Richard M. Moon Primary 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	Richard M. Moon Primary School
Street	319 North Reinway Ave.
City, State, Zip	Waterford, CA 95386-9187
Phone Number	(209) 847-2371
Principal	Maria Tillery
Email Address	mtillery@waterford.k12.ca.us
Website	https://www.waterford.k12.ca.us/o/richard-m-moon-primary
County-District-School (CDS) Code	50755720118513

Entity	Contact Information
District Name	Waterford Unified School District
Phone Number	(209) 874-1809
Superintendent	Dr. Don Davis
Email Address	dondavis@waterford.k12.ca.us
Website	https://www.waterford.k12.ca.us/

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

Richard M. Moon Primary School serves children from Transitional Kindergarten through third grade (544 students). Moon has a strong tradition of academic success and continues to thrive. We believe that ALL children can learn; achievement and growth should be celebrated; that being positive can inspire and affect learning positively, and that school should be rigorous and FUN. We have a diverse student population and seek to meet the needs of all of our students through strategic instruction. We are committed to implementing the best teaching strategies possible in our classrooms.

During the 2018-2019 school year, we focused on Targeted Small Group Reading Instruction, providing instruction to all students at their reading level, with the goal of 80% or more students leaving third grade reading on grade level. For the students at risk in reading, we supplement Targeted Small Group with Intensive Small Group Instruction utilizing Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (S.I.P.P.S.). Other areas of focus are strategic first instruction to improve Academic Language Development, Mathematics and implementation of the California State Standards, and the emphasis on the social-emotional well being of the students at Richard M. Moon Primary School.

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

Grade Level	Number of Students
Kindergarten	169
Grade 1	121
Grade 2	117
Grade 3	133
Total Enrollment	540

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	1.9
Hispanic or Latino	67
Native Hawaiian or Pacific Islander	0.2
White	28.7
Two or More Races	0.9
Socioeconomically Disadvantaged	85.9
English Learners	37.4
Students with Disabilities	7.6
Foster Youth	0.4
Homeless	0.2

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	25	25	78
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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: May 2019

The District conducts regular checks on student materials before departing for the summer. Throughout the school year, the District looks for materials needs. This year, the District looked at Go Math as the core curriculum for student with special needs.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced CA 2015	Yes	0%
Mathematics	My Math - McGrawHill 2018	Yes	0%
Science	Scott Foresman 2000	Yes	0%
History-Social Science	Scott Foresman 2001	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our buildings are in good condition and are well maintained. We have extensive playing fields on our campus, as well as a playground for first and second graders and a separate kindergarten playground. District maintenance picks up litter, removes graffiti, and maintains landscaping on a weekly schedule.

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: August 6, 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	
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)	40	34	46	47	50	50
Mathematics (grades 3-8 and 11)	33	32	27	24	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	127	127	100.00	0.00	33.86
Male	66	66	100.00	0.00	31.82
Female	61	61	100.00	0.00	36.07
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	78	78	100.00	0.00	28.21
Native Hawaiian or Pacific Islander					
White	40	40	100.00	0.00	40.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	112	112	100.00	0.00	32.14
English Learners	54	54	100.00	0.00	25.93
Students with Disabilities	17	17	100.00	0.00	11.76
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

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	127	127	100.00	0.00	31.50
Male	66	66	100.00	0.00	30.30
Female	61	61	100.00	0.00	32.79
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	78	78	100.00	0.00	25.64
Native Hawaiian or Pacific Islander					
White	40	40	100.00	0.00	42.50
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	112	112	100.00	0.00	29.46
English Learners	54	54	100.00	0.00	31.48
Students with Disabilities	17	17	100.00	0.00	5.88
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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			

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)

There are many ways that parents can be involved in their child's education at Richard M. Moon Primary School. First, we encourage all parents to volunteer in their child's classroom. Other opportunities for parental involvement are School Site Council, which allows parents to help develop the school site plan and allocate Moon's categorical budget. We also support parental involvement through the Kindergarten Readiness Night prior to the end of school, for our incoming kindergartners, providing new parents information about Moon and materials to help them work with their child over the summer to be better prepared for school. Prior to the start of school, we hold our Back to School Night, informing parents about our school, how they can be involved, and support their child. We have Parent/Teacher Conferences throughout the year to inform parents about their child's academic progress. Lastly, we have Open House in the Spring, to have parents visit their child's classroom and see the progress that has occurred over the course of the year. Parents are also encouraged to participate monthly in health, emotional well-being, and craft workshops. For information about getting involved at our school, please contact Lisa Brewer at (209) 874-2371.

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	1.0	1.0	0.6	3.1	2.9	3.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The principal and staff monitor the school grounds continually. The principal and the head of maintenance do monthly inspections to ensure the safety of our campus. All visitors to the campus sign in through the school office and receive a visitor's pass.The WUSD safety plan was modified and reviewed in March, 2019, which is also updated annually and presented to the school board. Fire drills are held monthly, lockdown drills twice a year, and earthquake drills four times a year as per the California education code.

To support student social-emotional health as it can be impacted through the use of social media, the district has implemented an application that can be used on student devices and online, which is anonymous, but students can/may leave his/her name - the app is called STOPit. This application can also be used by students to report any bullying and/or concerns he/she may encounter at school or on the way to or from school. In efforts to maintain a safe campus, all schools are utilizing a check-in system that requires each visitor to have proper identification and declare the visitor's destination on campus. The RAPTOR system also checks all visitors for individuals who are on the online system for Megan's Law.

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	21	1	6		27		7		24		7	
1	23		6		22		5		24		4	
2	23		6		27		5		23		5	
3	27		4		23	1	5		23	1	5	
Other**	13	1							24		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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,177.74	$479.47	$435.72	$81,961.21
District	N/A	N/A	$7,251.10	$77,155.00
Percent Difference - School Site and District	N/A	N/A	-177.3	6.0

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	$7,506.64	$72,949.00
Percent Difference - School Site and State	N/A	N/A	-178.1	11.6

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)

State funding that is allocated for specific purposes are used to support the instructional programs in the classroom, allowing teachers to attend trainings, and it provides for other supplemental classroom material needs. An example is the support of implementing Targeted Small Group Instruction in reading, Intensive Small Group Instruction in reading, California State Standards, Mathematics, and Academic Language Development and Social Emotional/Social Skills support.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51,012	$46,208
Mid-Range Teacher Salary	$75,122	$72,218
Highest Teacher Salary	$96,328	$92,742
Average Principal Salary (Elementary)	$115,182	$134,864
Average Principal Salary (Middle)	$111,440	$118,220
Average Principal Salary (High)	$123,638	$127,356
Superintendent Salary	$179,093	$186,823
Percent of Budget for Teacher Salaries	29%	33%
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	3	4	4

Four days a year are dedicated to staff development, as well as every Wednesday minimum days to support teacher growth and improvement of instruction.

Staff development days are devoted to improving English Language Development, and reading achievement through Targeted Small Group Instruction. Along with staff development, monthly data reviews are utilized to help guide areas of improvement or celebration.