

# **Richard M. Moon Primary School**

School Accountability Report Card, 2010–2011  
Waterford Unified School District



» An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school.



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**SCHOOL WISE PRESS**

# Richard M. Moon Primary School

## School Accountability Report Card, 2010–2011 Waterford Unified School District

This School Accountability Report Card (SARC) provides information that can be used to evaluate and compare schools. State and federal laws require all schools to publish a SARC each year.

The information in this report represents the 2010–2011 school year, not the current school year. In most cases, this is the most recent data available. We present our school's results next to those of the average elementary school in the county and state to provide the most meaningful and fair comparisons. To find additional facts about our school online, please use the [DataQuest](#) tool offered by the California Department of Education.

Please note that words that appear in a smaller, bold typeface are links in the online version of this report to more information. You can find a list of those linked words and their Web page URLs at:

[http://www.schoolwisepress.com/sarc/links\\_2011\\_en.html](http://www.schoolwisepress.com/sarc/links_2011_en.html)

Reports about other schools are available on the [California Department of Education Web site](#). Internet access is available in local libraries.

If you have any questions related to this report, or would like to request a hardcopy version, please contact our school office.

### How to Contact Our School

319 North Reinway Avenue  
Waterford, CA 95386  
Principal: Steve Kuykendall  
Phone: (209) 847-2371

### How to Contact Our District

219 North Reinway  
Waterford, CA 95386  
Phone: (209) 874-1809  
<http://www1.waterford.k12.ca.us/>



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# Richard M. Moon Primary School

School Accountability Report Card, 2010–2011  
Waterford Unified School District



## » Principal's Message

Richard M. Moon Primary School is a K–2 school that has a strong tradition of academic success. We have a diverse student population and seek to meet the needs of all of our students through solid first instruction. We are committed to implementing the best teaching strategies possible in our classrooms. During the 2010–2011 school year we focused on strategic first instruction and continued to use Board Language and Board Math teaching methods to supplement language arts and mathematics. Our current challenge is continuing to make growth at the rate established by No Child Left Behind for student achievement.

Steve Kuykendall, PRINCIPAL

**Grade range  
and calendar**

**K–2**

**TRADITIONAL**

**Academic  
Performance Index**

**780**

County Average: 799

State Average: 807

**Student enrollment**

**389**

County Average: 508

State Average: 534

**Teachers**

**20**

**Students per teacher**

**19**

**Major Achievements**

- In the 2010–2011 school year, teachers focused their efforts on effective first teaching and making certain that all students are engaged during the day in grade-level curriculum. These efforts included structuring our classrooms to ensure the most time on task for students by implementing solid classroom procedures as well as using Strategic Teaching techniques. We also used Board Math and Board Language teaching methods schoolwide with solid results; these methods are proven to help students attain the mathematics and language arts standards.

**Focus for Improvement**

- We continue to focus on Strategic Teaching, Board Math, and Board Language in all classrooms.
- Use the Six Traits of Writing to support writing in core language arts classrooms.

## MEASURES OF PROGRESS

### Academic Performance Index

The Academic Performance Index (API) is California's way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. It is also used to compare schools in a statewide ranking system. The California Department of Education (CDE) calculates a school's API using student test results from the California Standards Tests and, for high schools, the California High School Exit Exam (CAHSEE). APIs range from 200 to 1000. The CDE expects all schools to eventually obtain APIs of at least 800. [Additional information on the API](#) can be found on the CDE Web site.

Moon Primary's API was 780 (out of 1000). This is an increase of 1 point compared with last year's API. All students took the test. You can find three years of detailed API results in the Data Almanac that accompanies this report.

**API RANKINGS:** Based on our 2009–2010 test results, we started the 2010–2011 school year with a base API of 779. The state ranks all schools according to this score on a scale from 1 to 10 (10 being highest). Compared with all elementary schools in California, our school ranked 4 out of 10.

**SIMILAR SCHOOL RANKINGS:** We also received a second ranking that compared us with the 100 schools with the most similar students, teachers, and class sizes. Compared with these schools, our school ranked 1 out of 10. The CDE recalculates this factor every year. To read more about the specific elements included in this calculation, refer to the [CDE Web site](#).

**API GROWTH TARGETS:** Each year the CDE sets specific API "growth targets" for every school. It assigns one growth target for the entire school, and it sets additional targets for ethnic groups, English Learners, special education students, or socioeconomic subgroups of students that make up a significant portion of the student body. Schools are required to meet all of their growth targets. If they do, they may be eligible to apply for awards through the California School Recognition Program and the Title I Achieving Schools Program.

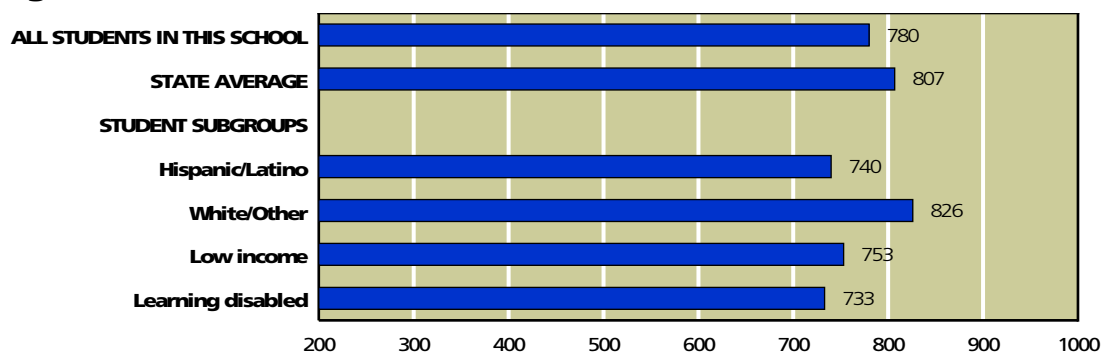
We did not meet some or all of our assigned growth targets during the 2010–2011 school year. Just for reference, 64 percent of elementary schools statewide met their growth targets.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX	
<b>Met schoolwide growth target</b>	<b>No</b>
<b>Met growth target for prior school year</b>	<b>No</b>
<b>API score</b>	<b>780</b>
<b>Growth attained from prior year</b>	<b>+1</b>
<b>Met subgroup* growth targets</b>	<b>No</b>

SOURCE: API based on spring 2011 test cycle. Growth scores alone are displayed and are current as of November 2011.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals.  
R/P - Results pending due to challenge by school.  
N/A - Results not available.

### API, Spring 2011



SOURCE: API based on spring 2011 test cycle. State average represents elementary schools only.

NOTE: Only groups of students that represent at least 15 percent of total enrollment are calculated and displayed as student subgroups.

## Adequate Yearly Progress

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as **No Child Left Behind** (NCLB). This law requires all schools to meet a different goal: **Adequate Yearly Progress** (AYP).

We met 13 out of 15 criteria for yearly progress. Because we fell short in two areas, we did not make AYP. Our school is also on the federal watchlist known as Program Improvement (PI). See the next page for background on this matter and an explanation of the consequences.

To meet AYP, elementary schools must meet three criteria. First, a certain percentage of students must score at or above Proficient levels on the California Standards Tests (CST), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA): 67.6 percent on the English/language arts test and 68.5 percent on the math test. All ethnic, English Learners, special education, and socioeconomic subgroups of students also must meet these goals. Second, the schools must achieve an API of at least 710 or increase the API by one point from the prior year. Third, 95 percent of the student body must take the required standardized tests.

If even one subgroup of students fails to meet just one of the criteria, the school fails to meet AYP. While all schools must report their progress toward meeting AYP, only schools that receive federal funding to help economically disadvantaged students are actually penalized if they fail to meet AYP goals. Schools that do not make AYP for two or more years in a row in the same subject enter **Program Improvement** (PI). They must offer students transfers to other schools in the district and, in their second year in PI, tutoring services as well.

FEDERAL AYP ADEQUATE YEARLY PROGRESS	
<b>Met AYP</b>	<b>No</b>
<b>Met schoolwide participation rate</b>	<b>Yes</b>
<b>Met schoolwide test score goals</b>	<b>No</b>
<b>Met subgroup* participation rate</b>	<b>Yes</b>
<b>Met subgroup* test score goals</b>	<b>No</b>
<b>Met schoolwide API for AYP</b>	<b>Yes</b>
<b>Program Improvement school in 2011</b>	<b>Yes</b>

SOURCE: AYP is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students' test results in the 2010–2011 school year or earlier.

\*Ethnic groups, English Learners, special ed students, or socioeconomic groups of students that make up 15 percent or more of a school's student body. These groups must meet AYP and API goals. R/P - Results pending due to challenge by school. N/A - Results not available.

## Adequate Yearly Progress, Detail by Subgroup

● MET GOAL ● DID NOT MEET GOAL — NOT ENOUGH STUDENTS

	English/Language Arts		Math	
	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 67.6% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 68.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
<b>SCHOOLWIDE RESULTS</b>	●	●	●	●
<b>SUBGROUPS OF STUDENTS</b>				
Low income	●	●	●	●
<b>STUDENTS BY ETHNICITY</b>				
Hispanic/Latino	●	●	●	●
White/Other	●	—	●	—

SOURCE: AYP release of November 2011, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2010–2011 school year. The green dots represent goals we met; red dots indicate goals we missed. Just one red dot means that we failed to meet AYP.

Note: Dashes indicate that too few students were in the category to draw meaningful conclusions. Federal law requires valid test scores from at least 50 students for statistical significance.

## Program Improvement, a Federal Intervention Program

### A BRIEF HISTORY OF OUR SCHOOL'S PLACEMENT IN PROGRAM









**IMPROVEMENT:** Moon Primary has been in Program Improvement (PI) since 2010. In 2011, the school moved one stage lower in the program, from stage (year) 1 to 2. There are five stages in total. In California, 425 elementary schools were in stage 2 of PI as of November 2011.

**THE STAGES OF PROGRAM IMPROVEMENT:** Program Improvement is a five-stage process for monitoring, improving, and, if necessary, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve.

When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each subsequent year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school's closure.

FEDERAL INTERVENTION PROGRAM	
<b>PI</b>	
PROGRAM IMPROVEMENT	
<b>In PI since</b>	<b>2010</b>
<b>Stage of PI</b>	<b>2 of 5</b>
<b>Change in 2011</b>	<b>Moved one stage lower (did not make AYP)</b>

SOURCE: PI status is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students' test results in the 2010–2011 school year or earlier.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET  AYP GOALS MET 
2009	Not in PI	Moon Primary met 14 of the 17 criteria for Adequate Yearly Progress established by the federal law known as No Child Left Behind (NCLB).	 
2010	1	We met nine of the 15 criteria for Adequate Yearly Progress, causing the school to enter the first stage of Program Improvement.	 
2011	2	We met 13 of the 15 criteria for Adequate Yearly Progress. As a result, the school moved to stage 2 of Program Improvement.	 

SOURCE: PI status is based on the Accountability Progress Report of November 2011. A school can be in Program Improvement based on students' test results in the 2010–2011 school year or earlier. Some schools were in Program Improvement prior to the passage of No Child Left Behind, when the definition of PI was significantly modified.

## CONSEQUENCES

**PARENTS:** Because Moon Primary is in stage (year) 2 of PI, parents of students have two options. They can enroll their children in different schools in the district. To see the list of these schools, parents can contact either the principal or the district office staff. Their children are also entitled to free tutoring. Details about the district's list of approved tutoring providers are available from the district office. More information about both options is available on the [US Department of Education Web site](#).

**SCHOOL:** The school staff is hard at work improving classroom teaching. The school may set aside ten percent of its Title I (federal) funding to help teachers improve.

**DISTRICT:** The district is providing coaching to teachers and helping the school's staff revise its improvement plan.

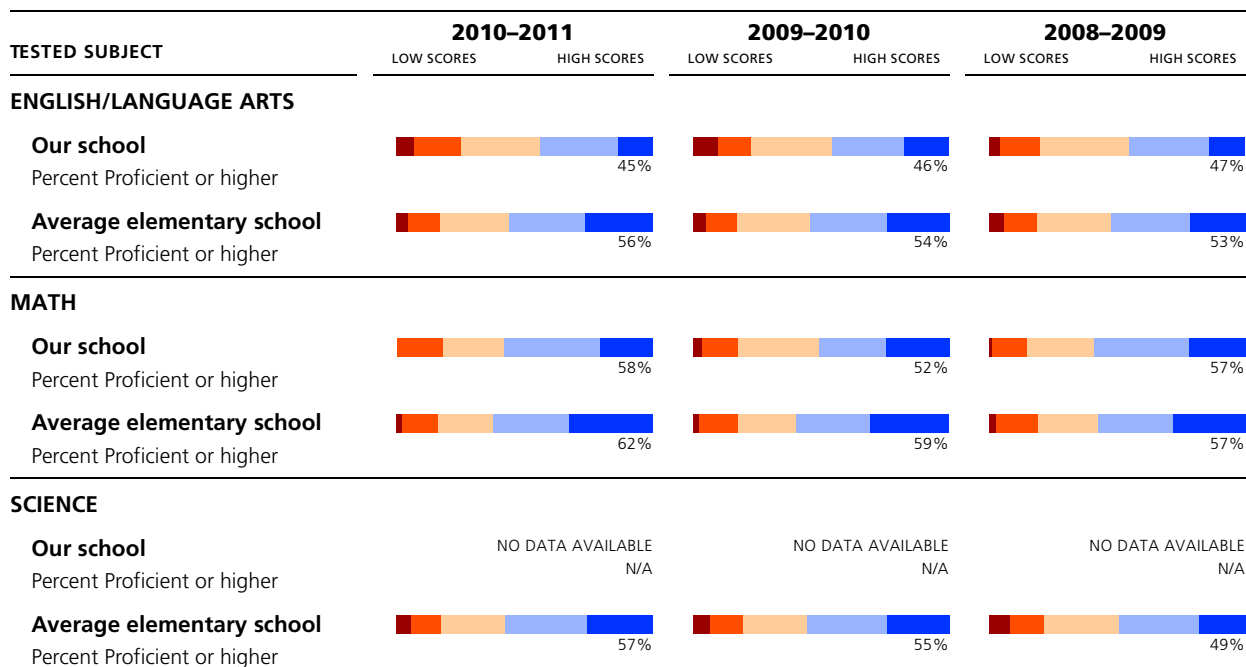
## STUDENT ACHIEVEMENT

Here you'll find a three-year summary of our students' scores on the California Standards Tests (CST) in selected subjects. We compare our students' test scores with the results for students in the average elementary school in California. On the following pages we provide more detail for each test, including the scores for different subgroups of students. In addition, we provide links to the California Content Standards on which these tests are based. If you'd like more information about the CST, please contact our principal or our teaching staff. To find [grade-level-specific scores](#), you can refer to the Standardized Testing and Reporting (STAR) Web site. Other tests in the [STAR program](#) can be found on the California Department of Education (CDE) Web site.

### California Standards Tests

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**



SOURCE: The scores for the CST are from the spring 2011 test cycle. State average represents elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.



## Frequently Asked Questions About Standardized Tests

**WHERE CAN I FIND GRADE-LEVEL REPORTS?** Due to space constraints and concern for statistical reliability, we have omitted grade-level detail from these test results. Instead we present results at the schoolwide level. You can view the results of far more students than any one grade level would contain, which also improves their statistical reliability. Grade-level results are online on the [STAR Web site](#). More information about student test scores is available in the Data Almanac that accompanies this report.

**WHAT DO THE FIVE PROFICIENCY BANDS MEAN?** Test experts assign students to one of these five proficiency levels, based on the number of questions they answer correctly. Our immediate goal is to help students move up one level. Our eventual goal is to enable all students to reach either of the top two bands, Advanced or Proficient. Those who score in the middle band, Basic, have come close to attaining the required knowledge and skills. Those who score in either of the bottom two bands, Below Basic or Far Below Basic, need more help to reach the Proficient level.

**HOW HARD ARE THE CALIFORNIA STANDARDS TESTS?** Experts consider California's standards to be among the most clear and rigorous in the country. Just 56 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 62 percent scored Proficient or Advanced in math. You can review the [California Content Standards](#) on the CDE Web site.

**ARE ALL STUDENTS' SCORES INCLUDED?** No. Only students in grades two through eleven are required to take the CST. When fewer than 11 students in one grade or subgroup take a test, state officials remove their scores from the report. They omit them to protect students' privacy, as called for by federal law.

**CAN I REVIEW SAMPLE TEST QUESTIONS?** Sample test questions for the CST are on the [CDE's Web site](#). These are actual questions used in previous years.

**WHERE CAN I FIND ADDITIONAL INFORMATION?** The CDE has a wealth of resources on its Web site. The STAR Web site publishes detailed reports for schools and districts, and assistance packets for parents and teachers. This site includes explanations of [technical terms](#), scoring methods, and the [subjects](#) covered by the tests for each grade. You'll also find a [guide](#) to navigating the STAR Web site as well as help for understanding how to [compare test scores](#).

## English/Language Arts (Reading and Writing)

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			45%	98%	<b>SCHOOLWIDE AVERAGE:</b> About 11 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			51%	95%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			56%	95%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

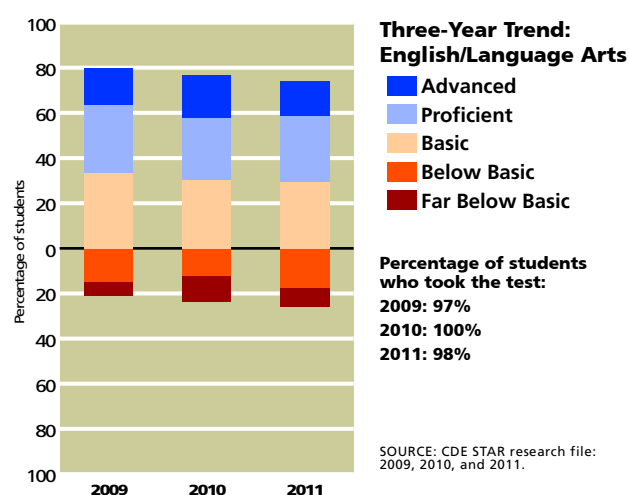
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			44%	59	<b>GENDER:</b> About the same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			45%	60	
<b>English proficient</b>			45%	119	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>			39%	92	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.
<b>Not low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	27	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	8	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			46%	111	
<b>Hispanic/Latino</b>			37%	65	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>White/Other</b>			50%	48	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.  
 N/A: Not applicable. Either no students took the test, or to safeguard student privacy the CDE withheld all results because very few students took the test in any grade.  
 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).

You can read the California standards for [English/language arts](#) on the CDE's Web site.



## Math

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>			58%	98%	<b>SCHOOLWIDE AVERAGE:</b> About four percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			56%	93%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			62%	90%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

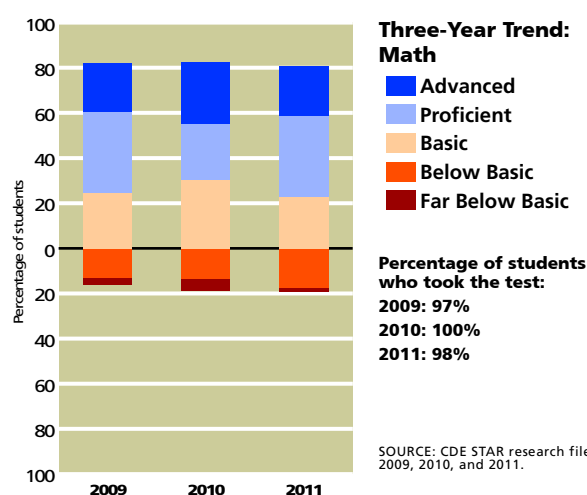
**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>			58%	59	<b>GENDER:</b> The same percentage of boys and girls at our school scored Proficient or Advanced.
<b>Girls</b>			58%	60	
<b>English proficient</b>			58%	119	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of English Learners tested was either zero or too small to be statistically significant.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>			53%	92	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested who were not from low-income families was too small to be statistically significant.
<b>Not low income</b>	DATA STATISTICALLY UNRELIABLE		N/S	27	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	8	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was either zero or too small to be statistically significant.
<b>Not learning disabled</b>			59%	111	
<b>Hispanic/Latino</b>			54%	65	<b>ETHNICITY:</b> Test scores are likely to vary among students of different ethnic origins. The degree of variance will differ from school to school. Measures of the achievement gap are beyond the scope of this report.
<b>White/Other</b>			60%	48	

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 N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The graph to the right shows how our students' scores have changed over the years. We present each year's results in a vertical bar, with students' scores arrayed across five proficiency bands. When viewing schoolwide results over time, remember that **progress** can take many forms. It can be more students scoring in the top proficiency bands (blue); it can also be fewer students scoring in the lower two proficiency bands (brown and red).



You can read the [math standards](#) on the CDE's Web site.



## Science

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC** **BELOW BASIC** **BASIC** **PROFICIENT** **ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>SCHOOLWIDE AVERAGE</b>	NO DATA AVAILABLE		N/A	N/A	<b>SCHOOLWIDE AVERAGE:</b> Our schoolwide average for this test is unavailable because the number of students taking the test was either zero or too small to be statistically significant, or because the district or testing agency is reviewing our scores.
<b>AVERAGE ELEMENTARY SCHOOL IN THE COUNTY</b>			49%	93%	
<b>AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA</b>			57%	94%	

## Subgroup Test Scores

BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):

**FAR BELOW BASIC, BELOW BASIC, AND BASIC** **PROFICIENT AND ADVANCED**

GROUP	LOW SCORES	HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
<b>Boys</b>	NO DATA AVAILABLE		N/A	N/A	<b>GENDER:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>Girls</b>	NO DATA AVAILABLE		N/A	N/A	
<b>English proficient</b>	NO DATA AVAILABLE		N/A	N/A	<b>ENGLISH PROFICIENCY:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>English Learners</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Low income</b>	NO DATA AVAILABLE		N/A	N/A	<b>INCOME:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>Not low income</b>	NO DATA AVAILABLE		N/A	N/A	
<b>Learning disabled</b>	NO DATA AVAILABLE		N/A	N/A	<b>LEARNING DISABILITIES:</b> We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
<b>Not learning disabled</b>	NO DATA AVAILABLE		N/A	N/A	

SOURCE: The scores for the CST are from the spring 2011 test cycle. County and state averages represent elementary schools only. Whenever a school reports fewer than 11 scores for a particular subgroup at any grade level, the CDE suppresses the scores when it releases the data to the public. Missing data makes it impossible for us to compile complete schoolwide results. Therefore, the results published in this report may vary from other published CDE test scores.

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N/S: Not statistically significant. While we have some data to report, we are suppressing it because the number of valid test scores is not large enough to be meaningful.

The science standards test was administered only to fifth graders. Of course, students in all grade levels study science in these areas: physical science, life science, earth science, and investigation and experimentation. For background, you can review the [science standards](#) by going to the CDE's Web site.

### **Other Measures of Student Achievement**

In addition to standardized tests, our students take benchmark tests three times a year that measure progress toward specific standards. Teachers then use test results to plan academic programs, including academic interventions for those students not attaining standards.

To keep parents informed about student progress, we send home report cards and progress reports three times a year and hold formal and informal parent conferences.

## STUDENTS

### Students' English Language Skills

At Moon Primary, 58 percent of students were considered to be proficient in English, compared with 77 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	58%	69%	77%
English Learners	42%	31%	23%

SOURCE: Language Census for school year 2010–2011. County and state averages represent elementary schools only.

### Languages Spoken at Home by English Learners, 2010–2011

Please note that this table describes the home languages of just the 162 students classified as English Learners. At Moon Primary, the language these students most often speak at home is Spanish. In California it's common to find English Learners in classes with students who speak English well. When you visit our classrooms, ask our teachers how they work with language differences among their students.

LANGUAGE	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Spanish	99%	89%	82%
Vietnamese	0%	1%	3%
Cantonese	0%	0%	2%
Hmong	0%	0%	1%
Filipino/Tagalog	1%	0%	2%
Korean	0%	0%	1%
Khmer/Cambodian	0%	1%	0%
All other	0%	9%	9%

SOURCE: Language Census for school year 2010–2011. County and state averages represent elementary schools only.

### Ethnicity

Most students at Moon Primary identify themselves as Hispanic/Latino. The state of California allows citizens to choose more than one ethnic identity, or to select “two or more races” or “decline to state.” As a consequence, the sum of all responses rarely equals 100 percent.

ETHNICITY	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
African American	1%	3%	6%
Asian American/ Pacific Islander	2%	6%	11%
Hispanic/Latino	56%	56%	53%
White	40%	32%	26%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2010. County and state averages represent elementary schools only.

### Family Income and Education

The [free or reduced-price meal](#) subsidy goes to students whose families earned less than \$40,793 a year (based on a family of four) in the 2010–2011 school year. At Moon Primary, 73 percent of the students qualified for this program, compared with 60 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	73%	69%	60%
Parents with some college	33%	46%	56%
Parents with college degree	17%	20%	32%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2010–2011 school year. Parents' education level is collected in the spring at the start of testing. Rarely do all students answer these questions.

The parents of 33 percent of the students at Moon Primary have attended college and 17 percent have a college degree. This information can provide some clues to the level of literacy children bring to school. One precaution is that the students themselves provide this data when they take the battery of standardized tests each spring, so it may not be completely accurate. About 30 percent of our students provided this information.

## CLIMATE FOR LEARNING

### Average Class Sizes

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grade levels.

The average class size at Moon Primary varies across grade levels from a low of 21 students to a high of 25. Our average class size schoolwide is 23 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL
Kindergarten	25
First grade	22
Second grade	21

SOURCE: California Department of Education, SARC Research File.  
State and county averages represent elementary schools only.

### Safety

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 December 2010. Fire drills are held monthly, lockdown drills twice a year, and earthquake drills four times a year as per the California education code.

### Homework

Homework requirements differ from grade level to grade level, and homework is used to reinforce classroom instruction.

### Schedule

Our school year includes 180 days of instruction. School hours on Monday, Tuesday, Thursday, and Friday are 8 a.m. to 2:10 p.m. School hours on Wednesday are 8 a.m. to 12:30 p.m. to allow time for teacher training and collaboration.

### Parent Involvement

Parents can join our SSC, ELAC, Library Committee, and PTA. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and fall parent-teacher conferences. For information about getting involved at our school, please contact Lisa Brewer at (209) 874-2371.

## LEADERSHIP, TEACHERS, AND STAFF

### Leadership

Steve Kuykendall is in his fourth year at the helm of Moon School. Mr. Kuykendall has worked in the field of education for 19 years and has a varied background that ranges from high school and alternative education to elementary school.

Many groups contributed to the decision-making process. The School Site Council (SSC), which comprises the principal, parents, and faculty, makes decisions about our curriculum, school policies, and budget. Our English Language Advisory Committee (ELAC) includes many parents of English Learners and one bilingual (English/Spanish) teacher. The ELAC helps to shape our program for English Learners. The Principal's Advisory Committee (PAC) is made up of teacher leaders and meets biweekly to advise the principal on the day-to-day operations of the school.

### Indicators of Teachers Who May Be Underprepared

KEY FACTOR	DESCRIPTION	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
<b>Core courses taught by a teacher not meeting NCLB standards</b>	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
<b>Fully credentialed teachers</b>	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
<b>Teachers lacking a full credential</b>	Percentage of teachers without a full, clear credential	0%	N/A	N/A

SOURCE: This information provided by the school district. Data on NCLB standards is from the California Department of Education, SARC research file.

PLEASE NOTE: Comparative data (county average and state averages) for some of the data reported in the SARC is unavailable.

**"HIGHLY QUALIFIED" TEACHERS:** The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "[highly qualified](#)." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. The table above shows the percentage of core courses taught by teachers who are considered to be less than "highly qualified." There are exceptions, known as the [High Objective Uniform State Standard of Evaluation](#) (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

**CREDENTIAL STATUS OF TEACHERS:** Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves. None of our teachers was working without full credentials.

More facts about our teachers, called for by the Williams legislation of 2004, are available on our Accountability Web page, which is accessible from our district Web site. You will find specific facts about [misassigned teachers](#) and [teacher vacancies](#) in the 2011–2012 school year.



## Districtwide Distribution of Teachers Who Are Not “Highly Qualified”

Here, we report the percentage of core courses in our district whose teachers are considered to be less than “highly qualified” by NCLB’s standards. We show how these teachers are distributed among schools according to the percentage of low-income students enrolled.

When more than 40 percent of the students in a school are receiving subsidized lunches, that school is considered by the California Department of Education to be a school with higher concentrations of low-income students. About 70 percent of the state’s schools are in this category. When less than 25 percent of the students in a school are receiving subsidized lunches, that school is considered by the CDE to be a school with lower concentrations of low-income students. About 19 percent of the state’s schools are in this category.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
<b>Districtwide</b>	Percentage of core courses not taught by “highly qualified” teachers (HQT)	0%
<b>Schools with more than 40% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	0%
<b>Schools with less than 25% of students from lower-income homes</b>	Schools whose core courses are not taught by “highly qualified” teachers	0%

SOURCE: Data is from the California Department of Education, SARC research file.

## Staff Development

Staff development days are devoted to supporting teachers in their classroom instruction by keeping a continual focus on research-proven techniques, such as Strategic Teaching, Board Math, and Board Language.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
<b>2010–2011</b>	0.0
<b>2009–2010</b>	0.0
<b>2008–2009</b>	3.0

SOURCE: This information is supplied by the school district.

## Evaluating and Improving Teachers

The principal and the assistant principal perform teacher evaluations annually on probationary teachers (less than two years of service in the district) and biannually for permanent teachers. Evaluations concentrate on classroom instruction, examining student engagement, understanding, time on task, and alignment to the standards.

## Substitute Teachers

When possible we hire substitutes whom our teachers request specifically. If a teacher is absent on short notice, our principal takes over the class. Teachers leave detailed lesson plans for our substitutes to follow, and we experience a minimal loss of learning time.

## Specialized Resource Staff

The table to the right lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part time at our school and some may work at more than one school in our district. For more details on [statewide ratios of counselors, psychologists, or other pupil services](#) staff to students, see the California Department of Education (CDE) Web site. [Library facts](#) and frequently asked questions are also available there.

STAFF POSITION	STAFF (FTE)
<b>Academic counselors</b>	0.0
<b>Behavioral/career counselors</b>	N/A
<b>Librarians and media staff</b>	0.0
<b>Psychologists</b>	1.4
<b>Social workers</b>	0.0
<b>Nurses</b>	0.2
<b>Speech/language/hearing specialists</b>	0.5
<b>Resource specialists</b>	1.0

SOURCE: Data provided by the school district.

**Specialized Programs and Staff**

We have a part-time teacher who provides intervention services and coordinates state testing and the English Learner programs for the school. We also have a part-time school nurse, psychologist, and other service providers who come from Stanislaus County Office of Education to serve our students.

**Gifted and Talented Education (GATE)**

Moon does not have a formal GATE program, but each grade level seeks activities to challenge our more advanced students. GATE begins in the third grade.

**Special Education Program**

We have one part-time Resource Specialist Program (RSP) teacher, one full-time Special Day Class (SDC) teacher, and two full-time assistants to work with our special education students, who may have auditory or visual processing problems, autistic tendencies, or significant discrepancies between ability and performance as determined through diagnostic tests. Resource teachers share student progress with regular classroom teachers and inform them of any accommodations the student needs, such as more time to complete assignments or a lighter reading load. The special education teachers meet with the student and parents, another teacher, and the principal annually to update the student's Individualized Education Program (IEP).

**English Learner Program**

All teachers have the California Cross-cultural Language and Academic Development (CLAD) certification and are qualified to work with English Learners. Students at beginning levels of fluency meet daily to study English verbal and comprehension skills intensively. We encourage our English Learners' parents to join our ELAC.

## RESOURCES

### Buildings

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 regular weekly schedule.

More facts about the [condition of our school buildings](#) are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the [Office of Public School Construction \(OPSC\)](#) and were brought about by the Williams legislation. You can look at the six-page [Facilities Inspection Tool](#) used for the assessment on the Web site of the OPSC.

### Media Center

Classes visit the Media Center for at least 30 minutes per week. Teachers check books in and out, and other classified staff shelve books to ensure that the Media Center is organized.

### Computers

All classrooms have computers that are connected to the Internet. We have one computer lab that classes visit weekly to work on writing, mathematics, and other activities that support classroom activities.

### Textbooks

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2011–2012 school year and whether those [textbooks](#) covered the California Content Standards.

### Curriculum

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation.

You can find information about the content standards for each subject at each grade level on the Web site of the [California Department of Education \(CDE\)](#). California adopted new common core standards for English/language arts and math in August 2010. However, the full implementation of those standards is still a few years off. Please refer to the [CDE FAQs](#) for details about the new standards.

## SCHOOL EXPENDITURES

State funding that is allocated for specific purposes is used to support the instructional programs in the classroom, allowing teachers to attend trainings, and it provides for other classroom material needs. An example of this is the support of Strategic Teaching strategies, Board Math, Board Language, and the Six Traits of Writing.

### Spending per Student (2009–2010)

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA), which was 385 students.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher- and principal-training funds.

TYPE OF FUNDS	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Unrestricted funds (\$/student)	\$5,832	\$5,829	0%	\$5,513	6%
Restricted funds (\$/student)	\$1,802	\$3,419	-47%	\$2,939	-39%
<b>TOTAL (\$/student)</b>	<b>\$7,634</b>	<b>\$9,247</b>	<b>-17%</b>	<b>\$8,452</b>	<b>-10%</b>

SOURCE: Information provided by the school district.

### Total Expenditures, by Category (2009–2010)

Here you can see how much we spent on different categories of expenses. We're reporting the total dollars in each category, not spending per student.

CATEGORY	UNRESTRICTED FUNDS	RESTRICTED FUNDS	TOTAL	PERCENTAGE OF TOTAL*
Teacher salaries	\$1,671,150	\$231,270	\$1,902,420	65%
Other staff salaries	\$91,160	\$155,578	\$246,738	8%
Benefits	\$451,532	\$113,223	\$564,755	19%
Books and supplies	\$22,059	\$82,717	\$104,776	4%
Equipment replacement	N/A	\$0	N/A	N/A
Services and direct support	\$9,907	\$111,266	\$121,174	4%
<b>TOTAL</b>	<b>\$2,245,809</b>	<b>\$694,054</b>	<b>\$2,939,862</b>	

SOURCE: Information provided by the school district.

\* Totals may not add up to exactly 100% because of rounding.

### Compensation per Staff with Teaching Credentials (2009–2010)

The total of what our certificated staff members earn appears below. A certificated staff person is a school employee who is required by the state to hold teaching credentials, including full-time, part-time, substitute or temporary teachers, and most administrators. You can see the portion of pay that goes to salary and three types of benefits.

To make comparisons possible across schools and districts of varying sizes, we first report our compensation per full-time equivalent (FTE) certificated staff member. A teacher/administrator/pupil services person who works full time counts as 1.0 FTE. Those who work only half time count as 0.5 FTE. We had 26 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	\$64,277	\$62,906	2%	\$71,246	-10%
Retirement benefits	\$5,303	\$5,200	2%	\$5,818	-9%
Health and medical benefits	\$8,696	\$8,921	-3%	\$9,711	-10%
Other benefits	N/A	N/A	N/A	\$533	N/A
<b>TOTAL</b>	<b>\$78,276</b>	<b>\$77,027</b>	<b>2%</b>	<b>\$87,308</b>	<b>-10%</b>

SOURCE: Information provided by the school district.

### Total Certificated Staff Compensation (2009–2010)

Here you can see how much we spent on different categories of compensation. We're reporting the total dollars in each category, not compensation per staff member.

CATEGORY	TOTAL	PERCENTAGE OF TOTAL*
Salaries	\$1,655,775	82%
Retirement benefits	\$136,601	7%
Health and medical benefits	\$224,017	11%
Other benefits	N/A	N/A
<b>TOTAL</b>	<b>\$2,016,393</b>	

SOURCE: Information provided by the school district.

\* Totals may not add up to exactly 100% because of rounding.

**TECHNICAL NOTE ON DATA RECENCY:** All data is the most current available as of November 2011. The CDE may release additional or revised data for the 2010–2011 school year after the publication date of this report. We rely on the following sources of information from the California Department of Education: California Longitudinal Pupil Achievement Data System (CALPADS) (October 2010); Language Census (March 2011); California Standards Tests (spring 2011 test cycle); Academic Performance Index (November 2011 growth score release); Adequate Yearly Progress (November 2011).

**DISCLAIMER:** School Wise Press, the publisher of this accountability report, makes every effort to ensure the accuracy of this information but offers no guarantee, express or implied. While we do our utmost to ensure the information is complete, we must note that we are not responsible for any errors or omissions in the data. Nor are we responsible for any damages caused by the use of the information this report contains. Before you make decisions based on this information, we strongly recommend that you visit the school and ask the principal to provide the most up-to-date facts available.

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## » Adequacy of Key Resources 2011–2012

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2011–2012. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams legislation.



## TEACHERS

### Teacher Vacancies

The Williams legislation asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.

KEY FACTOR	2009–2010	2010–2011	2011–2012
<b>TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR</b>			
Total number of classes at the start of the year	0	0	0
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0
<b>TEACHER VACANCIES OCCURRING DURING THE SCHOOL YEAR</b>			
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

**NOTES:** This report was completed on Monday, October 10, 2011.



## Teacher Misassignments

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

KEY FACTOR	DESCRIPTION	2009–2010	2010–2011	2011–2012
<b>Teacher Misassignments</b>	Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0
<b>Teacher Misassignments in Classes that Include English Learners</b>	Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0
<b>Other Employee Misassignments</b>	Total number of service area placements of employees without the required credentials	0	0	0

**NOTES:** This report was completed on Monday, October 10, 2011.

## TEXTBOOKS

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%

**NOTES:** This report was completed on Monday, October 10, 2011. This information was collected on Monday, October 10, 2011. All of our textbooks are the most recently approved by the State Board of Education or Local Governing Agency.

## FACILITIES

To determine the condition of our facilities, our district sent experts from our facilities team to inspect them. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

AREA	RATING	DESCRIPTION
<b>OVERALL RATING</b>	<b>Good</b>	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
<b>A. SYSTEMS</b>	<b>Good</b>	
Gas Leaks		No apparent problems.
Mechanical Problems (Heating, Ventilation, and Air Conditioning)		No apparent problems.
Sewer System		No apparent problems.
<b>B. INTERIOR</b>		
Interior Surfaces (Walls, Floors, and Ceilings)	<b>Fair</b>	[STATUS AS OF Nov 3 2010] Inside walls on two classrooms had dry rot. Repairs completed September 2010.
<b>C. CLEANLINESS</b>	<b>Good</b>	
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		No apparent problems.
<b>D. ELECTRICAL</b>		
Electrical Systems and Lighting	<b>Poor</b>	[STATUS AS OF Nov 3 2010] Ballist out in eight classrooms. All have been repaired.
<b>E. RESTROOMS/FOUNTAINS</b>	<b>Good</b>	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		No apparent problems.
<b>F. SAFETY</b>	<b>Good</b>	
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
<b>G. STRUCTURAL</b>	<b>Good</b>	
Structural Damage (Cracks in Walls and Foundations, Sloping		No apparent problems.

AREA	RATING	DESCRIPTION
Ceilings, Posts or Beams Missing)		
Roofs		No apparent problems.
H. EXTERNAL	Good	
Playground/School Grounds		No apparent problems.
Windows, Doors, Gates, Fences (Interior and Exterior)		No apparent problems.
OTHER DEFICIENCIES	N/A	No apparent problems.

**INSPECTORS AND ADVISORS:** This report was completed on Wednesday, November 16, 2011 by Randy Azevedo (Director of Maintenance). The facilities inspection occurred on Wednesday, November 03, 2010. There were no other inspectors used in the completion of this form. The Facilities Inspection Tool was completed on Thursday, October 27, 2011.

## » Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.



## STUDENTS AND TEACHERS

### Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	389
Black/African American	1%
American Indian or Alaska Native	1%
Asian	1%
Filipino	1%
Hispanic or Latino	56%
Pacific Islander	1%
White (not Hispanic)	40%
Two or more races	0%
Ethnicity not reported	0%
Socioeconomically disadvantaged	73%
English Learners	42%
Students with disabilities	1%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2010. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

### Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	139
Grade 1	122
Grade 2	128
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2010.

**Average Class Size by Grade Level**

GRADE LEVEL	2008–2009	2009–2010	2010–2011
Kindergarten	18	21	25
Grade 1	18	24	22
Grade 2	19	23	21
Grade 3	18	N/A	N/A
Grade 4	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	24	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	N/A	N/A	N/A

SOURCE: CALPADS, October 2010. Information for 2009–2010 provided by the school district.

**Average Class Size by Grade Level, Detail**

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2008–2009			2009–2010			2010–2011		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	10	0	0	0	5	0	0	7	0
Grade 1	7	0	0	0	5	0	4	1	0
Grade 2	7	0	0	3	3	0	5	1	0
Grade 3	1	0	0	0	0	0	N/A	N/A	N/A
Grade 4	0	0	0	0	0	0	N/A	N/A	N/A
Grade 5	0	0	0	0	0	0	N/A	N/A	N/A
Grade 6	0	0	0	0	0	0	N/A	N/A	N/A
Combined K–3	0	0	0	0	1	0	N/A	N/A	N/A
Combined 3–4	0	0	0	0	0	0	N/A	N/A	N/A
Combined 4–8	0	0	0	0	0	0	N/A	N/A	N/A
Other	0	0	0	0	0	0	N/A	N/A	N/A

SOURCE: CALPADS, October 2010. Information for 2009–2010 provided by the school district.

## Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2008–2009	2009–2010	2010–2011	2010–2011
<b>With Full Credential</b>	26	23	20	81
<b>Without Full Credential</b>	1	0	0	0

SOURCE: Information provided by school district.

## Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
<b>Grade 5</b>	N/A	N/A	N/A
<b>Grade 7</b>	N/A	N/A	N/A
<b>Grade 9</b>	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2010–2011 school year.

## Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2010–2011 school year, we had 11 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
<b>2010–2011</b>	3	4	N/A
<b>2009–2010</b>	2	3	6
<b>2008–2009</b>	5	5	6
<b>Expulsions per 100 students</b>			
<b>2010–2011</b>	0	0	N/A
<b>2009–2010</b>	0	0	0
<b>2008–2009</b>	0	0	0

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent elementary schools only.



## STUDENT PERFORMANCE

### California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

### STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/ language arts	48%	47%	46%	48%	50%	48%	49%	52%	54%
Mathematics	59%	51%	59%	36%	38%	40%	46%	48%	50%
Science	0%	0%	0%	46%	50%	48%	50%	54%	57%

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2010–2011	MATHEMATICS 2010–2011	SCIENCE 2010–2011
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	38%	55%	N/A
Pacific Islander or Native Hawaiian	N/A	N/A	N/A
White (not Hispanic)	52%	62%	N/A
Two or more Races	N/A	N/A	N/A
Boys	46%	59%	0%
Girls	46%	59%	0%
Socioeconomically disadvantaged	40%	54%	0%
English Learners	N/A	N/A	N/A
Students with disabilities	45%	55%	0%
Receives migrant education services	0%	0%	0%

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

## ACCOUNTABILITY

### California Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks: Three-Year Comparison

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2008–2009	2009–2010	2010–2011
Statewide rank	N/A	6	4
Similar-schools rank	N/A	8	1

SOURCE: The API Base Report from December 2011.

### API Changes by Subgroup: Three-Year Comparison

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2008–2009	2009–2010	2010–2011	2010–2011
All students at the school	N/A	-18	+1	780
Black/African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	-8	-13	740
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	+27	826
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	+25	753
English Learners	N/A	-51	N/A	N/A
Students with disabilities	N/A	N/A	N/A	733

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

### API Scores by Subgroup

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	117	780	1,302	776	4,683,676	778
Black/African American	1	N/A	13	797	317,856	696
American Indian or Alaska Native	1	N/A	5	N/A	33,774	733
Asian	1	N/A	16	777	398,869	898
Filipino	2	N/A	9	N/A	123,245	859
Hispanic or Latino	65	740	686	754	2,406,749	729
Pacific Islander	1	N/A	1	N/A	26,953	764
White (non Hispanic)	46	826	506	804	1,258,831	845
Two or more races	0	N/A	7	N/A	76,766	836
Socioeconomically disadvantaged	89	753	909	745	2,731,843	726
English Learners	0	N/A	7	N/A	1,521,844	707
Students with disabilities	12	733	169	607	521,815	595

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

(a) a 95-percent participation rate on the state's tests

(b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests

(c) an API of at least 710 or growth of at least one point

(d) the graduation rate for the graduating class must be higher than 90 percent (or satisfy alternate improvement criteria).

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
<b>Overall</b>	No
<b>Graduation rate</b>	Yes
<b>Participation rate in English/language arts</b>	Yes
<b>Participation rate in mathematics</b>	Yes
<b>Percent Proficient in English/language arts</b>	No
<b>Percent Proficient in mathematics</b>	No
<b>Met Academic Performance Index (API)</b>	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2011.

#### Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
<b>PI stage</b>	1 of 3
<b>The year the district entered PI</b>	2011
<b>Number of schools currently in PI</b>	3
<b>Percentage of schools currently in PI</b>	50%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2011.

## DISTRICT EXPENDITURES

According to the CDE, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2010–11 data in most cases. Therefore, 2009–10 data are used for report cards prepared during 2011–12."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2009–2010</b>			
Total expenses	\$15,682,644	N/A	N/A
Expenses per student	\$8,870	\$8,543	\$8,452
<b>FISCAL YEAR 2008–2009</b>			
Total expenses	\$15,841,234	N/A	N/A
Expenses per student	\$8,845	\$8,823	\$8,736

SOURCE: Fiscal Services Division, California Department of Education.

### District Salaries, 2009–2010

This table reports the salaries of teachers and administrators in our district for the 2009–2010 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$42,509	\$39,074
Midrange teacher's salary	\$65,231	\$60,172
Highest-paid teacher's salary	\$83,039	\$78,468
Average principal's salary (elementary school)	\$98,793	\$95,926
Superintendent's salary	\$139,640	\$148,555
Percentage of budget for teachers' salaries	34%	38%
Percentage of budget for administrators' salaries	6%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.

**TEXTBOOKS****Textbook Adoption List**

TITLE	SUBJECT	DATE OF PUBLICATION	ADOPTION DATE
California Treasures, Macmillan McGraw Hill	Language Arts	2007	2010
Inside, National Geographic, Hampton Brown	Language Arts	2009	2009
California Mathematics, MacMillan McGraw Hill	Mathematics	2008	2008
California Science, Scott Foresman	Science	2000	2007
Social Studies, Scott Foresman	Social Studies	2001	2007

# Richard M. Moon Primary School

**ADDRESS:** 319 North Reinway Avenue, Waterford, CA 95386 **PHONE:** (209) 847-2371

**PRINCIPAL:** Steve Kuykendall **GRADE RANGE:** K–2 **SCHEDULE:** Traditional **ENROLLMENT:** 389

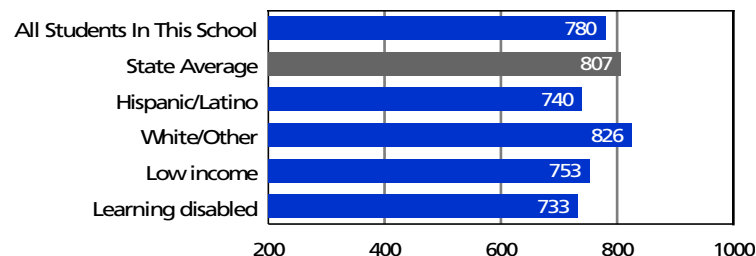
## CALIFORNIA ACCOUNTABILITY

The state's education officials measure schools' performance using students' test scores. They combine standardized test results and measure progress year to year to calculate each school's Academic Performance Index (API).

<b>Academic Performance Index (API)</b>	<b>780</b>
<b>Growth attained from prior year</b>	<b>+1</b>
<b>Met schoolwide growth target</b>	<b>No</b>
<b>Met growth targets for all groups of students</b>	<b>No</b>

### API

The API is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 780, compared with 807 for the average elementary school (shown in gray in the graph below). The state expects schools to attain an API of 800 eventually. Each major subgroup of students in our school also receives an API.



## California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level. You'll find students' test scores summarized in five bands below. They range from the lowest scores on the left to the highest scores on the right. The top two bands—Proficient and Advanced—are expressed as a combined percentage. Our students' scores are compared with the scores of all students in California at the same grade level to help you see where we stand.

BAR GRAPHS BELOW SHOW THESE PROFICIENCY GROUPS (LEFT TO RIGHT):  
 FAR BELOW BASIC (Red), BELOW BASIC (Orange), BASIC (Yellow), PROFICIENT (Light Blue), ADVANCED (Dark Blue)

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES	HIGH SCORES
<b>English/Language Arts (Reading and Writing)</b>			
Our school	45%		
Calif. elementary schools	56%		
<b>Math</b>			
Our school	58%		
Calif. elementary schools	62%		
<b>Science</b>			
Our school	N/A	NO DATA AVAILABLE	
Calif. elementary schools	57%		

SOURCE: The scores for the California Standards Tests are from the spring 2011 test cycle. State averages represent elementary schools only.

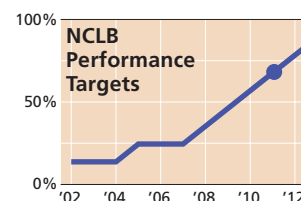
## FEDERAL ACCOUNTABILITY

The federal standard differs from California's. It requires schools to meet Adequate Yearly Progress (AYP). The AYP includes students' scores and participation rates on California's math and English/language arts standardized tests and the school's API. If a school doesn't meet one of these criteria two years in a row, it is put in Program Improvement.

<b>Made Adequate Yearly Progress (AYP)</b>	<b>No</b>
<b>Number of AYP targets met</b>	<b>13</b>
<b>Number of AYP targets school was required to meet</b>	<b>15</b>
<b>Is the school in Program Improvement (PI)?</b>	<b>Yes</b> Stage 2 of 5

SOURCE: API growth score and AYP from the 2011 test cycle. API and AYP current as of September 2011.

Each year, schools are expected to help more students score Proficient or higher on California's math and English/language arts (ELA) tests. The dot on the graph to the right marks the percentage of students that had to score Proficient or higher, schoolwide and by subgroup, in 2011 for the school to make AYP (67.6% in ELA and 68.5% in math).



Please go to <http://www1.waterford.k12.ca.us/> for more information about this school, including our School Accountability Report Card, or visit us at the school office.





## **WATERFORD UNIFIED SCHOOL DISTRICT**

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### **Richard M. Moon Primary School**

#### **Facilities, 2011-2012**

This information about facilities is one small part of an annual report about our school. You can find this full report, which contains additional information about teachers, students, test scores, and resources, on our district's Web site. This portion of the report is also one part of our response to the 2004 Williams legislation.

Read more about facilities inspections.

#### **Overall Rating**

**RATING: GOOD**

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.

#### **A. SYSTEMS**

**RATING: GOOD**

##### **Gas Leaks**

No apparent problems.

##### **Mechanical Problems (Heating, Ventilation, and Air Conditioning)**

No apparent problems.

##### **Sewer System**

No apparent problems.

#### **B. INTERIOR**

##### **Interior Surfaces (Walls, Floors, and Ceilings)**

**RATING: FAIR**

[STATUS AS OF Nov 3 2010] Inside walls on two classrooms had dry rot. Repairs completed September 2010.

#### **C. CLEANLINESS**

**RATING: GOOD**



**Overall Cleanliness**

No apparent problems.

**Pest or Vermin Infestation**

No apparent problems.

**D. ELECTRICAL****Electrical Systems and Lighting**

**RATING: POOR**

[STATUS AS OF Nov 3 2010] Ballist out in eight classrooms. All have been repaired.

**E. RESTROOMS/FOUNTAINS**

**RATING: GOOD**

**Bathrooms**

No apparent problems.

**Drinking Fountains (Inside and Out)**

No apparent problems.

**F. SAFETY**

**RATING: GOOD**

**Fire Safety (Sprinkler Systems, Alarms, Extinguishers)**

No apparent problems.

**Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)**

No apparent problems.

**G. STRUCTURAL**

**RATING: GOOD**

**Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)**

No apparent problems.

**Roofs**

No apparent problems.

**H. EXTERNAL**

**RATING: GOOD**

**Playground/School Grounds**

No apparent problems.

**Windows, Doors, Gates, Fences (Interior and Exterior)**

No apparent problems.

**NOTES**

No apparent problems.

**Inspectors and Advisors**

This report was completed on Wednesday, November 16, 2011 by Randy Azevedo (Director of Maintenance).

The facilities inspection occurred on Wednesday, November 03, 2010.

There were no other inspectors used in the completion of this form.

The Facilities Inspection Tool was completed on Thursday, October 27, 2011.

**About Facilities Inspections**

To determine the condition of our facilities, our district sent experts from our facilities team to do so. They used a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.



## WATERFORD UNIFIED SCHOOL DISTRICT

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### Richard M. Moon Primary School

#### Textbooks, 2011–2012

This information about textbooks is one small part of an annual report about our school. You can find the full report, which contains additional information about teachers, students, test scores, and resources, on our district's Web site. This portion of the report is also one part of our response to the 2004 Williams legislation.

Read more about [textbooks](#).

SUBJECT	ARE THERE TEXTBOOKS OR INSTRUCTIONAL MATERIALS IN USE?		ARE THERE ENOUGH BOOKS FOR EACH STUDENT?	
	STANDARDS ALIGNED?	OFFICIALLY ADOPTED?	FOR USE IN CLASS?	PERCENTAGE OF STUDENTS HAVING BOOKS TO TAKE HOME?
English	Yes	Yes	Yes	100%
Math	Yes	Yes	Yes	100%
Science	Yes	Yes	Yes	100%
Social Studies	Yes	Yes	Yes	100%

#### Notes

This report was completed on Monday, October 10, 2011.

This information was collected on Monday, October 10, 2011.

All of our textbooks are the most recently approved by the State Board of Education or Local Governing Agency.

#### About Textbooks

The main fact about textbooks that the Williams legislation calls for described whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. This information is far more meaningful when viewed along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more.



## WATERFORD UNIFIED SCHOOL DISTRICT

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### Richard M. Moon Primary School

#### Teacher Vacancies, 2011–2012

This information about teacher vacancies is one small part of an annual report about our school. You can find the full report, which contains additional information about teachers, students, test scores, and resources, on our district's Web site. This portion of the report is also one part of our response to the 2004 Williams legislation.

[Read more about teacher vacancies.](#)

#### Teacher Vacancies Occurring at the Beginning of the School Year

	2009–2010	2010–2011	2011–2012
Total number of classes at the start of the year	0	0	0
Number of classes which lacked a permanently assigned teacher within the first 20 days of school	0	0	0

#### Teacher Vacancies Occurring During the School Year

	2009–2010	2010–2011	2011–2012
Number of classes where the permanently assigned teacher left during the year	0	0	0
Number of those classes where you replaced the absent teacher with a single new teacher	0	0	0

#### Notes

This report was completed on Monday, October 10, 2011.

#### About Teacher Vacancies

The Williams legislation also asked districts to disclose how frequently full-time teachers were not permanently assigned to a classroom. There are two general circumstances that can lead to the unfortunate case of a classroom without a full-time, permanently assigned teacher. Within the first 20 days of the start of school, we can be surprised by too many students showing up for school, or too few teachers showing up to teach. After school starts, however, teachers can also be surprised by sudden changes: family emergencies, injuries, accidents, etc. When that occurs, it is our school's

and our district's responsibility to fill that teacher's vacancy with a qualified, full-time and permanently assigned replacement. For that reason, we report teacher vacancies in two parts: at the start of school, and after the start of school.



## WATERFORD UNIFIED SCHOOL DISTRICT

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### Richard M. Moon Primary School

#### **Teacher Misassignments, 2011–2012**

This information about teacher misassignments is one small part of an annual report about our school. You can find the full report, which contains additional information about teachers, students, test scores, and resources, on our district's Web site. This portion of the report is also one part of our response to the 2004 Williams legislation.

Read more about [teacher misassignments](#).

#### **Teacher Misassignments**

	2009–2010	2010–2011	2011–2012
Total number of classes taught by teachers without a legally recognized certificate or credential	0	0	0

#### **Teacher Misassignments in Classes that Include English Learners**

	2009–2010	2010–2011	2011–2012
Total number of classes that include English learners and are taught by teachers without CLAD/BCLAD authorization, ELD or SDAIE training, or equivalent authorization from the California Commission on Teacher Credentialing	0	0	0

#### **Other Employee Misassignments**

	2009–2010	2010–2011	2011–2012
Total number of service area placements of employees without the required credentials	0	0	0

#### **Notes**

This report was completed on Monday, October 10, 2011.

#### **About Teacher Misassignments**

A “misassigned” teacher is one who lacks the appropriate subject-area authorization for a class she is teaching.

Under the terms of the Williams settlement, schools must inform the public of the number of their teachers who are misassigned. It is possible for a teacher who lacks the authorization for a subject to get special permission—in the form of an emergency permit, waiver, or internship authorization—from the school board or county office of education to teach the subject anyway. This permission prevents the teacher from being counted as misassigned.

## » Data Almanac

This Data Almanac provides additional information about students, teachers, student performance, accountability, and district expenditures.





## STUDENTS AND TEACHERS

### Student Enrollment by Ethnicity and Other Characteristics

The ethnicity of our students, estimates of their family income and education level, their English fluency, and their learning-related disabilities.

GROUP	ENROLLMENT
Number of students	389
Black/African American	1%
American Indian or Alaska Native	1%
Asian	1%
Filipino	1%
Hispanic or Latino	56%
Pacific Islander	1%
White (not Hispanic)	40%
Two or more races	0%
Ethnicity not reported	0%
Socioeconomically disadvantaged	73%
English Learners	42%
Students with disabilities	1%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2010. Data about students who are socioeconomically disadvantaged, English Learners, or learning disabled come from the School Accountability Report Card unit of the California Department of Education.

### Student Enrollment by Grade Level

Number of students enrolled in each grade level at our school.

GRADE LEVEL	STUDENTS
Kindergarten	139
Grade 1	122
Grade 2	128
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0

SOURCE: CALPADS, October 2010.

**Average Class Size by Grade Level**

GRADE LEVEL	2008–2009	2009–2010	2010–2011
Kindergarten	18	21	25
Grade 1	18	24	22
Grade 2	19	23	21
Grade 3	18	N/A	N/A
Grade 4	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A
Combined K–3	N/A	24	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	N/A	N/A	N/A

SOURCE: CALPADS, October 2010. Information for 2009–2010 provided by the school district.

**Average Class Size by Grade Level, Detail**

The number of classrooms that fall into each range of class sizes.

GRADE LEVEL	2008–2009			2009–2010			2010–2011		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	10	0	0	0	5	0	0	7	0
Grade 1	7	0	0	0	5	0	4	1	0
Grade 2	7	0	0	3	3	0	5	1	0
Grade 3	1	0	0	0	0	0	N/A	N/A	N/A
Grade 4	0	0	0	0	0	0	N/A	N/A	N/A
Grade 5	0	0	0	0	0	0	N/A	N/A	N/A
Grade 6	0	0	0	0	0	0	N/A	N/A	N/A
Combined K–3	0	0	0	0	1	0	N/A	N/A	N/A
Combined 3–4	0	0	0	0	0	0	N/A	N/A	N/A
Combined 4–8	0	0	0	0	0	0	N/A	N/A	N/A
Other	0	0	0	0	0	0	N/A	N/A	N/A

SOURCE: CALPADS, October 2010. Information for 2009–2010 provided by the school district.

## Teacher Credentials

The number of teachers assigned to the school with a full credential and without a full credential, for both our school and the district.

TEACHERS	SCHOOL			DISTRICT
	2008–2009	2009–2010	2010–2011	2010–2011
<b>With Full Credential</b>	26	23	20	81
<b>Without Full Credential</b>	1	0	0	0

SOURCE: Information provided by school district.

## Physical Fitness

Students in grades five, seven, and nine take the California Fitness Test each year. This test measures students' aerobic capacity, body composition, muscular strength, endurance, and flexibility using six different tests. The table shows the percentage of students at our school who scored within the "healthy fitness zone" on four, five, and all six tests. More information about [physical fitness testing and standards](#) is available on the CDE Web site.

GRADE LEVEL	PERCENTAGE OF STUDENTS MEETING HEALTHY FITNESS ZONES		
	FOUR OF SIX STANDARDS	FIVE OF SIX STANDARDS	SIX OF SIX STANDARDS
<b>Grade 5</b>	N/A	N/A	N/A
<b>Grade 7</b>	N/A	N/A	N/A
<b>Grade 9</b>	N/A	N/A	N/A

SOURCE: Physical fitness test data is produced annually as schools test their students on the six Fitnessgram Standards. This information is from the 2010–2011 school year.

## Suspensions and Expulsions

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

During the 2010–2011 school year, we had 11 suspension incidents. We had no incidents of expulsion. To make it easy to compare our suspensions and expulsions to those of other schools, we represent these events as a ratio (incidents per 100 students) in this report. Please note that multiple incidents may involve the same student.

KEY FACTOR	OUR SCHOOL	DISTRICT AVERAGE	STATE AVERAGE
<b>Suspensions per 100 students</b>			
<b>2010–2011</b>	3	4	N/A
<b>2009–2010</b>	2	3	6
<b>2008–2009</b>	5	5	6
<b>Expulsions per 100 students</b>			
<b>2010–2011</b>	0	0	N/A
<b>2009–2010</b>	0	0	0
<b>2008–2009</b>	0	0	0

SOURCE: Data is from the Consolidated Application published by the California Department of Education. The numbers above are a ratio of suspension or expulsion events, per 100 students enrolled. District and state averages represent elementary schools only.

## STUDENT PERFORMANCE

### California Standardized Testing and Reporting Program

The California Standards Tests (CST) show how well students are learning what the state content standards require. The CST include English/language arts and mathematics in grades two through five and science in grade five. We also include results from the California Modified Assessment and California Alternative Performance Assessment (CAPA).

### STAR Test Results for All Students: Three-Year Comparison

The percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most current three-year period.

SUBJECT	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/ language arts	48%	47%	46%	48%	50%	48%	49%	52%	54%
Mathematics	59%	51%	59%	36%	38%	40%	46%	48%	50%
Science	0%	0%	0%	46%	50%	48%	50%	54%	57%

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

### STAR Test Results by Student Subgroup: Most Recent Year

The percentage of students, by subgroup, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

STUDENT GROUP	STUDENTS SCORING PROFICIENT OR ADVANCED		
	ENGLISH/ LANGUAGE ARTS 2010–2011	MATHEMATICS 2010–2011	SCIENCE 2010–2011
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	38%	55%	N/A
Pacific Islander or Native Hawaiian	N/A	N/A	N/A
White (not Hispanic)	52%	62%	N/A
Two or more Races	N/A	N/A	N/A
Boys	46%	59%	0%
Girls	46%	59%	0%
Socioeconomically disadvantaged	40%	54%	0%
English Learners	N/A	N/A	N/A
Students with disabilities	45%	55%	0%
Receives migrant education services	0%	0%	0%

SOURCE: STAR results, spring 2011 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

**ACCOUNTABILITY****California Academic Performance Index (API)**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. APIs range from 200 to 1000, with a statewide target of 800. Detailed information about the API can be found on the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

**API Ranks: Three-Year Comparison**

The state assigns statewide and similar-schools API ranks for all schools. The API ranks range from 1 to 10. A statewide rank of 1 means that the school has an API in the lowest 10 percent of all elementary schools in the state, while a statewide rank of 10 means that the school has an API in the highest 10 percent of all elementary schools in the state. The similar-schools API rank reflects how a school compares with 100 statistically matched schools that have similar teachers and students.

API RANK	2008–2009	2009–2010	2010–2011
Statewide rank	N/A	6	4
Similar-schools rank	N/A	8	1

SOURCE: The API Base Report from December 2011.

**API Changes by Subgroup: Three-Year Comparison**

API changes for all students and student subgroups: the actual API changes in points added or lost for the past three years, and the most recent API. Note: "N/A" means that the student group is not numerically significant.

SUBGROUP	ACTUAL API CHANGE			API
	2008–2009	2009–2010	2010–2011	2010–2011
All students at the school	N/A	-18	+1	780
Black/African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	-8	-13	740
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	N/A	N/A	+27	826
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	N/A	N/A	+25	753
English Learners	N/A	-51	N/A	N/A
Students with disabilities	N/A	N/A	N/A	733

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

**API Scores by Subgroup**

This table includes Academic Performance Index results for our school, our district, and the state.

SUBGROUP	SCHOOL		DISTRICT		STATE	
	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API	NUMBER OF STUDENTS	API
All students	117	780	1,302	776	4,683,676	778
Black/African American	1	N/A	13	797	317,856	696
American Indian or Alaska Native	1	N/A	5	N/A	33,774	733
Asian	1	N/A	16	777	398,869	898
Filipino	2	N/A	9	N/A	123,245	859
Hispanic or Latino	65	740	686	754	2,406,749	729
Pacific Islander	1	N/A	1	N/A	26,953	764
White (non Hispanic)	46	826	506	804	1,258,831	845
Two or more races	0	N/A	7	N/A	76,766	836
Socioeconomically disadvantaged	89	753	909	745	2,731,843	726
English Learners	0	N/A	7	N/A	1,521,844	707
Students with disabilities	12	733	169	607	521,815	595

SOURCE: The API Growth Report as released in the Accountability Progress Report in December 2011.

### Federal Adequate Yearly Progress (AYP) and Intervention Programs

The federal law known as No Child Left Behind requires that all schools and districts meet all three of the following criteria in order to attain Adequate Yearly Progress (AYP):

(a) a 95-percent participation rate on the state's tests

(b) a CDE-mandated percentage of students scoring Proficient or higher on the state's English/language arts and mathematics tests

(c) an API of at least 710 or growth of at least one point

(d) the graduation rate for the graduating class must be higher than 90 percent (or satisfy alternate improvement criteria).

#### AYP for the District

Whether the district met the federal requirement for AYP overall, and whether the district met each of the AYP criteria.

AYP CRITERIA	DISTRICT
<b>Overall</b>	No
<b>Graduation rate</b>	Yes
<b>Participation rate in English/language arts</b>	Yes
<b>Participation rate in mathematics</b>	Yes
<b>Percent Proficient in English/language arts</b>	No
<b>Percent Proficient in mathematics</b>	No
<b>Met Academic Performance Index (API)</b>	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in December 2011.

#### Intervention Program: District Program Improvement (PI)

Districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) and for each grade span or on the same indicator (API or graduation rate). After entering PI, districts advance to the next level of intervention with each additional year that they do not make AYP.

INDICATOR	DISTRICT
<b>PI stage</b>	1 of 3
<b>The year the district entered PI</b>	2011
<b>Number of schools currently in PI</b>	3
<b>Percentage of schools currently in PI</b>	50%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in December 2011.

## DISTRICT EXPENDITURES

According to the CDE, "State certification/release dates for fiscal data occur in middle to late spring, precluding the inclusion of 2010–11 data in most cases. Therefore, 2009–10 data are used for report cards prepared during 2011–12."

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the [CDE's Web site](#).

CATEGORY OF EXPENSE	OUR DISTRICT	SIMILAR DISTRICTS	ALL DISTRICTS
<b>FISCAL YEAR 2009–2010</b>			
Total expenses	\$15,682,644	N/A	N/A
Expenses per student	\$8,870	\$8,543	\$8,452
<b>FISCAL YEAR 2008–2009</b>			
Total expenses	\$15,841,234	N/A	N/A
Expenses per student	\$8,845	\$8,823	\$8,736

SOURCE: Fiscal Services Division, California Department of Education.

## District Salaries, 2009–2010

This table reports the salaries of teachers and administrators in our district for the 2009–2010 school year. This table compares our average salaries with those in districts like ours, based on both enrollment and the grade level of our students. In addition, we report the percentage of our district's total budget dedicated to teachers' and administrators' salaries. The costs of health insurance, pensions, and other indirect compensation are not included.

SALARY INFORMATION	DISTRICT AVERAGE	STATE AVERAGE
Beginning teacher's salary	\$42,509	\$39,074
Midrange teacher's salary	\$65,231	\$60,172
Highest-paid teacher's salary	\$83,039	\$78,468
Average principal's salary (elementary school)	\$98,793	\$95,926
Superintendent's salary	\$139,640	\$148,555
Percentage of budget for teachers' salaries	34%	38%
Percentage of budget for administrators' salaries	6%	6%

SOURCE: School Accountability Report Card unit of the California Department of Education.