

Merced 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	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@wvusd.org
Web Site	http://merced.wvusd.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 2018-19)

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 after-school opportunities to participate in intramural sporting and enrichment 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 Teacher works 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 dedicates its focus on citizenship and academics with engagement and critical thinking, problem-solving, understanding informational literacy and student postsecondary education or career options. It is evident that all Merced students are positive about their learning experiences and arrive happy and eager to learn. Merced's core mission is to prepare its scholars with 21st Century skills.

Major Achievements:

- 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
- 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 and Math
- 2012 Title I Academic Achievement Award
- 2012 Top WCUSD Public Elementary API Score in both ELA and 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 2017-18)

Grade Level	Number of Students
Kindergarten	105
Grade 1	93
Grade 2	95
Grade 3	100
Grade 4	103
Grade 5	91
Total Enrollment	587

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	13.6
Filipino	4.4
Hispanic or Latino	73.3
Native Hawaiian or Pacific Islander	0.0
White	4.9
Socioeconomically Disadvantaged	68.0
English Learners	11.2
Students with Disabilities	7.0
Foster Youth	1.4

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	23	24	26	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

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)	Yes	0%
Science	Macmillan/McGraw Hill, California 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. 	No	0%

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. 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)	68.0	69.0	52.0	53.0	48.0	50.0
Mathematics (grades 3-8 and 11)	64.0	63.0	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	292	290	99.32	68.97
Male	150	148	98.67	68.24
Female	142	142	100.00	69.72
Black or African American	--	--	--	--
Asian	42	42	100.00	90.48
Filipino	--	--	--	--
Hispanic or Latino	215	214	99.53	62.15
White	14	14	100.00	78.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	196	99.49	61.73
English Learners	62	61	98.39	67.21
Students with Disabilities	29	28	96.55	21.43
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	292	290	99.32	63.45
Male	150	148	98.67	65.54
Female	142	142	100	61.27
Black or African American	--	--	--	--
Asian	42	42	100	83.33
Filipino	--	--	--	--
Hispanic or Latino	215	214	99.53	57.48
White	14	14	100	71.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	196	99.49	56.63
English Learners	62	61	98.39	68.85
Students with Disabilities	29	28	96.55	28.57
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	14.1	28.3	42.4

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)

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:

- Family Reading Nights
- 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.2	0.2	0.0	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)

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. Every year, the school reviews its safety plan in accordance with District guidelines. In addition, Merced holds monthly emergency drills; which include: 1) earthquake, 2) fire, 3) lockdown, and 4) armed intruder. On Wednesday, December 19, 2018, 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	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	23	1	3		22		4		21	4	1	
1	23		4		24		4		23		4	
2	23		4		24		4		24		4	
3	24		4		24		4		25		4	
4	31		3		31		3		34			3
5	30		3		32		3		30		3	

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	.5	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	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	\$5,800	\$350	\$5,450	\$78,233
District	N/A	N/A	\$6,464	\$78,647
Percent Difference: School Site and District	N/A	N/A	-17.0	-0.5
State	N/A	N/A	\$7,125	\$76,522
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 2017-18)

English Learners:

Students identified as English Learners take the English Language Proficiency Assessments for California (ELPAC) every year 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 Learner 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.

At-Risk 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, (older) students, 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) possible. 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/Homeless 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, constantly monitors their progress and meets with the families and students to provide assistance. At Merced, we ensure that foster youth and homeless students have access to resources such as: counseling, academic support, school supplies or external agencies.

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)

Merced teachers continuously work on gaining a deeper comprehension of how to implement the Common Core State Standards (CCSS). Our professional development focuses on CCSS grade-level standards to help ensure collaboration and shared understanding. 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 2018-2019 school year include: iReady 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 2016-17 school year, Merced teachers participated in 5 full days of professional development and 30 after school meetings. In the 2017-18 school year, Merced teachers participated in 7 full days of professional development and 28 after school meetings. For the 2018-19 school year, all Merced teachers are scheduled to attend, at least, 4 full days of professional development and 28 after school meetings.

During the 2018-2019 school year, Merced teachers will have plenty of opportunities to attend conferences and workshops. These include CAASPP Institute, Transitional Kindergarten Conference, Eureka Conference, California Science Education Conference, Response to Intervention Conference, Growth Mindset Conference, Special Education Conference, and CUE Conference. The school's Special Education Teacher will attend diverse workshops and conferences to improve her practice and collaboration with general education teachers. Such activities will include co-teaching, special education reading certification or SELPA training, among others.

The school TOSA is well-trained in all the present District and School site professional development goals including, but not limited to: Write from the Beginning and Beyond (WftBB), Thinking Maps (TM), Engagement Strategies, Eureka Math, iReady, Project Based Learning (PBL), English Learner Pathway to Proficiency (EL PTP), and Response to Intervention (RtI), among others. Our TOSA assists teachers in better implementing diverse strategies in the classroom and participates in diverse training, conferences or workshops aimed at implementing/updating 21st-century technology in the classroom.