

Merced Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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

Contact Information (School Year 2017-18)

School 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 A. Kessler, Ed.D.
E-mail Address	dkessler@wcusd.org
Web Site	http://merced.wcusd.org/
CDS Code	19-65094-6023485

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

School Description and Mission Statement (School Year 2017-18)

Merced Elementary School, being highly celebrated, has received commendations including the National Blue Ribbon School of Excellence, California Distinguished School, Title One Achieving School Award, California Academic Achievement Award, California Business Honor Roll for Educational Excellence, California Golden Bell for Exceptional Academic Achievement, and the California EISS Award. Merced's mission is to build a strong commitment to academic achievement for all students through our guiding principle of continually "Building on Excellence." It is our cumulative responsibility to provide a strong academic foundation and guidance in developing strong leadership and citizenship skills.

The school is enriched by a well-stocked library, staffed by a six-hour library clerk each day. Student textbooks are up-to-date to support their learning, while new textbooks are adopted in accordance with the district's textbook adoption cycle. The school maintains an inventory to identify, store and account for its valuable property. Sports, recreational and playground equipment is available to all students, along with afterschool opportunities to participate in intramural sporting activities.

Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. The Special Education teachers work collaboratively with the General Education teachers to plan instructional opportunities aligned to 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 for intervention as needed to help address any achievement gaps.

Merced will dedicate its focus on citizenship and academics with engagement and critical thinking, problem solving, understanding informational literacy, participating in post-secondary and career options. It is evident that all Merced students are positive about their learning experiences and arrive happy and eager to learn. This embraces the California State Standards and provides the fundamentals in order to better prepare our scholars for 21st Century skills.

Major Achievements

- 2015 Top WCUSD Public Elementary CAASP Score in both ELA & Math
- 2015 WCUSD Board Recognition for Meeting PTA Membership Goals
- 2015 Honor Roll School Campaign for Business & Education Excellence
- 2014 Business for Education Excellence Honor Roll School
- 2013 Honor Roll STAR School California Business for Education Excellence
- 2013 Title I Academic Achievement Award
- 2013 Top WCUSD Public Elementary API Score in both ELA & Math
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- 2012 Top WCUSD Public Elementary API Score in both ELA & Math
- 2011 National Blue Ribbon School of Excellence
- 2011 Title I Academic Achievement Award
- 2010 Title I Academic Achievement Award
- 2010 California Distinguished School Award
- 2009 California Business for Education Excellence Honor Roll School
- 2005 Bravo! School of Distinction for Visual and Performing Arts
- 2004 California Academic Achievement Award
- 2003 California Distinguished School Award
- 2003 National Blue Ribbon School of Excellence

- 2003 California Title I Achievement Award
- 2003 Golden Bell Award

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	89
Grade 1	96
Grade 2	96
Grade 3	96
Grade 4	92
Grade 5	95
Total Enrollment	564

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0
Asian	13.8
Filipino	3.9
Hispanic or Latino	72.9
Native Hawaiian or Pacific Islander	0
White	5.7
Two or More Races	0.9
Socioeconomically Disadvantaged	68.1
English Learners	12.4
Students with Disabilities	6.4
Foster Youth	1.6

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23	23	24	465
Without Full Credential	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: January 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Reading & Writing (Benchmark Education Company): adopted in 2017 All grade levels utilize the Benchmark Advance. This program features a foundation in phonemic awareness, word study, fluency, comprehension, vocabulary, text comprehension, spelling and the concepts about learning to read and write. Supplementary instructional materials are an asset in our writing curriculum. In order to improve our Writing program, Merced is presently using "Write From The Beginning (WFTB) " program which incorporates the use of Thinking Maps as tool for student learning.	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Mathematics (Pearson / Scott Foresman 2015 edition): adopted in 2015 All teachers utilize EnVision Mathematics, which is aligned with the state standards. EnVision Mathematics is well organized and conveys the mathematic content efficiently and effectively. A performance assessment combined with a multitude of measures is used to evaluate students' knowledge and ability.	Yes	0%
Science	Science (Harcourt Brace): adopted in 2008 Science learning is hands-on and coordinated with other activities. Our reading curriculum includes multiple science-related theme stories per grade level. Incorporating science with reading and writing helps teach a variety of science skills and makes learning more meaningful and relevant.	Yes	0%
History-Social Science	Social Studies (Scott Foresman): adopted in 2007 We have a Social Studies curriculum which incorporates a variety of subjects such as: Geography, Literature, Government, and History. Students learn about different communities and cultures, past and present. Social Studies enables students to learn a variety of skills as well as improving reading, writing, and critical thinking. Through this curriculum, students learn about sociology and anthropology while gaining an understanding of life on Earth.	Yes	0%
Health	The Harvest of the Month Program gives students an opportunity to try new nutritional foods and learn more about proper nutrition. Also, Merced presently has a 4th Grade class that travels out to the Hurst Ranch for lessons in agriculture, health education, and nutrition. All teachers have received training in how to implement the SPARKS PE program that successfully maximizes the amount of physical activity students get during their 100 minutes of weekly PE. In addition, Merced started implementing the Musical P.E. Program.		
Visual and Performing Arts	Merced provides its students with music lessons through a partnership with iMusic United. We also offer a first and second semester after school choir club led by a former Merced teacher. Most grade levels also participate in at least one performing arts event per year for the community. We also have a Talent Show annually that features student performing art talents.		

School Facility Conditions and Planned Improvements (Most Recent Year)

Merced's over-arching goal is to create a safe school environment for students within the context of a caring and connected school climate. This requires that we foster and support our students' emotional well-being, as well as caring for their physical needs through the school's facilities.

Merced's classrooms and grounds are well-maintained through routine, on-going cleaning and maintenance by school and district staff. Our cafeteria provides healthy food choices for our students in a clean, attractive environment. The campus is well-supervised throughout the day to ensure student safety and promote positive interactions among students. Staff is trained on a regular basis to provide them with the necessary skills to ensure students' safety. The school is well-lit for evening activities and restrooms are well maintained on a daily basis by our custodial staff. In the event of any occurrence of vandalism or graffiti, every attempt is made to remedy the situation as soon as possible to ensure students are not subject to this negative influence. Our school works in close collaboration with local law enforcement officials to ensure that drugs or weapons do not find a home on our school campus, and that the school is secure from any outside criminal activity.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2017				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	62	68	52	52	48	48
Mathematics (grades 3-8 and 11)	59	64	37	38	36	37

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	282	280	99.29	67.86
Male	140	139	99.29	64.03
Female	142	141	99.3	71.63
Black or African American	--	--	--	--
Asian	37	37	100	83.78
Filipino	--	--	--	--
Hispanic or Latino	203	202	99.51	64.36
White	20	19	95	57.89
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	188	187	99.47	59.36
English Learners	59	59	100	57.63
Students with Disabilities	24	23	95.83	21.74
Foster Youth	--	--	--	--

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 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	282	280	99.29	63.57
Male	140	139	99.29	64.03
Female	142	141	99.3	63.12
Black or African American	--	--	--	--
Asian	37	37	100	89.19
Filipino	--	--	--	--
Hispanic or Latino	203	202	99.51	55.94
White	20	19	95	63.16
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	188	187	99.47	55.08
English Learners	59	59	100	64.41
Students with Disabilities	24	23	95.83	17.39
Foster Youth	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	81	80	62	54	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.4	21.6	41.2

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The cornerstone of Merced School is family and community involvement. Teachers and parents are educational partners in support of student learning. Parents have multiple opportunities to become active participants in their child's education. Parent activities include:

- Monthly Family Reading Nights
- Humanitarian Service Projects
- PTA
- English Language Advisory Committee / Rosetta Stone
- School Site Council
- Parent Education Activities (ex. Food Nutrition Workshop, Parent University Sessions)
- WCUSD Committees
- Parent Volunteer Program
- Parent Participation in Award Assemblies, Visual Art Performances, and Parent Education Workshops
- Parent Participation in Career Day and as Classroom Presenters

If you are interested in becoming involved, please contact the interim principal, 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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.3	0.2	0.2	2.3	2.2	1.7	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Certificated supervision for students is provided twenty minutes prior to the start of school and ten minutes after the dismissal time. Students are expected to arrive and depart during those times. All visitors to the school must register in the school office, and sign out upon departure. All visitors and volunteers are required to wear a tag identifying them as either a volunteer or visitor. Our School Safety Plan is revised annually. Our District Emergency Preparedness Plan is always current. All emergency drills are held on a monthly basis to ensure that all school personnel are prepared to deal with any situation that might arise. The School Safety Plan was last reviewed and updated with parents and staff in January, 2018.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	42.9

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4			23	1	3		22		4	
1	24		4		23		4		24		4	
2	24		4		23		4		24		4	
3	24		4		24		4		24		4	
4	31		3		31		3		31		3	
5	29		3		30		3		32		3	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5,811	\$383	\$5,429	\$79,313
District	N/A	N/A	\$5,926	\$76,863
Percent Difference: School Site and District	N/A	N/A	-8.4	3.2
State	N/A	N/A	\$6,574	\$74,476
Percent Difference: School Site and State	N/A	N/A	-17.4	6.5

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

Types of Services Funded (Fiscal Year 2016-17)

Merced receives funding that helps provide services for Title I, Gifted And Talented Education (GATE) , Socio-economically Disadvantaged, Special Education, Homeless, and Foster students. Through these funds we provide after school tutoring, supplemental resources, intervention, targeted monitoring, and improvements in technology. The school has an assigned staff member (Teacher on Special Assignment - TOSA) who monitors the needs and services of our Homeless and Foster students. In addition, we receive additional funds through school fundraisers for assemblies, PE equipment, and field trips.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,727	\$46,511
Mid-Range Teacher Salary	\$77,257	\$73,293
Highest Teacher Salary	\$95,590	\$92,082
Average Principal Salary (Elementary)	\$121,488	\$113,263
Average Principal Salary (Middle)	\$125,389	\$120,172
Average Principal Salary (High)	\$139,408	\$131,203
Superintendent Salary	\$244,950	\$213,732
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

The certificated and classified personnel at Merced participate in a variety of appropriate professional development activities. Full day professional development days are accomplished before the start of the school year and in January of the school year for a total of 2 full days.

In addition, Merced School provides an average of 60 hours of professional development to the staff per year. This is offered an hour weekly on Wednesdays, from 1:30 pm to 2:30 pm. This weekly staff development is administered in two ways: the staff meets as a whole twice a month and in grade level groups twice a month. The focus of Professional Developments for the 2017-18 school year has been multifaceted. Several of the areas of focus include (but not limited to): K-3 Reading Initiative, Technology Application in the Classroom, Accelerated Math, and Capturing Kids Hearts.