

Moore Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Moore Middle School
Street	1550 East Highland Avenue
City, State, Zip	Redlands, CA 92374
Phone Number	(909) 307-5440
Principal	Maisie McCue
Email Address	maisie_mccue@redlands.k12.ca.us
Website	http://www.moore.redlandsusd.net
County-District-School (CDS) Code	36-67843-6061881

Entity	Contact Information
District Name	Redlands Unified School District
Phone Number	(909) 307-5300
Superintendent	Mauricio Arellano
Email Address	mauricio_arellano@redlands.k12.ca.us
Website	www.redlands.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

Moore Middle School is located in the City of Redlands in Southern California and is one of four middle schools in the Redlands Unified School District. Moore opened in 1966 and consists of 16 buildings spread over 32 acres. Moore follows a traditional calendar with approximately 1,100 students (grades 6,7,8) in attendance from the communities of Redlands, Mentone, Angeles Oaks, and Forest Falls. The student body is made up of an ethnically-diverse population that celebrates varied cultural heritages and embraces multiple home languages. Although the school is nestled in the hills of Redlands within an upper middle-class neighborhood, more than half of the student population lives in poverty and Moore is a school that has free breakfast and lunch for 100% of the population. One needs only to walk the halls of Moore Middle School, though, to feel the accepting, loving culture of the campus (one of the school's major strengths identified by students, staff, and parents through surveys). The hard working, dedicated staff recognizes the seriousness of educating young people to be life-long learners and competitive in a global economy. The staff (custodians, food service workers, secretaries, instructional assistants, teachers, etc.) sees itself as a team in partnership with parents and our local community to provide quality, standards-based instruction for all students within an educational environment where caring for kids is the first priority. All staff members recognize and model appropriate, dignity-building interactions with students keeping the students' academic and emotional development as a primary focus. The staff is dedicated to meeting the needs of all students by utilizing varied instructional strategies while providing extension activities, accommodations, modifications, and other interventions to address the varied needs of each child. Teachers are trained to provide differentiated and targeted instruction based on each child's needs and strongest learning modality. Data of various forms are analyzed to assist teachers to provide targeted instruction.

MISSION STATEMENT: Moore's Mission Statement created with input by the entire staff is as follows: "Moore Middle School is dedicated to supporting the development of all students to become self-sufficient, life-long learners."

MOORE MIDDLE SCHOOL BELIEF STATEMENTS: As an educational community, WE BELIEVE

- ALL CHILDREN CAN LEARN
- RESPECT FOR SELF AND OTHERS IS ESSENTIAL FOR LEARNING
- EDUCATION EMPOWERS EVERYONE
- THE COLLABORATION OF PARENTS, STUDENTS, AND TEACHERS IS ESSENTIAL FOR LEARNING
- ALL ADULTS ARE MODELS FOR STUDENTS
- LEARNING THRIVES IN A SAFE, CARING, ACADEMICALLY CHALLENGING ENVIRONMENT

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	388
Grade 7	410
Grade 8	368
Total Enrollment	1,166

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	6.2
American Indian or Alaska Native	0.3
Asian	5.7
Filipino	1
Hispanic or Latino	49.3
Native Hawaiian or Pacific Islander	0.2
White	33
Two or More Races	4.1
Socioeconomically Disadvantaged	57.5
English Learners	10.6
Students with Disabilities	12.8
Foster Youth	0.5
Homeless	5.7

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	42	44	48	4
Without Full Credential	0	4	3	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

The California State Board of Education reviews grade level textbooks and adopts those that meet standards defined in the State Frameworks. Textbooks are selected in the Redlands Unified School District through a committee of teachers and administrators. They review the materials that have been approved for purchase. Teachers at each site have an opportunity to preview texts prior to selection. Textbooks are selected and purchased on a seven-year cycle, rotating by content area. Sufficient textbooks are available for all students regardless of English proficiency or disability.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections-Grade 6 Houghton Mifflin Harcourt (2014) Collections-Grade 7 Houghton Mifflin Harcourt (2014) Collections-Grade 8 Houghton Mifflin Harcourt (2014)	Yes	0%
Mathematics	Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2017) Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2017) Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2017)	Yes	0%
Science	Science: Focus on Earth Science McDougal Littell (2007) Science: Focus on Life Science McDougal Littell (2007) Science: Focus on Physical Science McDougal Littell (2007)	Yes	0%
History-Social Science	Ancient World History Discovery Ed (2018) Medieval and Early Modern World History Discovery Ed (2018)	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	United States History Discovery Ed (2018)		

School Facility Conditions and Planned Improvements (Most Recent Year)

Students and staff work hard to keep the campus clean and safe. The three night custodians do a remarkable job of cleaning 57 classrooms, the auditorium, kitchen, library, and offices daily. Our daytime Lead custodian maintains the grounds, sets up for special events, and keeps the campus litter-free. When almost 1,200 students have lunch, we depend heavily on their willingness to clean up after themselves. The District has adopted a disaster preparedness plan. The plan includes steps for ensuring student and staff safety during a disaster, such as an earthquake or fire. The plan has been adapted to Moore and we have regular fire and disaster drills to assure a quick and orderly evacuation in case of an emergency. The majority of the Moore campus has been modernized with new paint, carpet, and lighting. If present, graffiti is removed immediately by site or District staff. The governing board has adopted cleaning standards for all schools in RUSD. A summary of these standards is available at the school office, at the District Office, or at www.redlands.k12.ca.us. The administration works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The school facilities are inspected monthly, and needed repairs are submitted to the District. Rooms and buildings are all adequately prepared to meet the needs of students. When maintenance and repairs are needed, the site custodians are notified and work or repair is made if possible. But, if not, District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	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	Facility is inspected monthly.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	55	56	59	57	50	50
Mathematics (grades 3-8 and 11)	45	43	45	44	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1135	1123	98.94	1.06	56.33
Male	606	602	99.34	0.66	48.09
Female	529	521	98.49	1.51	65.83
Black or African American	73	72	98.63	1.37	34.72

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--	--
Asian	67	67	100.00	0.00	83.58
Filipino	--	--	--	--	--
Hispanic or Latino	561	554	98.75	1.25	44.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	366	362	98.91	1.09	70.17
Two or More Races	55	55	100.00	0.00	78.18
Socioeconomically Disadvantaged	691	682	98.70	1.30	43.40
English Learners	165	164	99.39	0.61	28.05
Students with Disabilities	150	148	98.67	1.33	14.19
Students Receiving Migrant Education Services					
Foster Youth	11	10	90.91	9.09	30.00
Homeless	69	68	98.55	1.45	36.76

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1135	1123	98.94	1.06	43.49
Male	606	601	99.17	0.83	42.50
Female	529	522	98.68	1.32	44.64
Black or African American	73	72	98.63	1.37	20.83
American Indian or Alaska Native	--	--	--	--	--
Asian	67	67	100.00	0.00	77.61
Filipino	--	--	--	--	--
Hispanic or Latino	561	554	98.75	1.25	31.10
Native Hawaiian or Pacific Islander	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	366	362	98.91	1.09	56.91
Two or More Races	55	55	100.00	0.00	67.27
Socioeconomically Disadvantaged	691	682	98.70	1.30	29.07
English Learners	165	165	100.00	0.00	20.00
Students with Disabilities	150	148	98.67	1.33	8.78
Students Receiving Migrant Education Services					
Foster Youth	11	10	90.91	9.09	20.00
Homeless	69	69	100.00	0.00	20.29

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	16.7	25.0	46.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 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 2019-20)

Moore Middle School encourages parents to become involved in school in a number of different way. Parents become involved by volunteering in the classroom and other areas on campus, PTSA (Board positions or volunteering), attending Pastry with the Principal (monthly morning meeting with the principal), participating in and attending School Site Council (monthly), attending in and holding board positions for ELAC - English Language Acquisition Committee (monthly), representing the school at DLAC - District English Language Acquisition Committee, assisting in the publication of Campus Review (online semester newsletter), assisting with Awards Assemblies, supporting and chaperoning for CJSF Induction Ceremonies and field trips (semesterly), Music Awards Banquet and Concerts, Chaperone Dances, AERIES Parent Portal, Parent Surveys, Back to School Night, Open House, In-Coming 6th Grade Student/Parent Orientation, Redlands Educational Partnership, Book Fair, Science Fair Parent Night, Teacher Web Sites, Moore's Web Site, Running Club, High School Parent Nights for 8th Graders, Teacher Appreciation Week, 8th Grade Awards Night, and Marching Band Booster Club. Our parents are an essential part of the Moore Community.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.2	9.4	10.2	2.6	2.9	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Moore Middle School utilizes data from its California Safe School Assessment and suspension/expulsion reports to evaluate the current status of school crime. A Safe School Plan is adopted in March of each school year and is reflective of the school's safety needs. The key components of Moore's Safe School Plan include a description of school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification, and disaster response procedures. Moore also works closely with Redlands Police Department who are available to assist in student safety when needed. A positive learning environment is critical to the success of Moore students. As such, strong classroom management and the development of responsible student behavior is a focus. Expectations are clearly communicated, and consistently enforced. Among the variety of behavioral interventions utilized to achieve maximum student cooperation and sustained continuous learning, parents are encouraged to take an active role in the process and parent contact is consistently implemented. A variety of student incentives are also utilized to encourage student achievement and appropriate student behavior. Additionally, Moore has a Safety Committee comprised of community members, students, certificated staff, classified staff, and administration. This committee meets on average once a month to discuss current issues and needs at the school site. Moore has also implemented the RAPTOR system to check visitors through Megan's Law Database, and print visitor passes to make visitors identifiable for all staff and students.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	15	5	10	25	11	10	8	23	11	18	5
Mathematics	26	2		5	24	11	11	7	23	18	10	6
Science	27	7	6	13	31	3	3	17	29	4	12	11
Social Science	28	7	8	12	31	3	5	16	30	3	12	12

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	388.7

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	.3
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.2

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,296.01	\$986.18	\$5,309.83	\$73,350.00
District	N/A	N/A	5,815.78	\$85,061.00
Percent Difference - School Site and District	N/A	N/A	-9.1	-14.8
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-34.3	-11.2

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 2018-19)

Moore Middle School receives a total of \$217,537 in special funds for supplementary educational programs.

Moore's general fund, which provides supplies, equipment, curriculum support, etc., is \$24,954.

Summary of Strengths: The identified strengths of Moore Middle School include student achievement as measured by quarter academic recognition, and awards in individual and group competition, parent participation, staff dedication and increased student SBAC scores. Student Achievement - Students from Moore consistently win top awards in art shows, literary competitions, science fairs, Destination Imagination and the Science Olympiad. Moore's instrumental music program has repeatedly earned recognition throughout southern California, with an emphasis of a quality marching band program which is rare among middle schools. Quarterly Awards celebrations recognize hundreds of students for their commitment to academic success. The results on the California Standards proficiency tests also testify to the high degree of student achievement. Parent Participation - The PTSA Board meets monthly to organize support activities for staff and students and numerous parents assist in student activities and dances. Parent Education is provided at a monthly pastry with the principal covering topics such as, "40 Developmental Assets: What Are They and How Can They Be Built at School and at Home?" "Bullying: How We Can Support Our Children," "How to Support Your Child's Academic Development," and "Internet Safety." Pastry with the Principal has averaged of 30 parents each month. All teachers communicate every week regarding children's academic and behavioral performance through newsletters, web-based grading system, web sites, and more. An automated phoning system is used to contact all homes with school activities approximately every two weeks. Emails are also sent home to parents informing them of activities, and the Redlands Unified School District app is used to communicate with families. All communication is sent in both English and Spanish. Most importantly, in daily contacts, parents are supportive of school and teacher goals. Moore has a very active Band Boosters program as well. The many major accomplishments of the Moore Marching Band come as a result of the incredible support from the active parents in this booster club. Staff Dedication - Both certificated and classified staff members take pride in the fact that they make a conscientious effort to work together in the best interests of students. Limited resources do not limit the willingness of staff to spend the time necessary to improve our delivery system and the services provided to students. Together Everyone Achieves More is a theme which expresses the staff's goal of working together to provide a school environment which reinforces behavioral, social, and academic expectations. Critical Needs Three Year Student Objectives: Incorporating the Common Core Standards into the middle school curriculum (Scope and Sequence). Making technology an integral teaching tool. Fully developed and implemented Professional Learning Community Correlating school curriculum to standardized testing materials that will prepare students for testing and create optimum results. Maintaining and enhancing the AVID and GATE/Honors programs for Advanced Learners Implementing a comprehensive school safety plan. Developing and implementing an academic program that will result in student growth for Moore Middle School.

School-Wide Goals and Strategies

MATHEMATICS- All students will receive a high quality instructional program aligned to the Common Core State Standards

- Provide teachers with training specifically related to CCSS and use of curriculum for instruction
- Develop comprehensive understanding of standards-based instruction and assessment
- Continuous presentation and/or sharing of research-based effective strategies focused on differentiation
- Staff development and collaborative dialogue focused on increased rigor and student engagement

ENGLISH LANGUAGE ARTS- All students will receive a high quality instructional program aligned to the Common Core State Standards

- Provide teachers with training specifically related to CCSS
- Develop comprehensive understanding of standards-based instruction and assessment
- Continuous presentation and/or sharing of research-based effective strategies focused on differentiation
- Staff development and collaborative dialogue focused on increased rigor and student engagement

PROFESSIONAL LEARNING COMMUNITIES- All students will receive a high quality instructional program aligned to the Common Core State Standards

- Comprehensive development and implementation of PLCs focused on student intervention programs, data analysis, instructional/curricular development, vocabulary development, assessment alignment, anti-bullying education, safety, Thinking Maps, AVID instructional strategies, and peer instructional coaching to increase student learning.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,120	\$51,374
Mid-Range Teacher Salary	\$81,554	\$80,151
Highest Teacher Salary	\$102,814	\$100,143
Average Principal Salary (Elementary)	\$124,240	\$126,896
Average Principal Salary (Middle)	\$133,386	\$133,668
Average Principal Salary (High)	\$141,684	\$143,746
Superintendent Salary	\$220,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	4%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			6

Staff development is supported through the School Improvement Program. These funds allow teachers to attend conferences and also provide funds for consultants to train staff on site. The staff will also utilize staff meetings, team meetings, department meetings, and grade level content area Data Analysis meetings to address curricular and organizational needs. Additionally, teachers participate in staff development during a minimum day collaboration day 5 days of the school year. Moore is specifically focused on increasing rigor through collaboration and high-level questioning strategies. These areas were identified through SBAC data showing areas for growth that include problem solving, listening and speaking skills, and interacting with information text. The tools that are used to reach this goal are Thinking Maps and AVID strategies school wide. Teachers also present the use of strategies at staff meetings and lesson plan as a team to develop lessons that support rigorous instruction where all students are accountable for their thinking. In previous years, English and Math teachers have participated in professional development at the district level to further their understanding of the Common Core Standards and the new math curriculum, as well as Writing Academies with specific focus on English Language Learners, and collaboration and training centered around the transition to NGSS. This year Social Studies has received training on the new curriculum adoption and science is currently in the piloting phase of their adoption. Additional collaboration has contributed to successful implementation of new materials. Moore staff also participated in equity training to help learn steps to support at-risk students and remove barriers in the classroom. Math teachers are currently receiving coaching from Carnegie Learning to support implementation of the curriculum as well as use of MATHia,

Administration does regular classroom walk-throughs to monitor the use of the strategies through the use of Progress Adviser. Data collected is use to determine what follow-up training is needed to develop a more in-depth understanding. Follow-up meetings with the teacher and administration help to reflect on what is observed. Data from common assessments is used to monitor student progress. There are currently 2 full days dedicated to professional development, one in August and one in November. There are 8 minimum days used for staff development. This totals 6 full days worth of staff development.