

Merlinda 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	Merlinda Elementary School
Street	1120 South Valinda Avenue
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 931-1720
Principal	Rochelle Johnson-Evans, Ed.D.
Email Address	rjevans@wcusd.org
Website	http://merlinda.wcusd.org/
County-District-School (CDS) Code	19-65094-6023493

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

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

Merlinda Elementary School serves approximately 534 students in grades Transitional Kindergarten through sixth. Our mission is to build a solid educational foundation in a nurturing and safe environment to ensure all students are college and career ready. The primary focus is on developing our students as respectful, responsible, safe, and knowledgeable critical thinkers every day through their learning of 21st-century California State Standards.

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 Foster Youth Liaison has welcome meetings with foster youth to ensure they have all the necessary resources to be successful.

Our regular school day is from 7:38 AM to 1:48 PM for grades 1 through 6. TK/Kindergarten regular dismissal is 1:38 PM. Every Wednesday is an early release day with dismissal at 12:48 PM in grades 1 through 6 and 12:38 PM in TK/Kindergarten so teachers can collaborate together and/or participate in professional development activities. Our school doors open at 7:00 AM and close at 3:30 PM daily. We offer after-school program Y-ASES. Our library is open to all students on a daily basis for ongoing checkout of books needed for our extensive reading program. We make extensive use of educational technology. Each Kindergarten through 6th-grade student is provided with an electronic device to check out for the school year. Technology is part of our daily academic program at Merlinda Elementary School.

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

Grade Level	Number of Students
Kindergarten	91
Grade 1	73
Grade 2	78
Grade 3	77
Grade 4	71
Grade 5	79
Grade 6	77
Total Enrollment	546

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
Asian	10.4
Filipino	3.7
Hispanic or Latino	80.8
Native Hawaiian or Pacific Islander	0.2
White	3.3
Socioeconomically Disadvantaged	77.3
English Learners	14.3
Students with Disabilities	11.7
Foster Youth	0.5
Homeless	22

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	30	27	24	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) National Geographic Learning & Cengage Learning (2017)	Yes	0%
Mathematics	Great Minds, LLC, Eureka Math (2015) <ul style="list-style-type: none"> Not selected from the 2014 list of standards-based materials adopted by the State Board of Education. Materials have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards. McGraw-Hill, California Math (2015) <ul style="list-style-type: none"> Not selected from the 2014 list of standards-based materials adopted by the State Board of Education. Materials that have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards are being evaluated and piloted. 	No	0%
Science	Macmillan/McGraw Hill, California Science (2008) Prentice Hall, Focus on Science (2008) <ul style="list-style-type: none"> Not selected from the 2018 list of standards-based materials adopted by the State Board of Education. New materials from the list have not been evaluated and piloted. Instructional staff adapts materials in alignment with 2016 standards and framework. 	No	0%

History-Social Science	<p>Pearson Scott Foresman, California History-Social Science (2006)</p> <ul style="list-style-type: none"> • Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework. <p>Glencoe, Discovering our Past (2007)</p> <ul style="list-style-type: none"> • Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework. 	No	0%
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School Facility Conditions and Planned Improvements (Most Recent Year)

Merlinda 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. In addition, the fire equipment and emergency systems were tested and appeared to be functioning properly. New playground equipment was installed using Bond funds. 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. School grounds were also found in clean, safe and functional condition.

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: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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)	62	55	53	51	50	50
Mathematics (grades 3-8 and 11)	48	47	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	304	301	99.01	0.99	55.15
Male	159	156	98.11	1.89	50.64
Female	145	145	100.00	0.00	60.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	31	29	93.55	6.45	65.52
Filipino	--	--	--	--	--
Hispanic or Latino	248	247	99.60	0.40	53.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	61.54
Two or More Races					
Socioeconomically Disadvantaged	239	237	99.16	0.84	51.05
English Learners	79	76	96.20	3.80	40.79
Students with Disabilities	43	43	100.00	0.00	20.93
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	69	69	100.00	0.00	65.22

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	304	300	98.68	1.32	47.33
Male	159	155	97.48	2.52	51.61
Female	145	145	100.00	0.00	42.76

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	31	29	93.55	6.45	82.76
Filipino	--	--	--	--	--
Hispanic or Latino	248	246	99.19	0.81	39.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	69.23
Two or More Races					
Socioeconomically Disadvantaged	239	236	98.74	1.26	42.80
English Learners	79	76	96.20	3.80	35.53
Students with Disabilities	43	43	100.00	0.00	11.63
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	69	68	98.55	1.45	58.82

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	29.5	17.9	9.0

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)

We believe that it takes the entire community to achieve success, and parents are a vital part of the educational process. We treasure our parent volunteers at Merlinda and encourage every parent or guardian to volunteer or participate in their child's education. The School Plan for Student Achievement (SPSA) and annual budget approvals are made by our School Site Council (SSC), which includes an equal number of parents and school staff members. Merlinda has parental representation on the District English Learner Advisory Committee (DELAC) and Local Control Accountability Plan Committee, which is the plan that guides and appropriates our use of state funds. Our Special Education Parent Liaison, Maria Martinez, is a parent volunteer who supports and provides guidance to parents who have students with disabilities. Our 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.

Merlinda offers parent workshops as part of our commitment to support students' learning at home. Our Parent-Teacher Association (PTA) is very active with over 318 members who support our educational program, assist in paying for field trips and other school-wide activities/events. To become a PTA member, please contact PTA President Elizabeth Vargas at (626) 931-1720.

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
Suspensions	0.2	0.2	0.0	1.7	1.3	0.7	3.6	3.5	3.5
Expulsions	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)

Merlinda Elementary School Safety Plan was last updated, reviewed, and approved by the School Site Council on December 5, 2019. The Safety Plan was also presented to the staff on December 17, 2019 and subsequently discussed with a group of students. Our safety plan provides attendance and suspension/expulsion data as well as the 2018-2019 climate survey data; child abuse reporting procedures; disaster response procedure; disaster preparedness drill log (fire, earthquake, and active shooter); suspension and expulsion policies; procedures for notifying teachers about dangerous pupils, discrimination, harassment bullying and hate crime policies/procedures; school-wide dress code prohibiting gang-related apparel; procedures for safe ingress and egress from school; procedures to ensure safe and orderly environment (social climate and physical climate); rules and procedures on school discipline; crisis intervention; and suicide risk assessment.

Merlinda Elementary School seeks to create a learning environment that encourages high expectations for success through developmentally appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with students and staff using Capturing Kids' Hearts strategies. We strive to have our parents, teachers, and community members actively involved in our students' learning.

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	20	1	4		22	1	5		16	5	1	
1	24		3		26		3		23		3	
2	23		3		26		3		25		3	
3	18	2	2		22		3		26		3	
4	30		2		29		2		28		2	
5	32		4		30		3		22	1	3	
6	23	6	18		21	6	24		20	6	18	
Other**					6	1			5	1		

*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)	4.5

*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	\$7,110	\$1,194	\$5,916	\$83,050
District	N/A	N/A	\$6,661	\$77,818.00
Percent Difference - School Site and District	N/A	N/A	-11.8	5.7
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-23.1	8.4

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)

Merlinda implements a comprehensive and balanced reading program. We provide reading intervention four days a week for students in grades Kindergarten through 4th grade to achieve our district's goal that all students will read at grade level by 4th grade. All students, including our English Learners, Foster Youth, Homeless, Socioeconomically Disadvantage Population, Title I, and Students with Disabilities are closely monitored as part of our LCAP goals. Students identified as English Learners take the ELPAC on an annual basis to determine levels of English proficiency. English Learners participate in a Structured English Immersion program and receive daily English Language Development instruction for 30 minutes from their classroom teachers. English Learners at level 1 or level 2 of English proficiency are provided with primary language support from a bilingual instructional aide and take part in the Rosetta Stone program.

Students with special needs are accommodated in the least restrictive environment. The Individual Education Plan (IEP) team develops a plan for students with learning, emotional, social, and/or developmental disabilities.

The Gifted and Talented Education (GATE) program is provided to students in third through sixth grades who have met the District criteria for participation in the GATE program. GATE students receive in-class differentiated instruction and optional projects as made available through our GATE program. Merlinda also offers after-school enrichment to all GATE students.

Funds are also utilized to further develop our educational technology programs.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,169	\$49,084
Mid-Range Teacher Salary	\$79,590	\$76,091
Highest Teacher Salary	\$98,477	\$95,728
Average Principal Salary (Elementary)	\$125,157	\$118,990
Average Principal Salary (Middle)	\$129,176	\$125,674
Average Principal Salary (High)	\$151,022	\$137,589
Superintendent Salary	\$291,164	\$230,096
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	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	38	38	40

Professional development is essential to our success as we sharpen our skills in working together to increase student achievement. Merlinda staff members participate in a variety of staff development activities. During the 2018-19 school year, the total number of days for professional development was 8 full days and 30 after school meetings. For our current school year 2019-20, the total number of days estimated for professional development is 10 full days and 30 after school meetings. Professional development is provided for all certificated and classified staff to enhance strategies for improving student achievement. Trainings are held on-site, at the district office, and within the broader educational community (conferences). We focus our professional development on best strategies that address the needs of all children in the school, in particular, the needs of low-achieving students, English learners, Foster Youth/Homeless, low income (SED, Students with Disabilities (SWD), and other student groups at risk of not meeting state content standards.