Richard M. Moon Primary School

School Accountability Report Card, 2012–2013
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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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 2012–2013 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://pub.schoolwisepress.com/sarc/links_2013_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://waterford-ca.schoolloop.com/

›› Contents

Richard M. Moon Primary School

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» Principal's Message

Richard M. Moon Primary School is a school with kindergarten through third grade students 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 2012–2013 school year we focused on strategic first instruction to improve reading achievement, writing achievement, and Academic Language Development. We will continue 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 and staging in the new Common Core Standards.

Steve Kuykendall, PRINCIPAL

Grade range and calendar

K–3
TRADITIONAL

Academic Performance Index

765
County Average: 804
State Average: 810

Student enrollment

504
County Average: 510
State Average: 534

Major Achievements

- In the 2012–2013 school year, teachers focused their efforts on effective reading instruction. To that end, we utilized the Diagnostic Reading Assessment 2 (DRA2) to track student progress. Teachers integrated authentic writing skills and Academic Language Development to support this reading achievement goal; and lastly, made certain that all students stayed engaged in grade-level curriculum throughout the school day. These efforts included structuring our classrooms to guarantee 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 school wide with solid results; these methods are proven to help students attain the mathematics and language arts standards.

Focus for Improvement

- In the 2013 – 2014 school year we will continue to focus on reading achievement and Academic Language Development. Additionally, we will continue to work on writing, providing a daily writing block for students to produce authentic writing, utilizing writing rubrics that have been developed by teachers based on the 'Six Traits of Writing'. We will continue the Latino Family Literacy Project to promote Latino parental involvement in our school, supporting our goal of all students reading on grade level by the end of third grade. Lastly, we will work rigorously to align curriculum and implement the new Common Core Standards.

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 765 (out of 1000). This is a decline of 34 points 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 2011–2012 test results, we started the 2012–2013 school year with a base API of 799. 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 5 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 8 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.
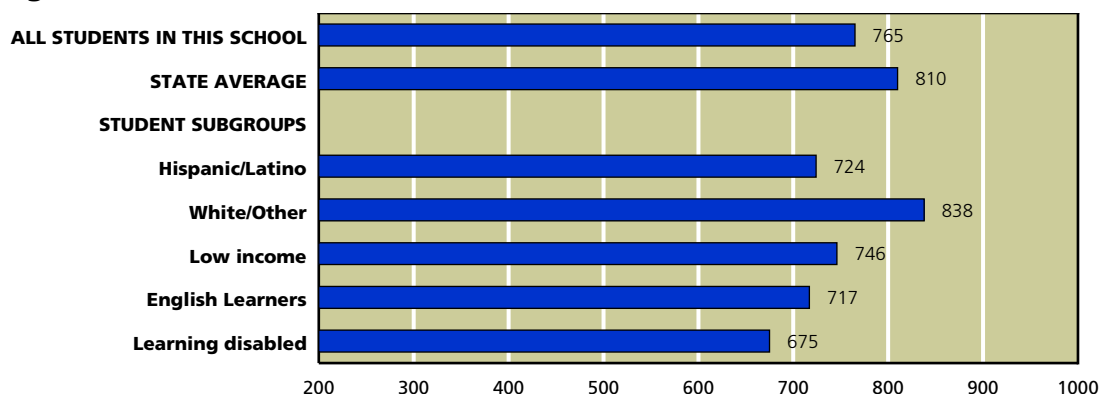
We did not meet some or all of our assigned growth targets during the 2012–2013 school year. Just for reference, 48 percent of elementary schools statewide met their growth targets.

CALIFORNIA **API** ACADEMIC PERFORMANCE INDEX	
Met schoolwide growth target	**No**
Met growth target for prior school year	**Yes**
API score	**765**
Growth attained from prior year	**-34**
Met subgroup* growth targets	**No**

SOURCE: API based on spring 2013 test cycle. Growth scores alone are displayed and are current as of December 2013.

*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. N/A - Results not available.

API, Spring 2013

	API score
ALL STUDENTS IN THIS SCHOOL	765
STATE AVERAGE	810
STUDENT SUBGROUPS	
Hispanic/Latino	724
White/Other	838
Low income	746
English Learners	717
Learning disabled	675

SOURCE: API based on spring 2013 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 11 out of 21 criteria for yearly progress. Because we fell short in ten 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): 89.2 percent on the English/language arts test and 89.5 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 770 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	
Met AYP	**No**
Met schoolwide participation rate	**Yes**
Met schoolwide test score goals	**No**
Met subgroup* participation rate	**Yes**
Met subgroup* test score goals	**No**
Met schoolwide API for AYP	**No**
Program Improvement school in 2013	**Yes**

SOURCE: AYP is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students' test results in the 2012–2013 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. 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 89.2% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?	DID 95% OF STUDENTS TAKE THE CST, CMA OR CAPA?	DID 89.5% OF STUDENTS SCORE PROFICIENT OR ADVANCED ON THE CST, CMA, & CAPA?
SCHOOLWIDE RESULTS	🟢	🔴	🟢	🔴
SUBGROUPS OF STUDENTS				
Low income	🟢	🔴	🟢	🔴
Students learning English	🟢	🔴	🟢	🔴
STUDENTS BY ETHNICITY				
Hispanic/Latino	🟢	🔴	🟢	🔴
White/Other	🟢	🔴	🟢	🟢

SOURCE: AYP release of September 2013, CDE.

The table at left shows our success or failure in meeting AYP goals in the 2012–2013 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 2013, the school moved one stage lower in the program, from stage (year) 3 to 4. There are five stages in total. In California, 369 elementary schools were in stage 4 of PI as of December 2013.

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.

FEDERAL INTERVENTION PROGRAM	
PI PROGRAM IMPROVEMENT	
In PI since	**2010**
Stage of PI	**4 of 5**
Change in 2013	**Moved one stage lower (did not make AYP)**

SOURCE: PI status is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students' test results in the 2012–2013 school year or earlier.

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.

YEAR	PI STAGE	SUMMARY OF EVENTS FOR THIS YEAR	AYP GOALS NOT MET ■ AYP GOALS MET ■
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.	■■■■■■■■■■■■■■■
2012	**3**	We met 14 of the 17 criteria for Adequate Yearly Progress. As a result, the school moved to stage 3 of Program Improvement.	■■■■■■■■■■■■■■■■■
2013	**4**	We met 11 of the 21 criteria for Adequate Yearly Progress. As a result, the school moved to stage 4 of Program Improvement.	■■■■■■■■■■■■■■■■■■■■■

SOURCE: PI status is based on the Accountability Progress Report of September 2013. A school can be in Program Improvement based on students' test results in the 2012–2013 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) 4 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 participating in a plan of corrective action. Teachers continue to work toward improving classroom teaching. The school may set aside ten percent of its Title I (federal) funding to help teachers improve.

DISTRICT: The district is taking more serious steps of corrective action. It is preparing a new plan for running the school. This plan can include reopening as a charter school, contracting with an outside agency to manage the school, replacing staff, naming a new principal, and changing the internal organization of the school. The district is also notifying parents of the corrective action plan, and what progress the staff is making toward improving instruction.
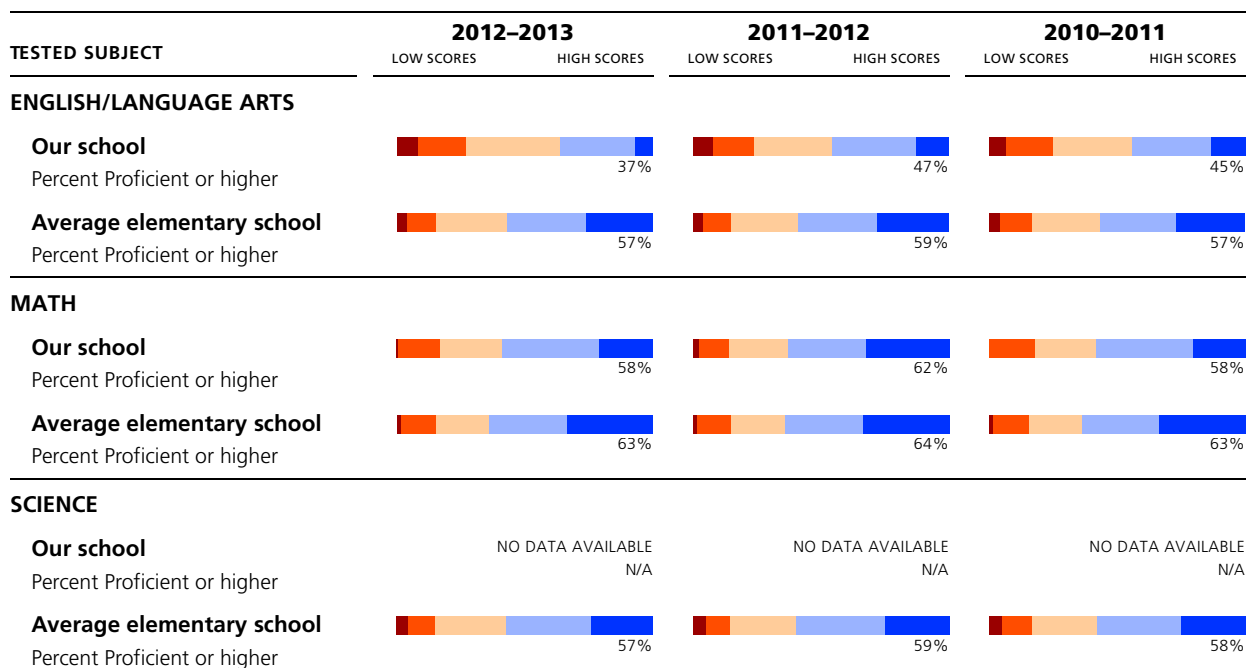
STUDENT ACHIEVEMENT

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**

TESTED SUBJECT	2012–2013 LOW SCORES	2012–2013 HIGH SCORES	2011–2012 LOW SCORES	2011–2012 HIGH SCORES	2010–2011 LOW SCORES	2010–2011 HIGH SCORES
ENGLISH/LANGUAGE ARTS						
Our school Percent Proficient or higher		37%		47%		45%
Average elementary school Percent Proficient or higher		57%		59%		57%
MATH						
Our school Percent Proficient or higher		58%		62%		58%
Average elementary school Percent Proficient or higher		63%		64%		63%
SCIENCE						
Our school Percent Proficient or higher	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A	NO DATA AVAILABLE	N/A
Average elementary school Percent Proficient or higher		57%		59%		58%

SOURCE: The scores for the CST are from the spring 2013 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

HAVE THE CALIFORNIA STANDARDS TESTS KEPT UP WITH THE CHANGES IN WHAT WE TEACH?   In two subjects, the answer is "yes," and in two more the answer is "no." The Common Core transition is the reason for this. The test questions in math and English/language arts in 2012-13 were likely to be less well aligned with the official standards for California curriculum than they were three years ago. But the test questions in social studies and science were just as well aligned in 2012-13 as they were in the past.

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 57 percent of elementary school students scored Proficient or Advanced on the English/language arts test; 63 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
SCHOOLWIDE AVERAGE		37%	92%	**SCHOOLWIDE AVERAGE:** About 20 percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		51%	94%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		57%	94%	

Subgroup Test Scores

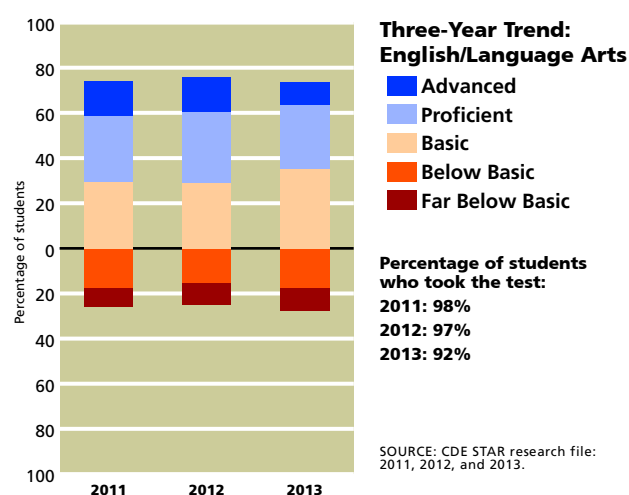**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**

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

GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		34%	126	**GENDER:** About eight percent more girls than boys at our school scored Proficient or Advanced.
Girls		42%	116	
English proficient		54%	118	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		22%	124	
Low income		31%	200	**INCOME:** About 38 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		69%	42	
Learning disabled	NO DATA AVAILABLE	N/A	13	**LEARNING DISABILITIES:** 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.
Not learning disabled		39%	228	
Hispanic/Latino		27%	155	**ETHNICITY:** 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.
White/Other		58%	74	

SOURCE: The scores for the CST are from the spring 2013 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.

Three-Year Trend: English/Language Arts

■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2011: 98%
2012: 97%
2013: 92%

SOURCE: CDE STAR research file: 2011, 2012, and 2013.

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
SCHOOLWIDE AVERAGE		58%	95%	**SCHOOLWIDE AVERAGE:** About five percent fewer students at our school scored Proficient or Advanced than at the average elementary school in California.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		57%	92%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		63%	91%	

Subgroup Test Scores

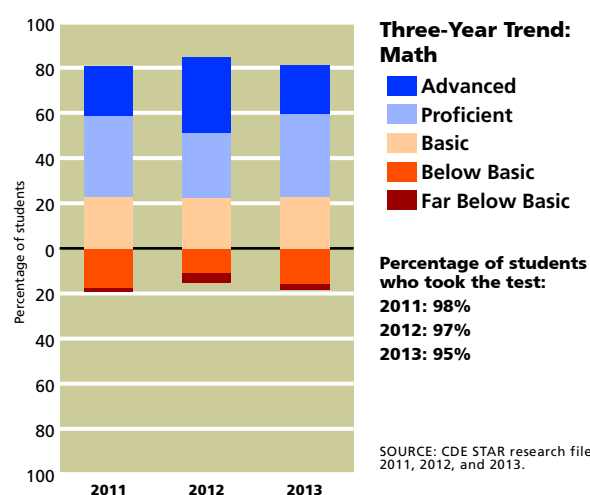**BAR GRAPHS BELOW SHOW TWO PROFICIENCY GROUPS (LEFT TO RIGHT):**
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GROUP	LOW SCORES HIGH SCORES	PROFICIENT OR ADVANCED	STUDENTS TESTED	COMMENTS
Boys		58%	131	**GENDER:** About the same percentage of boys and girls at our school scored Proficient or Advanced.
Girls		59%	117	
English proficient		66%	121	**ENGLISH PROFICIENCY:** English Learners scored lower on the CST than students who are proficient in English. Because we give this test in English, English Learners tend to be at a disadvantage.
English Learners		51%	127	
Low income		55%	205	**INCOME:** About 19 percent fewer students from lower-income families scored Proficient or Advanced than our other students.
Not low income		74%	43	
Learning disabled	DATA STATISTICALLY UNRELIABLE	N/S	19	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested with learning disabilities was too small to be statistically significant.
Not learning disabled		61%	228	
Hispanic/Latino		52%	158	**ETHNICITY:** 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.
White/Other		71%	77	

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You can read the **math standards** on the CDE's Web site.

Three-Year Trend: Math
■ Advanced
■ Proficient
■ Basic
■ Below Basic
■ Far Below Basic

Percentage of students who took the test:
2011: 98%
2012: 97%
2013: 95%

SOURCE: CDE STAR research file: 2011, 2012, and 2013.

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
SCHOOLWIDE AVERAGE	NO DATA AVAILABLE	N/A	N/A	**SCHOOLWIDE AVERAGE:** 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.
AVERAGE ELEMENTARY SCHOOL IN THE COUNTY		49%	93%	
AVERAGE ELEMENTARY SCHOOL IN CALIFORNIA		57%	93%	

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
Boys	NO DATA AVAILABLE	N/A	N/A	**GENDER:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Girls	NO DATA AVAILABLE	N/A	N/A	
English proficient	NO DATA AVAILABLE	N/A	N/A	**ENGLISH PROFICIENCY:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
English Learners	NO DATA AVAILABLE	N/A	N/A	
Low income	NO DATA AVAILABLE	N/A	N/A	**INCOME:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not low income	NO DATA AVAILABLE	N/A	N/A	
Learning disabled	NO DATA AVAILABLE	N/A	N/A	**LEARNING DISABILITIES:** We cannot compare scores for these two subgroups because the number of students tested was either zero or too small to be statistically significant.
Not learning disabled	NO DATA AVAILABLE	N/A	N/A	

SOURCE: The scores for the CST are from the spring 2013 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, we assess our students using the DRA2 and three District Writing Assessments that measure progress toward grade level standards and expectations. Teachers then use assessment results to plan academic programs, including academic interventions for those students not attaining standards.

Too 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, 55 percent of students were considered to be proficient in English, compared with 70 percent of elementary school students in California overall.

LANGUAGE SKILLS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
English-proficient students	55%	68%	70%
English Learners	45%	32%	30%

SOURCE: Language census for the 2012–2013 school year. County and state averages represent elementary schools only.

Languages Spoken at Home by English Learners

Please note that this table describes the home languages of just the 225 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%	90%	84%
Vietnamese	0%	0%	3%
Cantonese	0%	0%	1%
Hmong	0%	0%	1%
Filipino/Tagalog	0%	0%	1%
Korean	0%	0%	1%
Khmer/Cambodian	0%	1%	0%
All other	1%	9%	9%

SOURCE: Language census for the 2012–2013 school year. 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	2%	3%	6%
Asian American/ Pacific Islander	1%	5%	11%
Hispanic/Latino	61%	57%	54%
White	35%	30%	25%

SOURCE: California Longitudinal Pupil Achievement Data System (CALPADS), October 2012. 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 $42,643 a year (based on a family of four) in the 2012–2013 school year. At Moon Primary, 83 percent of the students qualified for this program, compared with 61 percent of students in California.

FAMILY FACTORS	OUR SCHOOL	COUNTY AVERAGE	STATE AVERAGE
Low-income indicator	83%	69%	61%
Parents with some college	25%	48%	58%
Parents with college degree	14%	21%	34%

SOURCE: The free and reduced-price lunch information is gathered by most districts in October. This data is from the 2012–2013 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 25 percent of the students at Moon Primary have attended college and 14 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 42 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 14 students to a high of 20. Our average class size schoolwide is 17 students.

AVERAGE CLASS SIZE BY GRADE	OUR SCHOOL	OUR DISTRICT
Kindergarten	18	18
First grade	14	14
Second grade	16	16
Third grade	20	20

SOURCE: California Department of Education, SARC Research File. District 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 2012. Fire drills are held monthly, lockdown drills twice a year, and earthquake drills four times a year as per the California education code.

Discipline

Moon School utilizes the '7 Habits of Happy Kids' to help our students learn how to make good decisions. All staff members work on establishing a positive school climate, where mutual respect and high expectations are modeled and taught so that students have a firm understanding of proper school behavior. When negative behavior occurs, we discipline as a teaching moment so the behavior does not occur again, concentrating when possible on natural consequences to the action.

Homework

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

Schedule

Our school year includes 178 days of instruction, due to furlough days. 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 sixth year at the helm of Moon School. Mr. Kuykendall has worked in the field of education for over 20 years and has a varied background that ranges from high school and alternative education, with the last 11 years in elementary education.

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
Core courses taught by a teacher not meeting NCLB standards	Percentage of core courses not taught by a "highly qualified" teacher according to federal standards in NCLB	0%	N/A	0%
Fully credentialed teachers	Percentage of staff holding a full, clear authorization to teach at the elementary or secondary level	100%	N/A	N/A
Teachers lacking a full credential	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 as of December 2013.

"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 2013–2014 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. 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.

DISTRICT FACTOR	DESCRIPTION	CORE COURSES NOT TAUGHT BY HQT IN DISTRICT
Districtwide	Percentage of core courses not taught by "highly qualified" teachers (HQT)	11%
Schools with more than 40% of students from lower-income homes	Schools whose core courses are not taught by "highly qualified" teachers	11%
Schools with less than 25% of students from lower-income homes	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 improving Academic Language Development, reading and writing achievement. Development days support classroom instruction by equipping teachers with research-proven techniques, such as Strategic Teaching, Board Math, and Board Language.

YEAR	PROFESSIONAL DEVELOPMENT DAYS
2012–2013	2.0
2011–2012	1.0
2010–2011	3.0

SOURCE: This information is supplied by the school district.

Evaluating and Improving Teachers

The principal performs annual teacher evaluations for probationary teachers (less than two years of service in the district) and biannual evaluations for permanent teachers, with less than ten years of service. Those teachers with more than ten years of service are evaluated at least every five years. 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)
Academic counselors	0.0
Behavioral/career counselors	0.0
Librarians and media staff	0.0
Psychologists	0.5
Social workers	0.0
Nurses	0.5
Speech/language/ hearing specialists	0.5
Resource specialists	1.5

SOURCE: Data provided by the school district.

Specialized Programs and Staff

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

Gifted and Talented Education (GATE)

Moon's GATE program begins in third grade and services are provided in a self-contained GATE classroom. The GATE teacher has gone through training to meet the specialized needs of the students in the classroom.

Special Education Program

We have a Resource Specialist Program (RSP) teacher, one Special Day Class (SDC) teacher, and two 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 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.

Library

Classes visit the library for at least 30 minutes per week. Teachers check books in and out, and other classified staff shelve books to ensure that the library 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 2013–2014 school year and whether those **textbooks** covered the California Content Standards.

Curriculum and the Transition to the Common Core

For many 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.

In 2010, California's State Board of Education voted to redefine what we teach. We are calling this the Common Core curriculum, because it is common or shared among schools in most states, and because it affects the core subjects. In 2012-2013, our district's teachers were already delivering a somewhat different curriculum in math and English/language arts. Changes to the science standards will follow in 2013-2014.

The **California Department of Education (CDE)** has published helpful background information about the Common Core curriculum. This includes a helpful **video introduction** as well as access to a **handbook for parents** of students in kindergarten through eighth grade. The full **math standards** are available as well as the standards for **English/ language arts**.

SCHOOL EXPENDITURES

State funding that is allocated for specific purposes are used to support the instructional programs in the classroom, allowing teachers to attend trainings, and it provides for other classroom material needs. An example is the support of Common Core Standards implementation, Academic Language Development, reading instruction, and writing in–services.

Spending per Student (2011–2012)

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 346 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)	$4,395	$5,399	-19%	$5,653	-22%
Restricted funds ($/student)	$1,713	$2,690	-36%	$3,083	-44%
TOTAL ($/student)	$6,108	$8,089	-24%	$8,736	-30%

SOURCE: Information provided by the school district.
* Districts allocate most of their costs to school sites and attribute other costs to the district office. When calculating the district average for school level spending per student, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Expenditures, by Category (2011–2012)

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 (all certificated staff)	$1,088,431	$204,576	$1,293,007	61%
Other staff salaries	$80,163	$100,745	$180,908	9%
Benefits	$306,264	$84,149	$390,413	18%
Books and supplies	$38,220	$64,299	$102,519	5%
Equipment replacement	$0	$0	$0	0%
Services and direct support	$9,396	$139,688	$149,084	7%
TOTAL	$1,522,474	$593,457	$2,115,931	

SOURCE: Information provided by the school district.
* Totals may not add up to exactly 100% because of rounding.

Compensation of Staff with Teaching Credentials (2011–2012)

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 15 FTE teachers working in our school.

CATEGORY	OUR SCHOOL	DISTRICT AVERAGE *	SCHOOL VARIANCE	STATE AVERAGE	SCHOOL VARIANCE
Salaries	$83,700	$59,512	41%	$71,848	16%
Retirement benefits	$6,905	$5,909	17%	$5,888	17%
Health and medical benefits	$11,443	$10,797	6%	$10,391	10%
Other benefits	N/A	N/A	N/A	$720	N/A
TOTAL	$102,048	$76,218	34%	$88,847	15%

SOURCE: Information provided by the school district.
* Districts allocate most of their staff costs to school sites, but attribute other staff costs to the district office. One example is a reading resource teacher or librarian who works at all school sites. When calculating the district average for compensation per staff member, we include these district related costs in the denominator. This will often cause most schools to fall below the district average.

Total Certificated Staff Compensation (2011–2012)

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	$1,255,497	82%
Retirement benefits	$103,578	7%
Health and medical benefits	$171,646	11%
Other benefits	N/A	N/A
TOTAL	$1,530,721	

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 December 2013. The CDE may release additional or revised data for the 2012–2013 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 2012); Language Census (March 2013); California Standards Tests (spring 2013 test cycle); Academic Performance Index (September 2013 growth score release); Adequate Yearly Progress (September 2013).

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 2013–2014

Here you'll find key facts about our teachers, textbooks, and facilities during the school year in progress, 2013–2014. 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	2011–2012	2012–2013	2013–2014
TEACHER VACANCIES OCCURRING AT THE BEGINNING OF THE SCHOOL YEAR			
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			
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, November 04, 2013.

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	2011–2012	2012–2013	2013–2014
Teacher Misassignments	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	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	Total number of service area placements of employees without the required credentials	0	0	0

NOTES: This report was completed on Friday, October 11, 2013.

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?	FROM THE MOST RECENT OFFICIAL ADOPTION?	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%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

NOTES: This report was completed on Friday, October 11, 2013. This information was collected on Friday, October 11, 2013.

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
OVERALL 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	**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)	**Good**	[STATUS AS OF Nov 3 2010] Inside walls on two classrooms had dry rot. Repairs completed September 2010.
C. CLEANLINESS	**Good**	
Overall Cleanliness		No apparent problems.
Pest or Vermin Infestation		No apparent problems.
D. ELECTRICAL		
Electrical Systems and Lighting	**Fair**	Principal/VP Room 2 ballist out. Room 4 light out bad ballist. Room 15 needs two wall sheets replace. Room 16 plug cover broken light out. Room 17 has lights out. Room 23, 32, 33 had bad ballist. First grade restroom lights out.
E. RESTROOMS/FOUNTAINS	**Good**	
Bathrooms		No apparent problems.
Drinking Fountains (Inside and Out)		Room 12 needs a new sink.
F. SAFETY		
Fire Safety (Sprinkler Systems, Alarms, Extinguishers)		No apparent problems.
Hazardous Materials (Lead Paint, Asbestos, Mold, Flammables, etc.)		No apparent problems.
G. STRUCTURAL	**Good**	

AREA	RATING	DESCRIPTION
Structural Damage (Cracks in Walls and Foundations, Sloping Ceilings, Posts or Beams Missing)		Room 15 needs two wall sheets replaced.
Roofs		No apparent problems.
H. EXTERNAL	**Good**	
Playground/School Grounds		No apparent problems.
Windows, Doors, Gates, Fences (Interior and Exterior)		Room 14 needs screens replaced.
OTHER DEFICIENCIES	**N/A**	No apparent problems.

INSPECTORS AND ADVISORS: This report was completed on Monday, November 04, 2013 by Randall Azevedo (Maintainance). The facilities inspection occurred on Thursday, August 25, 2011. There were no other inspectors used in the completion of this form. The Facilities Inspection Tool was completed on Tuesday, July 24, 2012.

» 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	504
Black/African American	2%
American Indian or Alaska Native	0%
Asian	1%
Filipino	0%
Hispanic or Latino	61%
Pacific Islander	0%
White (not Hispanic)	35%
Two or more races	0%
Ethnicity not reported	0%
Socioeconomically disadvantaged	84%
English Learners	45%
Students with disabilities	8%

SOURCE: All but the last three lines are from the annual census, CALPADS, October 2012. 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	147
Grade 1	95
Grade 2	140
Grade 3	122
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 2012.

Average Class Size by Grade Level

GRADE LEVEL	2010–2011	2011–2012	2012–2013
Kindergarten	25	22	18
Grade 1	22	25	14
Grade 2	21	21	16
Grade 3	N/A	N/A	20
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	N/A	N/A
Combined 3–4	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A
Other	8	N/A	N/A

SOURCE: CALPADS, October 2012.

Average Class Size by Grade Level, Detail

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

GRADE LEVEL	2010–2011			2011–2012			2012–2013		
	1–20	21–32	33+	1–20	21–32	33+	1–20	21–32	33+
Kindergarten	0	7	0	2	2	0	3	5	0
Grade 1	4	1	0	0	6	0	4	3	0
Grade 2	5	1	0	5	0	0	4	5	0
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	2	4	0
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined K–3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 3–4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Combined 4–8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SOURCE: CALPADS, October 2012.

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
	2010–2011	2011–2012	2012–2013	2012–2013
With Full Credential	20	21	21	75
Without Full Credential	0	0	0	1

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		
	MET FOUR OR MORE STANDARDS	MET FIVE OR MORE STANDARDS	MET ALL SIX STANDARDS
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	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 2012–2013 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 2012–2013 school year, we had 26 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
Suspensions per 100 students			
2012–2013	5	10	N/A
2011–2012	5	28	N/A
2010–2011	3	4	5
Expulsions per 100 students			
2012–2013	0	0	N/A
2011–2012	0	0	N/A
2010–2011	0	0	0

SOURCE: Information for the two most recent years provided by the school district. Prior 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.

	SCHOOL PERCENT PROFICIENT OR ADVANCED			DISTRICT PERCENT PROFICIENT OR ADVANCED			STATE PERCENT PROFICIENT OR ADVANCED		
SUBJECT	2011	2012	2013	2011	2012	2013	2011	2012	2013
English/ language arts	46%	49%	39%	48%	51%	52%	54%	56%	55%
Mathematics	59%	64%	59%	40%	43%	44%	49%	50%	50%
Science	N/A	N/A	N/A	48%	49%	56%	57%	60%	59%

SOURCE: STAR results, spring 2013 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.

	STUDENTS SCORING PROFICIENT OR ADVANCED		
STUDENT GROUP	ENGLISH/ LANGUAGE ARTS 2012–2013	MATHEMATICS 2012–2013	SCIENCE 2012–2013
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	28%	52%	N/A
Pacific Islander or Native Hawaiian	N/A	N/A	N/A
White (not Hispanic)	60%	72%	N/A
Two or more Races	N/A	N/A	N/A
Boys	38%	60%	N/A
Girls	41%	57%	N/A
Socioeconomically disadvantaged	33%	56%	N/A
English Learners	24%	52%	N/A
Students with disabilities	42%	40%	N/A
Receives migrant education services	18%	54%	N/A

SOURCE: STAR results, spring 2013 test cycle, as interpreted and published by the CDE unit responsible for School Accountability Report Cards.

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	2010–2011	2011–2012	2012–2013
Statewide rank	4	4	5
Similar-schools rank	1	6	8

SOURCE: The API Base Report from May 2013.

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.

	ACTUAL API CHANGE			API
SUBGROUP	2010–2011	2011–2012	2012–2013	2012–2013
All students at the school	+5	+13	-34	765
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	-6	+1	-24	724
Pacific Islander	N/A	N/A	N/A	N/A
White (non Hispanic)	+25	+43	-35	838
Two or more races	N/A	N/A	N/A	N/A
Socioeconomically disadvantaged	+30	+13	-28	746
English Learners	-24	+63	-34	717
Students with disabilities	N/A	-11	-61	675

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

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	243	765	1,258	776	4,655,989	790
Black/African American	5	N/A	17	769	296,463	708
American Indian or Alaska Native	1	N/A	4	N/A	30,394	743
Asian	2	N/A	13	822	406,527	906
Filipino	1	N/A	7	N/A	121,054	867
Hispanic or Latino	153	724	716	745	2,438,951	744
Pacific Islander	1	N/A	6	N/A	25,351	774
White (non Hispanic)	79	838	482	822	1,200,127	853
Two or more races	1	N/A	13	678	125,025	824
Socioeconomically disadvantaged	207	746	958	754	2,774,640	743
English Learners	124	717	521	731	1,482,316	721
Students with disabilities	34	675	169	632	527,476	615

SOURCE: The API Growth Report as released in the Accountability Progress Report in September 2013. Students from all elementary, middle and high schools are included in the district and state columns for comparison.

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 770 or growth of at least one point.

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
Overall	No
Graduation rate	Yes
Participation rate in English/language arts	Yes
Participation rate in mathematics	Yes
Percent Proficient in English/language arts	No
Percent Proficient in mathematics	No
Met Academic Performance Index (API)	Yes

SOURCE: The AYP Report as released in the Accountability Progress Report in September 2013.

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
PI stage	3 of 3
The year the district entered PI	2011
Number of schools currently in PI	5
Percentage of schools currently in PI	83%

SOURCE: The Program Improvement Report as released in the Accountability Progress Report in September 2013.

DISTRICT EXPENDITURES

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
FISCAL YEAR 2011–2012			
Total expenses	$14,132,936	$32,927,474,550	$46,420,178,248
Expenses per student	$8,463	$8,459	$8,382
FISCAL YEAR 2010–2011			
Total expenses	$14,591,761	$32,778,534,397	$46,278,595,991
Expenses per student	$8,533	$8,407	$8,323

SOURCE: Fiscal Services Division, California Department of Education.

District Salaries, 2011–2012

This table reports the salaries of teachers and administrators in our district for the 2011–2012 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	$40,788	$38,578
Midrange teacher's salary	$62,590	$59,799
Highest-paid teacher's salary	$79,677	$78,044
Average principal's salary (elementary school)	$93,956	$95,442
Superintendent's salary	$134,247	$150,595
Percentage of budget for teachers' salaries	31%	37%
Percentage of budget for administrators' salaries	5%	6%

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

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–3   **SCHEDULE:** Traditional   **ENROLLMENT:** 504
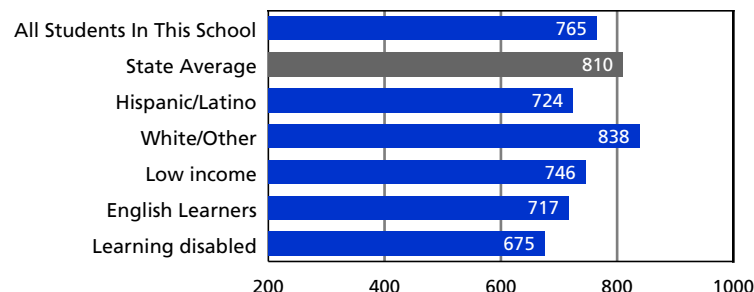
CALIFORNIA ACCOUNTABILITY

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).

Academic Performance Index (API)	**765**
Growth attained from prior year	**-34**
Met schoolwide growth target	**No**
Met growth targets for all groups of students	**No**

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 765, compared with 810 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.

	API
All Students In This School	765
State Average	810
Hispanic/Latino	724
White/Other	838
Low income	746
English Learners	717
Learning disabled	675

(scale: 200 400 600 800 1000)

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 ■ BELOW BASIC ■ BASIC ■ PROFICIENT ■ ADVANCED

SUBJECT	PERCENT PROFICIENT OR HIGHER	LOW SCORES → HIGH SCORES
English/Language Arts (Reading and Writing)		
Our school	37%	
Calif. elementary schools	57%	
Math		
Our school	58%	
Calif. elementary schools	63%	
Science		
Our school	N/A	NO DATA AVAILABLE
Calif. elementary schools	57%	

SOURCE: The scores for the California Standards Tests are from the spring 2013 test cycle. State averages represent elementary schools only.
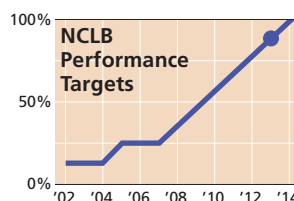
FEDERAL ACCOUNTABILITY

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.

|	
Made Adequate Yearly Progress (AYP)	**No**
Number of AYP targets met	**11**
Number of AYP targets school was required to meet	**21**
Is the school in Program Improvement (PI)?	**Yes** Stage 4 of 5

SOURCE: API growth score and AYP from the 2013 test cycle. API and AYP current as of September 2013.

This year, schools are expected to help 89 percent of their students score Proficient or higher on California's English/language arts (ELA) and math tests. This goal rises every year until 2014, when 100 percent of students are expected to reach this mark. As a result, increasing numbers of schools are falling short of this goal, and landing on the federal watch list known as Program Improvement.

NCLB Performance Targets

(graph y-axis: 0%, 50%, 100%; x-axis: '02 '04 '06 '08 '10 '12 '14)

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.
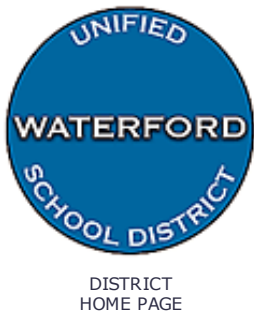
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DISTRICT
HOME PAGE

Richard M. Moon Primary School
Facilities, 2013–2014

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: GOOD

[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: FAIR

Principal/VP Room 2 ballist out.
Room 4 light out bad ballist.
Room 15 needs two wall sheets replace.
Room 16 plug cover broken light out.
Room 17 has lights out.
Room 23, 32, 33 had bad ballist.
First grade restroom lights out.

E. RESTROOMS/FOUNTAINS
RATING: GOOD

Bathrooms

No apparent problems.

Drinking Fountains (Inside and Out)

Room 12 needs a new sink.

F. SAFETY

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)

Room 15 needs two wall sheets replaced.

Roofs

No apparent problems.

H. EXTERNAL
RATING: GOOD

Playground/School Grounds

No apparent problems.

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

Room 14 needs screens replaced.

NOTES

No apparent problems.

Inspectors and Advisors

This report was completed on Monday, November 04, 2013 by Randall Azevedo (Maintainance).

The facilities inspection occurred on Thursday, August 25, 2011.

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

The Facilities Inspection Tool was completed on Tuesday, July 24, 2012.

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.

» Williams report home page
» About the Williams law
» Close this window

WATERFORD UNIFIED SCHOOL DISTRICT

DISTRICT
HOME PAGE

Richard M. Moon Primary School
Textbooks, 2013–2014

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?	FROM THE MOST RECENT OFFICIAL ADOPTION?	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%
Foreign Languages	Yes	Yes	Yes	100%
Health Sciences	Yes	Yes	Yes	100%
Visual and Performing Arts	Yes	Yes	Yes	100%

Notes

This report was completed on Friday, October 11, 2013.
This information was collected on Friday, October 11, 2013.

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

DISTRICT
HOME PAGE

Richard M. Moon Primary School
Teacher Vacancies, 2013–2014

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

	2011–2012	2012–2013	2013–2014
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

	2011–2012	2012–2013	2013–2014
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, November 04, 2013.

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.

» Williams report home page
» About the Williams law
» Close this window

WATERFORD UNIFIED SCHOOL DISTRICT

DISTRICT
HOME PAGE

Richard M. Moon Primary School
Teacher Misassignments, 2013–2014

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

	2011–2012	2012–2013	2013–2014
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

	2011–2012	2012–2013	2013–2014
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

	2011–2012	2012–2013	2013–2014
Total number of service area placements of employees without the required credentials	0	0	0

Notes

This report was completed on Friday, October 11, 2013.

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.