

# Merced Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### 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.

## About This School

#### School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Merced Elementary School
Street	1545 East Merced Avenue
City, State, Zip	West Covina, CA 91791
Phone Number	(626) 931-1700
Principal	Damian Kessler, Ed.D.
Email Address	dkessler@wcusd.org
Website	<a href="http://merced.wcusd.org/">http://merced.wcusd.org/</a>
County-District-School (CDS) Code	19-65094-6023485

Entity	Contact Information
<b>District Name</b>	West Covina Unified School District
<b>Phone Number</b>	(626) 939-4600
<b>Superintendent</b>	Charles Hinman, Ed.D.
<b>Email Address</b>	chinman@wcusd.org
<b>Website</b>	<a href="http://www.wcusd.org/">http://www.wcusd.org/</a>

## School Description and Mission Statement (School Year 2019-20)

Through a unified effort among staff, parents, and community, Merced Elementary School strives to nurture students into becoming empowered, lifelong learners who embrace responsibility, effective collaboration, and self-discipline.

Merced provides an excellent educational program for children in the community. This is accomplished through an unwavering commitment from Merced staff, community, and parents that have continuously worked together over the years to create an exceptional school. While academic subjects such as reading, writing, mathematics, science, and social studies are vital in education, other skills such as collaboration, communication, problem-solving, critical thinking, information literacy, and creativity are equally important. Merced's staff has identified higher-order thinking and digital citizenship skills as critical commitments. This will allow students to learn effectively and live productively in the emerging global society. Merced provides opportunities for students to “experience the world” by going beyond the walls of the classrooms. Teachers help students investigate, write, publish, and share their work in new and varied ways. Merced staff continuously adjusts practices and designs increasingly advanced learning experiences that motivate students to think about their own understandings and reflect on what they have learned. Access to extracurricular activities during regular school hours such as robotics, coding, dance, music, and visual arts are provided to all students. In addition, a physical education consultant has been contracted to implement an innovative approach to quality physical education.

Many of Merced's students are first or second-generation immigrants that struggle with balancing English language acquisition while mastering grade-level standards. For that reason, Merced provides its staff with specific, formal training on diversity, intercultural pedagogy, language development, and formative assessments through which teachers can track students' progress and adjust their teaching accordingly. Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. The Special Education Teacher works collaboratively with the general education teachers to plan instructional opportunities aligned with the core curriculum. Modifications are made to make the core curriculum accessible to students. In addition, as appropriate, our special education students attend an Extended School Year (ESY) program in the summer to help maintain the knowledge learned during the regular school year. The Teacher on Special Assignment (TOSA) has welcome meetings with foster youth to ensure they have all the necessary resources to be successful at Merced. Moreover, she monitors their academic progress and recommends intervention as needed to help address any achievement gaps.

### Major Achievements:

- 2020 California Distinguished School
- 2019 Los Angeles Top Public Schools for Underserved Students
- 2019 Civic Learning Award of Merit.
- 2017 Top WCUSD Public Elementary CAASPP Score in both ELA and Math
- 2015 WCUSD Board Recognition for Meeting PTA Membership Goals
- 2015 Honor Roll School Campaign for Business and Education Excellence
- 2014 Business for Education Excellence Honor Roll School

**Student Enrollment by Grade Level (School Year 2018-19)**

Grade Level	Number of Students
Kindergarten	147
Grade 1	84
Grade 2	96
Grade 3	104
Grade 4	95
Grade 5	95
Total Enrollment	621

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	2.3
Asian	14.2
Filipino	5
Hispanic or Latino	73.9
White	3.9
Two or More Races	0.8
Socioeconomically Disadvantaged	69.2
English Learners	11.1
Students with Disabilities	6
Foster Youth	1
Homeless	23.7

**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**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	26	23	406
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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)

Year and month in which data were collected: September 2019

WCUSD elects to report data in a tabular format which includes all the information requested in the SARC guidelines.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benchmark Advance (2017)	Yes	0%
Mathematics	Great Minds, LLC, Eureka Math (2015) <ul style="list-style-type: none"> <li>Not selected from the 2014 list of standards-based materials adopted by the State Board of Education.</li> <li>Materials have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards.</li> </ul>	No	0%
Science	Macmillan/McGraw Hill, California Science (2008) <ul style="list-style-type: none"> <li>Not selected from the 2018 list of standards-based materials adopted by the State Board of Education.</li> <li>New materials from the list have not been evaluated and piloted.</li> <li>Instructional staff adapts materials in alignment with 2016 standards and framework.</li> </ul>	No	0%
History-Social Science	Pearson Scott Foresman, California History-Social Science (2006) <ul style="list-style-type: none"> <li>Not selected from the 2017 list of standards-based materials adopted by the State Board of Education.</li> <li>New materials from the list have not been evaluated and piloted.</li> </ul>	No	0%

	<ul style="list-style-type: none"> <li>Instructional staff adapts materials in alignment with 2016 standards and framework.</li> </ul>		
--	--	--	--

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

Merced has received a school rating of exemplary on the latest School Facility Condition Evaluation. Some of the areas that were inspected include gas leaks, mechanical systems, sewer, restrooms, and overall cleanliness, among others. The fire equipment and emergency systems were tested and appeared to be functioning properly. The playground and school grounds were also found in clean, safe and functional conditions. There were no broken/malfunctioning gates, windows or fences found at the school. The school's parking lot and playground have been recently renovated and expanded. The district conducted a wireless upgrade during the fall of 2019. Network improvements and new telephone systems are anticipated to be installed by the summer of 2020. Merced has a sufficient number of classrooms to accommodate all its students. To ensure the safety of our children, student supervision starts at 7:40 am and continues throughout the day. Students who participate in the after school program are supervised by the YASES Program leaders during that time.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<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	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	69	69	53	51	50	50
Mathematics (grades 3-8 and 11)	63	69	38	37	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	287	99.65	0.35	68.64
Male	138	137	99.28	0.72	67.88
Female	150	150	100.00	0.00	69.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	43	43	100.00	0.00	88.37
Filipino	--	--	--	--	--
Hispanic or Latino	209	208	99.52	0.48	64.90
Native Hawaiian or Pacific Islander					
White	13	13	100.00	0.00	69.23

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	200	199	99.50	0.50	63.32
English Learners	57	57	100.00	0.00	75.44
Students with Disabilities	27	27	100.00	0.00	18.52
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	77	77	100.00	0.00	59.74

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	288	287	99.65	0.35	68.64
Male	138	137	99.28	0.72	72.26
Female	150	150	100.00	0.00	65.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	43	43	100.00	0.00	88.37
Filipino	--	--	--	--	--
Hispanic or Latino	209	208	99.52	0.48	62.98
Native Hawaiian or Pacific Islander					
White	13	13	100.00	0.00	69.23
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	200	199	99.50	0.50	61.31
English Learners	57	57	100.00	0.00	68.42
Students with Disabilities	27	27	100.00	0.00	22.22
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	77	77	100.00	0.00	50.65

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.1	31.6	24.2

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.



## 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)

---

The cornerstone of Merced School is family and community involvement. The staff of Merced Elementary believes that the education of its scholars is a responsibility shared with parents. The school's primary responsibility is to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California State Standards and prepare them for the 21st Century skills. Parents are encouraged to attend the annual Back to School Night where they can meet their child's teacher and become familiar with the school educational programs and initiatives. During parent-teacher conferences, parents discuss individually their child's academic progress. To promote parent involvement in their children's education, Merced has a Special Education Parent Liaison who helps parents navigate the special education process. Merced's Foster Youth Liaison monitors foster students and facilitates meetings between all the stakeholders in the child's education. Our district's unique Family Resource Center provides a range of services and assistance, such as tutoring, enrichment programs, and community resources. Open House is an opportunity to showcase students' projects and learning. Merced offers a series of meetings to address the needs of all students which include topics requested by parents. These workshops might address areas such as Common Core Standards, Special Education, English learners, strategies to use at home to support a child's education, school assignments, effective use of technology, among others.

Parents have multiple opportunities to become active participants in their child's education. Parent activities include:

- Humanitarian Service Projects
- PTA
- School Site Council
- English Language Advisory Committee
- School Site Council
- Parent Education Activities (e.g. Food Nutrition Workshop, Parent University Sessions)
- WCUSD Committees
- Parent Volunteer Program
- Award Assemblies
- Visual and Performing Art Presentations
- Parent Participation in Career Day
- School-Sponsored Events
- Sports
- School Beautification
- Field trips
- Fundraising

If you are interested in becoming involved, please contact the school principal, Dr. Damian Kessler, at (626) 931-1700.

## 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.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.2	0.0	0.2	1.7	1.3	0.7	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Merced believes that all children deserve to be in a safe learning environment in which they can learn the necessary skills to successfully navigate life academically, professionally, and socially. Many Merced students need additional socio-emotional support. Our teachers address this need through a research-based process (Capturing Kids' Hearts) and by building meaningful productive relationships with students.

Every year, the school reviews its safety plan in accordance with District guidelines. The plan is reviewed with parents, faculty, and student groups. In addition, Merced holds monthly emergency drills; which include: 1) earthquake, 2) fire, 3) lockdown, and 4) armed intruder. On Wednesday, December 18, 2019, Merced Elementary School Safety Plan was approved by the School Site Council. Prior to its approval, the plan was reviewed by the school's Safety Committee, a group of parents, teachers, and the school administration. Merced's Safety Plan provides appropriate programs and strategies to ensure the safety of students, parents, and staff members and includes: a) Child Abuse Reporting Procedures, b) Disaster Response Procedures, c) Disaster Preparedness Drill Log, d) Discipline Policies, e) Procedures for Notifying Teachers About Dangerous Pupils, f) Discrimination, Harassment, Bullying and Hate Crime Policies/Procedures, g) School-wide Dress Code Prohibiting Gang-Related Apparel, h) Procedures for Safe Ingress and Egress from school, i) Procedures to Ensure a Safe and Orderly Environment, j) Rules and Procedures on School Discipline, k) Crisis Intervention Handbook, and l) Suicide Risk Assessment Handbook.

## 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.

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

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		4		21	4	1		26		6	
1	24		4		23		4		24		3	
2	24		4		24		4		24		4	
3	24		4		25		4		26		4	
4	31		3		34			3	32		3	
5	32		3		30		3		32		3	
Other**												

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0

\*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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,661	\$402	\$5,710	\$77,924
District	N/A	N/A	\$6,631	\$77,818.00
Percent Difference - School Site and District	N/A	N/A	-14.9	-0.5
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-26.6	2.2

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.

## Types of Services Funded (Fiscal Year 2018-19)

Merced uses a variety of instructional programs to support the needs of its diverse population. Such programs include i-Ready, 95% Group, Words Their Way, Burton Reading, and SIPPS among others.

### English Learners:

Every year, students identified as English Learners take the English Language Proficiency Assessments for California (ELPAC) to assess and monitor their progress toward English Proficiency. These students receive support during reading and content-area instruction. Merced teachers incorporate a variety of activities to help their English Learners students acquire the language and literacy skills to be successful in school and beyond. Such activities may include: 1) explicit and intensive academic vocabulary instruction through a variety of instructional activities, 2) integrated oral and written language instruction within the content area, 3) plenty of opportunities to practice oral language and 4) small group, targeted instruction.

### Intervention:

Merced offers a comprehensive intervention program during regular school hours and during after school hours for students who need additional support. Students who do not make adequate progress are referred to the Student Success Team (SST), which includes: teachers, students (as appropriate), parents, the school psychologist (when needed), and the school administration. These students are monitored on a regular basis by their classroom teacher, Teacher on Special Assignment (TOSA), and the school administration. Four times a week, the school TOSA and the reading support teachers work with small groups of students from Kindergarten through fourth grade to build foundational reading and literacy skills.

### Gifted and Talented Education:

The Gifted and Talented Education Program (GATE) provides opportunities for students whose abilities and talents have been identified as exceptional or advanced. These students receive differentiated instruction during regular school hours or during the after school hours in the form of individual assignments, special projects, or extracurricular activities.

### Special Education:

Students with special needs receive a full range of options to meet their educational needs in the least restrictive environment (LRE). When a child is identified as possibly needing special education services, the Student Success Team (SST) meets with the program specialist to identify the student's strengths, discuss any concerns about the student at the school, review interventions already tried, design/modify an action plan, and provide support. When it is appropriate, a student may receive an Individual Education Plan (IEP), which includes a referral to the Education Specialist, placement options such as specialized academic support, full inclusion, or if needed, a Special Day Class, speech services, or any other additional related services.

**Foster Youth:**

Merced has assigned a site liaison for foster/homeless youth whose role is to provide support to the student and his/her family. The liaison greets new students, monitors their progress, and meets with the families and students to provide assistance. Foster youth and homeless students have access to resources such as counseling, academic support, school supplies, or referrals to external agencies.

**Low-income or Homeless Students:**

Children living in poverty have a higher risk of developing a variety of social, emotional, and behavioral problems. Students whose families are experiencing financial hardship receive additional emotional or academic support to succeed at school. These students might be referred for counseling during school hours or to receive additional academic support during or after school hours.

**Teacher and Administrative Salaries (Fiscal Year 2017-18)**

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$49,169	\$49,084
<b>Mid-Range Teacher Salary</b>	\$79,590	\$76,091
<b>Highest Teacher Salary</b>	\$98,477	\$95,728
<b>Average Principal Salary (Elementary)</b>	\$125,157	\$118,990
<b>Average Principal Salary (Middle)</b>	\$129,176	\$125,674
<b>Average Principal Salary (High)</b>	\$151,022	\$137,589
<b>Superintendent Salary</b>	\$291,164	\$230,096
<b>Percent of Budget for Teacher Salaries</b>	33%	35%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	35	32	65

Merced teachers continuously work on gaining a deeper comprehension of how to implement the Common Core State Standards (CCSS). Merced's professional development supports programs that consider the needs of all children in the school; especially, those at risk of not meeting the state academic content standards. The certificated and classified personnel at Merced participate in a variety of professional development activities. Full-day professional development workshops are scheduled before the start of the school year and in January.

In addition, every Wednesday, students are dismissed an hour earlier to allow time for building teacher capacity. During that time, Merced teachers meet for one hour, for professional development or collaboration time. Professional development workshops are presented by the school principal, the school TOSA, members of the leadership team, selected teachers, district TOSA, or external consultants. Some of the topics planned to be covered during the 2019-2020 school year include i-Ready Math, Eureka Math, Response to Intervention (RtI), Technology Application in the Classroom, Benchmark Advance, CAASPP Interim, and Summative Assessments, Early Literacy, Reading and Writing Strategies, Vocabulary, Fluency, and Capturing Kids' Hearts, among others. During grade-level meetings, teachers analyze student data, latest teaching strategies, study pacing guides, create assessments, or collaborate on lesson planning. The reading support specialists and school TOSA also meet during this time or join different grade levels to monitor student progress in literacy. Vertical articulation among grade levels also takes place on Wednesdays. Consecutive grade levels analyze student progress throughout the years, common standards, and expectations for each grade level. During the year, the School Principal meets with each grade level and the support team to review the assessment plan, to make sure that interventions are in place to meet the needs of struggling students and to guarantee that the school is moving in the right direction to reach its goals for student achievement. Professional development is also offered to Merced's paraprofessionals to emphasize that in-class differentiated instruction meets the academic needs of all our students. During the 2019-2020 school year, Merced teachers will have multiple opportunities to attend conferences and workshops. These include Kindergarten Conference, iSTEAM, Growth Mindset, and CUE, among others.