

Richard M. Moon Primary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Richard M. Moon Primary School
Street	319 North Reinway Ave.
City, State, Zip	Waterford, CA 95386-9187
Phone Number	(209) 847-2371
Principal	Steve Kuykendall
E-mail Address	skuykendall@waterford.k12.ca.us
Web Site	http://moon-waterford-ca.schoolloop.com/
CDS Code	50755720118513

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

School Description and Mission Statement (School Year 2016-17)

Richard M. Moon Primary School serves children from Transitional Kindergarten through third grade (540 students). Moon has a strong tradition of academic success. We believe that ALL children can learn; achievement and growth should be celebrated; that being positive can inspire and affect learning positively; and that school should be rigorous and FUN. We have a diverse student population and seek to meet the needs of all of our students through solid first instruction. We are committed to implementing the best teaching strategies possible in our classrooms.

During the 2015–2016 school year we focused on Targeted Small Group Reading Instruction, providing instruction to all students at their reading level, with the goal of 80% or more students leaving third grade reading on grade level. For the students at risk in reading, we supplement Targeted Small Group with Intensive Small Group Instruction utilizing Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (S.I.P.P.S.). Other areas of focus are strategic first instruction to improve Academic Language Development, Mathematics and implementation of the California State Standards.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	313
Grade 1	2
Grade 2	116
Grade 3	127
Total Enrollment	558

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.5
Asian	1.3
Filipino	0.2
Hispanic or Latino	66.5
Native Hawaiian or Pacific Islander	0.2
White	28.7
Two or More Races	1.4
Socioeconomically Disadvantaged	83.7
English Learners	45.5
Students with Disabilities	12.2
Foster Youth	1.3

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	25	25	26	87
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.2	3.8
High-Poverty Schools in District	96.2	3.8
Low-Poverty Schools in District	0.0	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 (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced CA 2015	Yes	0%
Mathematics	Story of Units Eureka Math 2013	Yes	0%
Science	Scott Foresman 2000	Yes	0%
History-Social Science	Scott Foresman 2001	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: September 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: September 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	28	27	41	45	44	48
Mathematics	28	32	24	25	34	36

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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	135	133	98.5	27.3
Male	3	63	61	96.8	28.3
Female	3	72	72	100.0	26.4
Hispanic or Latino	3	89	88	98.9	25.0
White	3	37	36	97.3	34.3
Socioeconomically Disadvantaged	3	116	114	98.3	23.0
English Learners	3	62	61	98.4	21.3
Students with Disabilities	3	21	21	100.0	14.3
Students Receiving Migrant Education Services	3	23	23	100.0	4.3

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	135	132	97.8	31.8
Male	3	63	60	95.2	33.3
Female	3	72	72	100.0	30.6
Hispanic or Latino	3	89	88	98.9	26.1
White	3	37	35	94.6	42.9
Socioeconomically Disadvantaged	3	116	113	97.4	31.0
English Learners	3	62	61	98.4	19.7
Students with Disabilities	3	21	21	100.0	14.3
Students Receiving Migrant Education Services	3	23	23	100.0	8.7

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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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 (School Year 2016-17)

There are many ways that parents can be involved in their child's education at Richard M. Moon Primary School. First, we encourage all parents to volunteer in their child's classroom. Other opportunities for parental involvement are School Site Council, which allows parents to help develop the school site plan and allocate Moon's categorical budget; and Parent Teacher Association (P.T.A.), allowing parents to provide fun activities for the students at Moon School and to raise extra funds to support field trips and special projects. We also support parental involvement through the Kindergarten Readiness Night prior to the end of school, for our incoming kindergartners, providing new parents information about Moon and materials to help them work with their child over the summer to be better prepared for school. Prior to the start of school, we hold our Back to School Night, informing parents about our school, how they can be involved, and support their child. We have Parent/Teacher Conferences throughout the year to inform parents about their child's academic progress. Lastly, we have Open House in the Spring, to have parents visit their child's classroom and see the progress that has occurred over the course of the year. 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.2	0.4	1.0	0.6	1.9	3.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.2	0.1	0.1	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The principal and staff monitor the school grounds continually. The principal and the head of maintenance do monthly inspections to ensure the safety of our campus. All visitors to the campus sign in through the school office and receive a visitor's pass. The WUSD safety plan was modified and reviewed in March, 2016. 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.

Federal Intervention Program (School Year 2016-17)

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	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		6		22	2	6		22	2	5	
1	25		5		24		5		24		7	
2	23		4		25		7		25		6	
3	25		5		24		4		24		4	
Other	16	1			16		1		15		1	

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.33	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.33	N/A
Resource Specialist	1.0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				
District	N/A	N/A		\$69,029
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$5,677	\$67,348
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2015-16)

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 implementing Targeted Small Group Instruction in reading, Intensive Small Group Instruction in reading, California State Standards, Mathematics, and Academic Language Development.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,334	\$42,063
Mid-Range Teacher Salary	\$66,536	\$64,823
Highest Teacher Salary	\$86,605	\$84,821
Average Principal Salary (Elementary)	\$105,418	\$101,849
Average Principal Salary (Middle)	\$105,418	\$107,678
Average Principal Salary (High)	\$113,157	\$115,589
Superintendent Salary	\$153,013	\$169,152
Percent of Budget for Teacher Salaries	31%	35%
Percent of Budget for Administrative Salaries	7%	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)

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 reading achievement through Targeted Small Group Instruction. Along with staff development, data reviews are utilized to help teacher see the impact of their instruction.