

Merlinda Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School 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.
E-mail Address	rjevans@wcusd.org
Web Site	http://merlinda.wcusd.org/
CDS Code	19-65094-6023493

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 2018-19)

Merlinda Elementary School, Home of the Mighty Mustangs, is one of eight elementary schools in the West Covina Unified School District. Merlinda Elementary serves approximately 543 students in grades Transitional Kindergarten through sixth. Our 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. Every student will develop his/her character and become proficient or advanced in reading, writing, and math. We work diligently to provide a school environment that maximizes learning for all students and encourages students to be active participants in their educational journey. At Merlinda Elementary, we celebrate the rich diversity of our students and our community. We continually look for ways to maximize our time and efforts by focusing on what is important for students to learn, the most effective ways in which to teach, and how to prepare our students to be productive citizens. We give students opportunities to use what they learn to make decisions and solve problems in their daily, social, and academic lives. Professional development is essential to our success as we sharpen our skills in working together to increase student achievement. Every student has access to textbooks in the core subjects. Supplemental materials and instructional programs are provided as needed to enhance instruction for our diverse population. We also offer field trips and incentives to increase literacy, attendance, and citizenship. In addition to our core curriculum, we provide a wide variety of programs and services to our students including Lexia, SIPPS, Accelerated Reader, Achieve 3000, Rosetta Stone, GATE enrichment, during and after school intervention programs. A key focus for Merlinda is the implementation of the K-4 Reading Initiative which is built around the fundamental goal that all students in grades K-4 will reach grade-level proficiency by the end of 4th grade. Targeted, small group instruction based on essential standards, the SIPPS reading program, and ongoing teacher collaboration along with data analyses are the core tenets of our K-4 Reading Initiative.

Merlinda has a rich school culture that focuses on achievement for all students. Teachers work in grade level teams focusing on grade level California State Standards, data analysis, best teaching practices and instructional strategies to ensure that all students reach expected outcomes. The staff works collaboratively across grade levels to create a positive learning climate for students.

The Merlinda Elementary School community continues to diligently work together to raise student achievement. Of 339, 3rd-6th grade students enrolled during the 2017-2018 school year, 336 or 99.1% of students participated in CAASPP English Language Arts/Literacy testing. Sixty-one percent of students either met or exceeded standard with 39% of students nearly meeting or not meeting standard. Of 339, 3rd-6th grade students enrolled during the 2017-2018 school year, 338 or 99.7% of students participated in CAASPP Mathematics testing. Forty-seven percent of students either met or exceeded standard (ten-percent point increase compared with the 2016-2017 school year) and 53% nearly met or did not meet the standard. Our response to intervention program helps teachers, parents and support staff work together for the success of our children. 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.

Our regular school day is from 7:38 AM to 1:48 PM for grades 1-6. TK/Kindergarten regular dismissal is 1:38 PM. Every Wednesday is an early release day with dismissal at 12:48 PM in grades 1-6 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-6th grade student is provided with a computer device to check out for the school year. Technology is part of our academic program daily at Merlinda Elementary School.

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. Also, Merlinda School has a Special Education Parent Liaison to support parents/guardians who have students with disabilities. The Teacher On Special Assignment (TOSA) has welcome meetings with foster youth to ensure they have all the necessary resources to be successful at Merlinda. Moreover, the TOSA monitors their academic progress and recommends for intervention as needed to help address any achievement gaps.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	128
Grade 1	82
Grade 2	79
Grade 3	68
Grade 4	73
Grade 5	81
Grade 6	105
Total Enrollment	616

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.0
Asian	11.4
Filipino	3.7
Hispanic or Latino	78.2
Native Hawaiian or Pacific Islander	0.2
White	3.6
Socioeconomically Disadvantaged	73.9
English Learners	14.4
Students with Disabilities	10.6
Foster Youth	0.5

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	26	30	27	424
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: September 2018

All textbooks and instructional materials used at Merlinda Elementary School are from the most recent adoption in each subject area: Reading/Language Arts, Mathematics, Science, and History-Social Science. Each student is provided with the materials necessary for his/her grade level instruction. In addition to textbooks, local governing board-approved educational technologies are utilized across grade levels.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benchmark Advance (2017)	Yes	0%
Mathematics	Pearson Scott Foresman, enVision Math (2015) McGraw-Hill, California Math (2015)	Yes	0%
Science	Macmillan/McGraw Hill, California Science (2008) Prentice Hall, Focus on Science (2008)	Yes	0%
History-Social Science	Pearson Scott Foresman, California History-Social Science (2006) <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. Glencoe, Discovering our Past (2007) <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. 	No	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
	<ul style="list-style-type: none"> Instructional staff adapts materials in alignment with 2016 standards and framework. 		

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. The playground and school grounds were also found in clean, safe and functional condition. There were no broken/malfunctioning gates, windows or fences found at the school.

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: November 2018		
System Inspected	Repair Status	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	
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 Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
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 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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	53.0	62.0	52.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	38.0	48.0	38.0	38.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	339	336	99.12	61.61
Male	185	182	98.38	57.14
Female	154	154	100.00	66.88
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	34	97.14	73.53
Filipino	--	--	--	--
Hispanic or Latino	274	272	99.27	60.66
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100.00	72.73
Socioeconomically Disadvantaged	254	254	100.00	57.87
English Learners	87	84	96.55	45.24
Students with Disabilities	49	49	100.00	18.37
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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	340	338	99.41	47.93
Male	185	185	100	45.41
Female	155	153	98.71	50.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	35	35	100	71.43
Filipino	--	--	--	--
Hispanic or Latino	275	273	99.27	44.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	45.45
Socioeconomically Disadvantaged	254	253	99.61	44.66
English Learners	87	87	100	37.93
Students with Disabilities	50	49	98	12.24
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.5	19.5	25.6

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

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. Merlinda's 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. Our School Site Council meets on a monthly basis to review and update Merlinda's School Plan for Student Achievement (SPSA). Our English Language Advisory Committee (ELAC) also provides input on the site plan and expenditures. Merlinda also has a parent representative who regularly attends District English Learner Advisory Committee (DELAC) meetings and serves as a liaison between the district office and the school site in regards to matters that pertain to English Learners. Additionally, Merlinda has parental representation on the development of our district's Local Control Accountability Plan, which is the plan that guides and appropriates our use of state funds. Our Special Education Parent Liaison is a parent volunteer who supports and provide guidance to parents who have students with disabilities.

Merlinda, in conjunction with our district office, offers monthly parent workshops as part of our Parent University. Topics include: English Language Arts & Literacy Standards, Math Standards, CAASPP, Educational Technology, and positive parenting. Our Parent Teacher Association (PTA) is very active with over 318 members who support our educational program, assist in paying for grade level field trips and other school-wide activities/events. In addition, PTA helps plan family events such as the Harvest Festival in October, Dr. Seuss/Read Across America Event in March, our Honorary Service Awards, and 6th grade end of the year activities. To find out how to become a volunteer at our school, please contact our PTA President, Kim Espenoza, 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	0.2	0.2	2.2	1.7	1.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Merlinda Elementary School Safety Plan was last updated and reviewed by the School Site Council for approval on December 6, 2018. The Safety Plan was also presented to the staff on December 19, 2018. Our safety plan provides attendance and suspension/expulsion data as well as the 2017-2018 climate survey data; child abuse reporting procedures; disaster response procedure; disaster preparedness drill log; 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 challenging 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. 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	2015-16				2016-17				2017-18			
	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	24		4		20	1	4		22	1	5	
1	24		2		24		3		26		3	
2	23		3		23		3		26		3	
3	21	1	4		18	2	2		22		3	
4	29		4		30		2		29		2	
5	27		3		32		4		30		3	
6	25	1	3		23	6	18		21	6	24	
Other									6	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

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	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	0	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,829	\$1,182	\$5,647	\$83,263
District	N/A	N/A	\$6,464	\$78,647
Percent Difference: School Site and District	N/A	N/A	-13.5	5.7
State	N/A	N/A	\$7,125	\$76,522
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 2017-18)

Merlinda implements a comprehensive and balanced reading program in grades Kindergarten-4th grade to achieve the West Covina Unified goal that all students will read at grade level by 4th grade. Merlinda School provides a Multi-tier System of Support during the school day as well as after-school intervention to students identified as most needy according to ongoing assessments as part of our response to intervention program. More specifically, our English Learners, Foster Youth, Homeless, Socioeconomically Disadvantage Population, Title I and Students with Disabilities are closely monitored as part of our LCAP goals and Program Improvement requirements. Students identified as English Learners take the California English Language Development Test (CELDT) 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 the Beginning or Early Intermediate levels of English proficiency are provided with primary language support from a bilingual instructional aide and take part in the Rosetta Stone program.

Students not meeting grade-level expectations are provided an ILP (Individual Learning Plan) which is monitored on a quarterly basis. Merlinda implements leveled reading rotations to ensure all students are working at their level of mastery to work toward grade-level proficiency. The use of adopted core literature novels enhances the skills taught during the reading block. Lexia for grades K-6, Achieve 3000 for grades 3-6, and Rosetta Stone for English Learners are all programs used to supplement the instruction of core reading skills, grammar, parts of speech, reading comprehension, reading inference and the writing domain. The use of adopted core literature novels enhances the skills taught during the reading block. Additionally, our TOSA and part-time Reading Support Teachers work with small, targeted, intervention groups at the primary grades as a function of our Reading Initiative/Response to Intervention (RTI) program. Our TOSA also provides professional development to teachers and training and support to parents on an ongoing basis. Funds are utilized to purchase supplemental resources to assist with intervention services. For students who continue to not make adequate academic progress, a Student Success Team (SST) meeting is convened to determine interventions needed. School-wide intervention strategies are provided to assist students in reaching grade-level standards of academic achievement.

Students with special needs are accommodated in the least restrictive environment possible. The Student Success Team (SST) works with educational specialists and when appropriate develops an Individual Education Plan (IEP) for students with learning, emotional, social, and/or developmental disabilities. Services may include a referral to the Educational Specialist, placement for Specialized Academic Instruction, and/or other specialized services.

The Gifted and Talented Education (GATE) program is provided to students in 3-6 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 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,682	\$47,547
Mid-Range Teacher Salary	\$78,802	\$74,775
Highest Teacher Salary	\$97,502	\$93,651
Average Principal Salary (Elementary)	\$123,918	\$116,377
Average Principal Salary (Middle)	\$127,896	\$122,978
Average Principal Salary (High)	\$149,527	\$135,565
Superintendent Salary	\$252,299	\$222,853
Percent of Budget for Teacher Salaries	33.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

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)

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. The school year includes three full days of staff development for all teaching staff, two at the beginning of the school year and another day midway through the year. Additionally, every Wednesday is an early release day so that teachers may attend scheduled grade level collaboration meetings or professional development opportunities. Grade level teams meet regularly to plan lessons based on California Standards, analyze student data, best teaching practices and instructional strategies, and to examine student work to determine intervention needed. The staff works collaboratively across grade levels to create a positive learning climate for students. Our staff has received training on the Benchmark Advance Reading/English Language Arts program, Eureka and iReady Math program to support the teaching and learning of these two core curricular areas. Teachers also participate in professional development to understand and prepare 3rd-6th grade students for the CAASPP interim and summative assessments in ELA/Literacy and Mathematics. Teachers have also been trained in Achieve 3000, DIBELS, SIPPS, as well as teaching strategies to utilize with under-performing sub-groups. The principal conducts annual meetings with all teachers to set objectives at the beginning of every school year. Additionally, data chats are conducted between principal and teachers, in addition to several meetings and observations throughout the school year with the teachers who are being formally observed.

During the 2016-17 school year, the total number of days for professional development was 8 full days and 28 after school meetings. In the 2017-18 school year, the total number of days for professional development was 8 full days and 30 after school meetings on our early release days. For our current school year 2018-19, the total number of days estimated for professional development is 10 full days and 30 after school meetings.