

Richard M. Moon Primary School 2013-14 SCHOOL ACCOUNTABILITY REPORT CARD

Published During 2014-15



**Richard M. Moon
Primary**



Contact Information (School Year 2014-15)

319 North Reinway Ave.

Waterford, CA 95386-9187

(209) 874-2371

Principal:

Mr. Steve kuykendall, Principal

Contact E-mail Address:

skuykendall@waterford.k12.ca.us

County-District-School (CDS) Code: 50755720118513

Waterford Unified

Contact Information (School Year 2014-15)

(209) 874-1809

<http://waterford-ca.schoolloop.com/>

Superintendent:

Don Davis

Contact E-mail Address:

dondavis@waterford.k12.ca.us



Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2013-14 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

District Contact Information - Most Recent Year

District Name	Waterford Unified
Phone Number	(209) 874-1809
Superintendent	Don Davis
E-mail Address	dondavis@waterford.k12.ca.us
Web Site	http://waterford-ca.schoolloop.com/

School Contact Information - Most Recent Year

School Name	Richard M. Moon Primary
Street	319 North Reinway Ave.
City, State, Zip	Waterford, CA 95386-9187
Phone Number	(209) 874-2371
Principal	Mr. Steve kuykendall, Principal
E-mail Address	skuykendall@waterford.k12.ca.us
Web Site	http://moon-waterford-ca.schoolloop.com/
County-District-School (CDS) Code	50755720118513

School Description and Mission Statement- Most Recent Year

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 2013-2014 school year we focused on strategic first instruction to improve reading achievement, writing achievement, Academic Language Development, and beginning implementation of the Common Core State Standards. Our current challenge is staging in the new Common Core Standards.

Major Achievements - Most Recent Year

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 - Most Recent Year

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.

Homework - Most Recent Year

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

School Schedule - Most Recent Year

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.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Transitional Kindergarten	
Kindergarten	166
Grade 1	126
Grade 2	97
Grade 3	137
Total Enrollment	526

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.4
Asian	1
Filipino	0.2
Hispanic or Latino	61.8
Native Hawaiian/Pacific Islander	0
White	32.5
Two or More Races	0.4
Socioeconomically Disadvantaged	83.1
English Learners	44.7
Students with Disabilities	5.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2012-13	School 2013-14	School 2014-15	District 2014-15
With Full Credential	25	25	25	84
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Leadership - Most Recent Year

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.

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	99.51	0.49
High-Poverty Schools in District	99.51	0.49
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September 2014

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Engage New York	Yes	0%
Mathematics	Engage New York	Yes	0%
Science	Scott Foresman	Yes	0%
History-Social Science	Scott Foresman	Yes	0%
Foreign Language	N/A	N/A	0%
Health	N/A	N/A	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

GATE - Most Recent Year

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. This year was set to be the transition out year to support other classes with the implementation of the ELA/ELD California Framework.

Special Education - Most Recent Year

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 Learners - Most Recent Year

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.

School Facility Conditions and Planned Improvements - Most Recent Year

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

School Facility Good Repair Status - Most Recent Year

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	—	—	
Interior: Interior Surfaces	✓	—	—	
Cleanliness: Overall Cleanliness, Pest/Vermine Infestation	✓	—	—	
Electrical: Electrical	—	—	✓	
Restrooms/Fountains: Restrooms, Sinks/Fountains	✓	—	—	
Safety: Fire Safety, Hazardous Materials	✓	—	—	
Structural: Structural Damage, Roofs	✓	—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—	✓	—	

Overall Facility Rate - Most Recent Year

	Exemplary	Good	Fair	Poor
Overall Rating	—	✓	—	—

Library - Most Recent Year

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 - Most Recent Year

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.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	N/A	N/A	N/A	49%	56%	56%	60%	59%	60%

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	56%
All Students at the School	N/A
Male	N/A
Female	N/A
Black or African American	N/A
American Indian or Alaska Native	N/A
Asian	N/A
Filipino	N/A
Hispanic or Latino	N/A
Native Hawaiian or Pacific Islander	N/A
White	N/A
Two or More Races	N/A
Socioeconomically Disadvantaged	N/A
English Learners	N/A
Students with Disabilities	N/A
Students Receiving Migrant Education Services	N/A

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	46%	49%	39%	48%	51%	52%	54%	56%	55%
Mathematics	59%	64%	59%	40%	43%	44%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	41%	44%	47%	48%	49%	49%

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Other Measures of Student Achievement - Most Recent Year

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	5	3
Similar Schools	6	8	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
All Students at the School	5	13	-34
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-6	1	-24
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged		13	-31
English Learners			-34
Students with Disabilities			

Note: 'N/D' means that no data were available to the CDE or LEA to report. 'B' means the school did not have a valid API Base and there is no Growth or target information. 'C' means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcome

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate*	School			District			State		
	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014	2011-2012	2012-2013	2013-2014
Suspensions	2.4	0.9	0.2	7.2	1.7	0.6	4.4	5.1	5.7
Expulsions	0	0	0	0.5	0.1	0.1	0.1	0.1	0.1

Discipline - Most Recent Year

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.

School Safety Plan - Most Recent Year

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met Graduation Rate		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	100%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011-12 Number of Classes*			Avg. Class Size	2012-13 Number of Classes*			Avg. Class Size	2013-14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.3	2	2	0	18	3	5		24	1	6	
1	25.2	0	6	0	14	4	3		21	1	5	
2	21.4	5	0	0	16	4	5		19	1	4	
3					20	2	4		23	1	5	
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.25	N/A
Psychologist		N/A
Social Worker		N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non - teaching)		N/A
Other	0.25	N/A

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

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

Specialized Program/Staff - Most Recent Year

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$65,715
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$4,690	\$63,037
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

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

Types of Services Funded (Fiscal Year 2013-14)

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.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,788	\$38,920
Mid-Range Teacher Salary	\$62,590	\$59,803
Highest Teacher Salary	\$79,677	\$78,096
Average Principal Salary (Elementary)	\$93,956	\$95,836
Average Principal Salary (Middle)	\$93,956	\$99,849
Average Principal Salary (High)	\$0	\$107,599
Superintendent Salary	\$134,247	\$151,912
Percent of Budget for Teacher Salaries	34%	37%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development - Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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

Staff development days are devoted to improving achievement of the new Common Core State Standards, Academic Language Development, reading and writing achievement. Development days support classroom instruction by equipping teachers with research-proven techniques, such as Strategic Teaching and Number Talks.

Evaluation/Improving Teachers - Most Recent Year

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 - Most Recent Year

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.