

Moore Middle School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

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
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About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	357
Grade 7	333
Grade 8	379
Total Enrollment	1,069

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.4
Asian	5.2
Black or African American	4.7
Filipino	0.9
Hispanic or Latino	54.7
Native Hawaiian or Pacific Islander	0.1
Two or More Races	5.4
White	27.9
English Learners	8.2
Foster Youth	0.7
Homeless	13.5
Migrant	0.0
Socioeconomically Disadvantaged	55.6
Students with Disabilities	15.5

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.40	71.44	832.10	85.87	228366.10	83.12
Intern Credential Holders Properly Assigned	1.10	2.27	6.70	0.70	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	0.76	35.20	3.63	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	2.27	29.80	3.08	12115.80	4.41
Unknown	12.10	23.21	65.10	6.72	18854.30	6.86
Total Teaching Positions	52.30	100.00	969.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.40	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	1.10	
Total Out-of-Field Teachers	1.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.60	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.90	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	December 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Collections-Grade 6 Houghton Mifflin Harcourt (2015)</p> <p>Collections-Grade 7 Houghton Mifflin Harcourt (2015)</p> <p>Collections-Grade 8 Houghton Mifflin Harcourt (2015)</p>	Yes	0%
Mathematics	<p>Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2017)</p> <p>Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2017)</p> <p>Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2017)</p> <p>*Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.</p>	No	0%
Science	<p>California Inspire Science: Grade 6 McGraw Hill (2020)</p> <p>California Inspire Science: Grade 7 McGraw Hill (2020)</p> <p>California Inspire Science: Grade 8 McGraw Hill (2020)</p> <p>*The 6-8 materials in use are aligned to the state's previous science standards, not the New Next Generation Science Standards; however the district is currently evaluating options for new sciences materials for adoption prior to the 2022-23 school year.</p>	No	0%
History-Social Science	<p>Ancient World History Discovery Ed (2018)</p> <p>Medieval and Early Modern World History Discovery Ed (2018)</p> <p>United States History Discovery Ed (2018)</p> <p>*Change to NO- Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.</p>	No	0%
Visual and Performing Arts	N/A		0%

School Facility Conditions and Planned Improvements

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 1,100 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, the 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.

Year and month of the most recent FIT report

July 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Facility is inspected monthly.
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 Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	47	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	30	N/A	35	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1049	1021	97.33	2.67	46.86
Female	488	474	97.13	2.87	51.90
Male	560	546	97.50	2.50	42.39
American Indian or Alaska Native	--	--	--	--	--
Asian	52	50	96.15	3.85	76.00
Black or African American	53	51	96.23	3.77	27.45
Filipino	--	--	--	--	--
Hispanic or Latino	570	558	97.89	2.11	37.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	59	95.16	4.84	57.63
White	297	288	96.97	3.03	59.03
English Learners	74	71	95.95	4.05	7.04
Foster Youth	--	--	--	--	--
Homeless	131	128	97.71	2.29	38.28
Military	--	--	--	--	--
Socioeconomically Disadvantaged	704	682	96.88	3.12	37.15
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	173	165	95.38	4.62	14.55

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1050	1021	97.24	2.76	30.46
Female	488	474	97.13	2.87	28.27
Male	561	546	97.33	2.67	32.23
American Indian or Alaska Native	--	--	--	--	--
Asian	52	50	96.15	3.85	60.00
Black or African American	53	53	100.00	0.00	9.43
Filipino	--	--	--	--	--
Hispanic or Latino	570	555	97.37	2.63	18.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	62	59	95.16	4.84	49.15
White	298	289	96.98	3.02	47.06
English Learners	74	74	100.00	0.00	1.35
Foster Youth	--	--	--	--	--
Homeless	131	127	96.95	3.05	19.69
Military	--	--	--	--	--
Socioeconomically Disadvantaged	705	681	96.60	3.40	21.44
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	174	166	95.40	4.60	13.25

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	27.92	NT	32.27	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	358	351	98.04	1.96	27.92
Female	161	157	97.52	2.48	23.57
Male	196	193	98.47	1.53	31.09
American Indian or Alaska Native	--	--	--	--	--
Asian	21	20	95.24	4.76	50
Black or African American	22	21	95.45	4.55	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	205	205	100	0	20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	26	24	92.31	7.69	25
White	78	75	96.15	3.85	46.67
English Learners	30	30	100	0	0
Foster Youth	--	--	--	--	--
Homeless	42	41	97.62	2.38	21.95
Military	--	--	--	--	--
Socioeconomically Disadvantaged	242	236	97.52	2.48	19.07
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	53	51	96.23	3.77	3.92

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	95%	94%	95%	93%	94%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Moore Middle School encourages parents to become involved in the school in a number of different ways. Parents become involved by volunteering in the classroom and other areas on campus, PTSA (Board positions or volunteering), attending Meetings with Gutierrez (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 DELAC - District English Language Acquisition Committee, attending the Districts African American Parent Advisory Council (DAAPAC), assisting in the publication of Campus Review (online semester newsletter), assisting with Awards Assemblies, supporting and chaperoning for CJSF Induction Ceremonies and field trips (each semester), Music Awards Banquet and Concerts, Chaperone Dances, AERIES Parent Portal, Parent Surveys, Back to School Night, 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1157	1121	298	26.6
Female	540	525	139	26.5
Male	616	595	159	26.7
American Indian or Alaska Native	5	4	1	25.0
Asian	56	56	8	14.3
Black or African American	58	55	14	25.5
Filipino	11	10	2	20.0
Hispanic or Latino	640	618	204	33.0
Native Hawaiian or Pacific Islander	2	1	0	0.0
Two or More Races	59	59	13	22.0
White	319	311	55	17.7
English Learners	91	89	36	40.4
Foster Youth	16	14	5	35.7
Homeless	156	149	61	40.9
Socioeconomically Disadvantaged	799	772	257	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	202	192	64	33.3

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.22	2.61	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.12	6.40	0.22	3.67	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.40	0.00
Female	6.30	0.00
Male	6.49	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	15.52	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.78	0.00
White	4.08	0.00
English Learners	5.49	0.00
Foster Youth	31.25	0.00
Homeless	8.97	0.00
Socioeconomically Disadvantaged	8.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.92	0.00

2022-23 School Safety Plan

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 the district's SROs and Redlands Police Department who are available to assist in student safety when needed. The Moore Middle School Administration and Staff understand that a positive learning environment is critical to the success of all 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 as the school's administration and staff communicate with parents often through Parentsquare, Sunday Message, Meetings with Morris, PTSA, ELAC, and SSC. Lastly, 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.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	7	7	17
Mathematics	26	10	21	3
Science	26	7	18	5
Social Science	29	3	13	11

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	16	10	12
Mathematics	28	8	14	9
Science	24	10	15	6
Social Science	27	6	14	8

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	21	16	5
Mathematics	19	21	14	1
Science	23	14	13	4
Social Science	26	6	15	6

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	356.33

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	0.3
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8665.98	\$1725.46	\$6940.52	\$79,566.62
District	N/A	N/A	\$7211.11	\$88,816
Percent Difference - School Site and District	N/A	N/A	-3.8	-11.0
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	5.1	-10.5

2021-22 Types of Services Funded

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 is a monthly meeting where we cover current event issues as identified by parents or per parent request. 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,965	\$54,370
Mid-Range Teacher Salary	\$82,615	\$82,681
Highest Teacher Salary	\$109,075	\$106,610
Average Principal Salary (Elementary)	\$133,996	\$135,283
Average Principal Salary (Middle)	\$143,214	\$141,244
Average Principal Salary (High)	\$155,485	\$152,955
Superintendent Salary	\$260,000	\$264,367
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

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 minimum days. Moore Middle School has 6 minimum days throughout the academic year. Moore is specifically interested in supporting the district's RUSD 2025 push for building student capacity through equitable teaching practices such as Universal Design for Learning (UDL) strategies. Previously, Moore focused on Thinking Maps and AVID strategies school-wide. Additionally, in previous years, English and Math teachers 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 training with a specific focus on English Language Learners, collaboration, and NGSS. Moore staff also participated in equity and diversity training, which supported staff in learning how to support a diverse student population by removing barriers in the classroom.

In 2020-2021, our District entered the school year in the Distance Learning format with teachers and students working from home. All Professional Development was conducted via Zoom/Meet in the following areas either by our District staff, or site staff: AVID Focused Note Taking, AVID Essential Question development, Distance Learning Playbook, Middle School Focused Scope and Sequence, Wellness 101, Meeting the Needs of Unique Students: Foster/Homeless Youth, Getting Started with Zoom, Using Google Meet, and Supporting English Learners K-12. Two days voluntary professional development were offered by our district on 8/6 and 8/7, and one mandatory professional development day was required on 8/11. During this school year, professional development has been somewhat limited due to instruction and meetings occurring in an online format. Online opportunities have been shared with staff as related to AVID strategies, PBIS implementation, Trauma-informed Instruction, Supporting Students' Social-Emotional Well-being, and a variety of instructional technology methods.

In 2021-2022, the focus has been transitioning back to in-person learning and supporting staff in implementing past training on AVID focused note-taking and implementing Social-Emotional learning opportunities for all students. Staff is also focused on reintroducing PBIS and reinforcing positive behaviors with students on campus.

In 2022-2023, teachers are supported through teacher-principal meetings, department-level data teams, Collaboration with Departments, District Office coaching, and release days for various departments during the school year. In addition, Administration does regular classroom walk-throughs to monitor the teaching and learning process in classes. Data collected is used to determine what follow-up training is needed to develop a more in-depth understanding of walkthrough components. Follow-up meetings with the teacher and administration help to reflect on what is observed. Lastly, data from common assessments are used to monitor student progress.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	20