Richard M. Moon Primary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

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	Maria Tillery
E-mail Address	mtillery@waterford.k12.ca.us
Web Site	https://www.waterford.k12.ca.us/o/richard-m-moon-primary
CDS Code	50755720118513

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

School Description and Mission Statement (School Year 2018-19)

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

During the 2017-2018 school year we focused on Targeted Small Group Reading Instruction, providing instruction to all students at their reading level, with the goal of 80% or more students leaving third grade reading on grade level. For the students at risk in reading, we supplement Targeted Small Group with Intensive Small Group Instruction utilizing Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (S.I.P.P.S.). Other areas of focus are strategic first instruction to improve Academic Language Development, Mathematics and implementation of the California State Standards, and the emphasis on the social emotional well being of the students at Richard M. Moon Primary School.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	160
Grade 1	110
Grade 2	145
Grade 3	129
Total Enrollment	544

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.4
Asian	1.8
Filipino	0.2
Hispanic or Latino	68.4
Native Hawaiian or Pacific Islander	0.0
White	27.0
Socioeconomically Disadvantaged	87.3
English Learners	42.6
Students with Disabilities	7.0
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	26	24	25	76
Without Full Credential	0	0	0	8
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: May 2018

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

Subject	Textbooks and 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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 23, 2017		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 23, 2017	
Overall Rating	**Exemplary**

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	22.0	40.0	43.0	46.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	33.0	25.0	27.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	126	100.00	40.48
Male	68	68	100.00	41.18
Female	58	58	100.00	39.66
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	89	89	100.00	39.33
White	30	30	100.00	43.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	114	114	100.00	39.47
English Learners	63	63	100.00	38.10
Students with Disabilities	11	11	100.00	27.27
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	126	126	100	33.33
Male	68	68	100	41.18
Female	58	58	100	24.14
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	89	89	100	28.09
White	30	30	100	43.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	114	114	100	31.58
English Learners	63	63	100	30.16
Students with Disabilities	11	11	100	18.18
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.0	1.0	1.0	3.5	3.1	2.9	3.7	3.7	3.5
Expulsions	0.2	0.0	0.0	0.3	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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, 2017. 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16 Avg. Class Size	Number of Classes 1-20	21-32	33+	2016-17 Avg. Class Size	Number of Classes 1-20	21-32	33+	2017-18 Avg. Class Size	Number of Classes 1-20	21-32	33+
K	30		9	2	21	1	6		27		7	
1					23		6		22		5	
2	22		5		23		6		27		5	
3	24		5		27		4		23	1	5	
Other					13	1						

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	N/A
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	0.5	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0	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 2016-17)

Level	Expenditures Per Pupil Total	Supplemental/ Restricted	Basic/ Unrestricted	Average Teacher Salary
School Site	$2,270,973	$3,914	$315	$76,381
District	N/A	N/A	$7,649	$73,564
Percent Difference: School Site and District	N/A	N/A	-184.2	3.8
State	N/A	N/A	$7,125	$71,392
Percent Difference: School Site and State	N/A	N/A	-183.1	6.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 and Social Emotional/Social Skills support.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$49,488	$45,681
Mid-Range Teacher Salary	$72,877	$70,601
Highest Teacher Salary	$92,771	$89,337
Average Principal Salary (Elementary)	$112,923	$110,053
Average Principal Salary (Middle)	$112,923	$115,224
Average Principal Salary (High)	$121,213	$124,876
Superintendent Salary	$175,581	$182,466
Percent of Budget for Teacher Salaries	28.0	33.0
Percent of Budget for Administrative Salaries	6.0	6.0

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