edward C. Merlo Institute of Environmental Technology

1670 East 6th St. • Stockton, CA 95206 • (209) 933-7190 • Grades 9-12

Gamal Salama, Principal

Gsalama@stocktonusd.net

<http://www.stocktonusd.net/Merlo>

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Stockton Unified School District

701 North Madison St.  
Stockton, CA 95202  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

#### District Governing Board

Cecilia Mendez

**Board Clerk, Area 1**

AngelAnn Flores  
**Area 2**

Kathleen Garcia

**Board Vice President, Area 3**

Lange Luntao

**Board President, Area 4**

Maria Mendez  
**Area 5**

Scot McBrian  
**Area 6**

Candelaria Vargas  
**Area 7**

#### District Administration

John E. Deasy, Ph.D.  
**Superintendent**

Nik Howard

**Interim Assistant Superintendent  
of Human Resources**

MaryJo Cowan

**Assistant Superintendent of  
Educational Support Services**

Sonjhia Lowery

**Assistant Superintendent of  
Educational Services**

### Principal's Message

Edward C. Merlo Institute of Environmental Technology is a specialty high school that provides students with an engaging school environment. We are an Environmental Engineering high school that provides a focus on Environmental Advocacy and Engineering training to students. In addition to these, students receive core and A-G courses in preparation for college and career. Teachers ensure student mastery of standards through the frequent use of Common Formative Assessments and real life global experiences.

The following are Merlot's mission and vision statements:

### Mission Statement

The mission of Merlo Institute of Environmental Technology is to provide a safe, relevant and engaging environment for our students. Through the use of professional learning communities (PLC) and the implementation of Project Lead the Way and the National Academy Foundation (NAF) curriculum, students will experience real life situations beyond the boundaries of the classroom. Merlo graduates will be environmentally responsible citizens equipped with the knowledge, problem solving abilities, technology skills needed to succeed in post-secondary education, and an ever changing global economy.

### Vision Statement

Merlo graduates will be motivated, empowered, adaptable, critical thinking students, who are prepared for successful post-secondary education, careers and global competition.

Merlo offers Project Lead the Way engineering courses such as "Introduction to Engineering Design (IED), "Principles of Engineering". Environmental Sustainability will be offered in 2017/18 school year. Students demonstrate and experience environmental advocacy throughout all their courses. Teachers often collaborate in developing cross curricular projects at the various grade levels. This year, all Merlo students participated in Mock elections; teachers assigned opportunities for students to investigate the various propositions on the 2016 ballot.

Merlo students regularly participate in outside competitions that require higher order reasoning. Contests include the "Chevron Design Challenge, Lenovo Scholar app-inventor contests and SkillsUSA. Our students have been known to receive medals at regional and state levels of these competitions as witnessed in the Lenovo Scholar Network 2016 "Fan Favorite" contest. Students have also gone on to design projects such as the underwater ROV featured in the Stockton Record.

At Merlo, students and families remain our central focus. We continually provide opportunities to engage families, businesses and the community in educating our students. At our school we say we are a small school doing BIG things!

Gamal Salama, PRINCIPAL

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	45
Grade 10	44
Grade 11	49
Grade 12	36
<b>Total Enrollment</b>	<b>174</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	1.7
Asian	1.1
Filipino	1.7
Hispanic or Latino	89.1
White	1.7
Two or More Races	0.6
Socioeconomically Disadvantaged	93.1
English Learners	30.5
Students with Disabilities	8
Homeless	1.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Edward C. Merlo	17-18	18-19	19-20
With Full Credential	9	10	12
Without Full Credential	2	2	3
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1475
Without Full Credential	♦	♦	309
Teaching Outside Subject Area of Competence	♦	♦	15

### Teacher Misassignments and Vacant Teacher Positions at Edward C. Merlo Institute of Environmental Technology

Indicator	17-18	18-19	19-20
Teachers of English Learners	2	0	0
Total Teacher Misassignments*	2	0	0
Vacant Teacher Positions	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

#### Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	ENGLISH LANGUAGE ARTS K-12 9-12 ELA, Pearson myPerspectives, Adopted in 2019 9-12 ELD ELD Level 1 and 2, Pearson Education, Inc., CA Pearson iLit ELL, Adopted in 2019 9-12 ELD ELD Level 3 and 4, California State University, ERWC Expository Reading and Writing Course (ERWC) Pilot ELD Course, , Adopted in 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	9-12, Algebra 1, Pearson, Adopted in 2019 9-12, Geometry, Pearson, Adopted in 2019 9-12, Algebra 2, Pearson, Adopted in 2019 Calculus HM Adopted in 2006  PreCalculus Adopted in 2006  Statistics, McDougal Adopted in 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Physics 9-12, CK-12, Adopted in 2016 Biology 9-12, CK-12, Adopted in 2016 Chemistry 9-12, CK-12, Adopted in 2016  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	10-12 California Houghton Mifflin Harcourt, Adopted in 2017 10 - Modern World History, Adopted in 2017 11 - American History: Reconstruction to the Present, Adopted in 2017 12 - United States Government, Adopted in 2017 12 - Economics, Adopted in 2017  10-12 McGraw Hill Advanced Placement, Adopted in 2017      10 - AP Modern World History, Updated Traditions and Encounters, Adopted in 2017 11- AP US History, American History Connecting with the Past, Adopted in 2017 12 - AP American Government, American Democracy Now, Adopted in 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	French - Vista Learning, D'Accord Level 1 & 2, Adopted in 2015  Spanish – Vista Learning, Descubre Level 1, 2, & 3, Adopted in 2015  Chinese - Cheng-Tsui Co, Integrated Chinese, I, II, III, Adopted in 2009  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	Health, Glencoe 2005  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Our school was built in the mid 1950's.

We have 19 classrooms, a multipurpose room, a library and an administration building.

**Maintenance and Repair:**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The gym (city property shared by Merlo) opened in May, 2010 and is a joint-use project with the City of Stockton. We make regular use of this excellent facility.

**Cleaning Process and Schedule:**

A scheduled maintenance program is administered by the district to ensure that all classrooms, restrooms, and facilities are well-maintained and in good repair. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 6/25/2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Kitchen: interior doors and frames-paint, custodial closet floor-repair, walls -paint Multipurpose Room: entrance double doors & frames-paint, walls-spot paint P-15: ramp-repair & paint, north wall dumtar-repair, windowsills-paint, baseboard-replace some Rm-11: entrance door & frame both sides-paint, ceiling tiles by window stained-replace some Rm-2: entrance door & frame -paint, ceiling tiles stains-replace some south west Boys R/R: entrance door & frame both sides-paint, partitions carved into-replace south west Girls R/R: entrance door & frame both sides-paint, wall tiles holes-fill in, floor drain cover cap missing-replace,
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Kitchen: interior doors and frames-paint, custodial closet floor-repair, walls -paint Multipurpose Room: entrance double doors & frames-paint, walls-spot paint P-15: ramp-repair & paint, north wall dumtar-repair, windowsills-paint, baseboard-replace some Rm- 1 Boys R/R: entrance door & frame - paint Rm-1 Girls R/R: entrance door & frame - paint Rm-1: entrance and rear doors & frames-paint, Rm-11: entrance door & frame both sides-paint, ceiling tiles by window stained-replace some Rm-2: entrance door & frame -paint, ceiling tiles stains-replace some south west Boys R/R: entrance door & frame both sides-paint, partitions carved into-replace south west Girls R/R: entrance door & frame both sides-paint, wall tiles holes-fill in, floor drain cover cap missing-replace,
<b>Overall Rating</b>	<b>Fair</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	7	39	28	31	50	50
Math	2	14	21	21	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	20.0	23.6	12.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	49	100.00	38.78
Male	30	30	100.00	36.67
Female	19	19	100.00	42.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	45	100.00	37.78
White	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.00	41.86
English Learners	26	26	100.00	19.23
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2018-19 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	49	49	100.00	14.29
Male	30	30	100.00	16.67
Female	19	19	100.00	10.53
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	45	45	100.00	15.56
White	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.00	16.28
English Learners	26	26	100.00	11.54
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

### Opportunities for Parental Involvement (School Year 2019-20)

At Merlo institute, we believe that parents are essential partners to achieving our goal of raising students achievement. As a result, Merlo school activities to build partnerships with parents will

1. Include parents as chaperons to attend College field trips to increase parent awareness
2. Include parent college presentation- evening events/College orientation. Also create morning sessions for parents or include them in student workshops- graduation requirements, A-G
3. Invite parents to staff meetings and professional development where applicable
4. Provide Volunteer opportunities- checking out books, and ongoing for recreational sports, registration, etc.
5. Offer English classes to parents –generate sign up list at registration/ parent-student conferences
6. Offer basic computer training-how to use internet, searching, how to check grades, social media, Microsoft, Google, Resume writing, etc.
7. Offer activities based on parent needs- Needs assessment at registration and student interviews, use automated messages once a week.
8. Offer meetings and conferences at different days and times.

Parents and community members wishing to partner with our school can reach our main office at (209) 933-7190. Bilingual staff are also available to assist Spanish speakers.

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

We at Merlo Institute place a strong emphasis on ensuring the safety and cleanliness of all students, staff and school premises. From the annual Readiness Emergency Management School (REMS) plan that is renewed yearly to, the ongoing daily supervisions of Merlo's hallways and common areas; we at Merlo make every effort to secure our surroundings and provide students and staff with a secure and conducive learning environment. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel of the emergency and steps are immediately taken to remedy the emergencies or evacuate staff and students.

The school's Disaster Preparedness Plan documents procedures to follow during emergencies and natural disasters. It identifies key locations of disaster kits and specifies emergency exit and evacuation plans. Emergency drills are also conducted on a periodic and regular basis.

Supervision of student activities is also paramount to our staff members. It is considered the joint responsibility of all. During passing periods, staff members are out in the hallways, vigilant enough to redirect students to class or immediately address any issues that may arise in the hallways. In addition to installing surveillance cameras, Merlo's Campus Security Monitor, and site administration can be seen at school entries and exits at both the start and end of the school day, welcoming students and parents unto the campus. To monitor the influx of visitors, all visitors have only one entry through the main office and are required to check in with the office staff. While on campus, their visitor badges and entry authorizations must be displayed at all times.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	10.5	5.7	1.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1



## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	158.2

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	14	12	3	2	14	12	3		20	6	4	
Mathematics	20	7	3		21	4	5		18	6	3	
Science	15	9	2		12	9	1		17	6	1	
Social Science	13	11	1		16	7	3		19	5	2	

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Rate for Edward C. Merlo Institute of	2015-16	2016-17	2017-18
Dropout Rate	10.9	2.9	6.3
Graduation Rate	82.6	94.1	93.8

Rate for Stockton Unified School	2015-16	2016-17	2017-18
Dropout Rate	12.4	10.4	9.7
Graduation Rate	83.6	79.5	78.3

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**Career Technical Education Participation**

Measure	CTE Program Participation
Number of pupils participating in CTE	103
% of pupils completing a CTE program and earning a high school diploma	1%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	30%

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,017	\$1,118	\$10,899	\$66,787
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	44.6	-8.8
School Site/ State	26.8	-18.9

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	29.55

**2018-19 Advanced Placement Courses**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	4	23

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

## **Career Technical Education Programs**

Stockton Unified School District's (SUSD) Career & Technical Education (CTE) program prepares students to be College and Career Ready through three main activities: Career Awareness, Career Exploration and Career Preparation. Once known as "Shop Class," Career and Technical Education (CTE) was once called Vocational Education and School to Career. Today's CTE is very demanding due to changes in the modern industry and a global economy. Simple hands-on skills are no longer enough to get a living-wage job. Today's workforce must have strong academic skills coupled with in-demand technical skills that go beyond just a high school diploma. This training includes continued learning at trade schools, apprenticeship programs, community colleges, and universities.

- Career Awareness begins in preschool through the primary grades (Preschool-5) and beyond. This is simply recognizing that there are jobs all around in our community and what those people do.
- Career Exploration begins in the Intermediate Grades (6-9) and continues for many years. This is where young people learn about their interests and abilities and explore careers related to the things they like to do. They develop an educational plan that will take them through a career pathway from school to the workplace.
- Career Preparation overlaps Career Exploration and begins in the 9th grade when students begin to select their courses in high school. The academic and "elective" courses they choose start to shape their college and career preparation. All schools offer the courses to graduate high school and most schools offer at least one formal career pathway.

At Merlo for the 2019-20 school year, we offer pathways for Design, Visual, and Media Arts, Engineering Technology, and Environmental Resources. Information on individual courses available in our course catalog.

## **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.