Moore Middle School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

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

District Contact Information	
District Name	Redlands Unified School Unified
Phone Number	(909) 307-5400
Superintendent	Lori Rhodes
E-mail Address	lori_rhodes@redlands.k12.ca.us
Web Site	www.redlands.k12.ca.us

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

SCHOOL DESCRIPTIONMoore 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 the 21 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 (57%) lives in poverty (free lunch). 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 STATEMENTMoore'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 STATEMENTSAs 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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Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	355
Grade 7	365
Grade 8	363
Total Enrollment	1,083

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.2
Asian	4.5
Filipino	1.3
Hispanic or Latino	47.8
Native Hawaiian or Pacific Islander	0.2
White	35.8
Two or More Races	4.1
Socioeconomically Disadvantaged	55.2
English Learners	7.8
Students with Disabilities	13.6
Foster Youth	0.6

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	48	48	41	17
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	99.6	0.4
Low-Poverty Schools in District	99.4	0.6

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: January 2017

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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: Volume 1 [Sixth] Carnegie Learning (2011) Carnegie Learning Math Series: Volume 2 [Seventh] Carnegie Learning (2011) Carnegie Learning Math Series: Volume 3 [Eighth] Carnegie Learning (2011)	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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Ancient Civilizations McDougal Littell (2006) Medieval and Early Modern Times McDougal Littell (2006) Creating America: Beginnings through WWI McDougal Littell (2006)	Yes	0%

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 1,100 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 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)

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

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	56	59	53	59	44	48
Mathematics	40	45	40	44	34	36

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**6**	351	344	98.0	62.1
	7	368	366	99.5	51.5
	8	366	361	98.6	63.7
Male	**6**	175	169	96.6	53.6
	7	193	191	99.0	44.7
	8	175	174	99.4	55.8
Female	**6**	176	175	99.4	70.3
	7	175	175	100.0	58.9
	8	191	187	97.9	71.1
Black or African American	**6**	27	24	88.9	37.5
	7	25	24	96.0	12.5
	8	15	15	100.0	46.7
Asian	**6**	16	16	100.0	93.8
	7	14	14	100.0	69.2
	8	18	18	100.0	94.4
Hispanic or Latino	**6**	153	152	99.3	53.6
	7	191	190	99.5	42.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	178	176	98.9	50.6
White	**6**	133	130	97.7	73.8
	7	117	117	100.0	70.9
	8	136	133	97.8	76.7
Two or More Races	**6**	18	18	100.0	50.0
	7	14	14	100.0	71.4
Socioeconomically Disadvantaged	**6**	191	186	97.4	41.6
	7	215	213	99.1	36.6
	8	200	197	98.5	49.8
English Learners	**6**	37	36	97.3	33.3
	7	27	27	100.0	14.8
	8	19	19	100.0	15.8
Students with Disabilities	**6**	52	49	94.2	6.1
	7	46	46	100.0	10.9
	8	41	41	100.0	7.3

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

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

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

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

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	**6**	351	344	98.0	42.9
	7	368	366	99.5	43.7
	8	368	366	99.5	43.7
Male	**6**	175	169	96.6	37.3
	7	193	191	99.0	42.4
	8	193	191	99.0	42.4
Female	**6**	176	175	99.4	48.3
	7	175	175	100.0	45.1
	8	175	175	100.0	45.1
Black or African American	**6**	27	24	88.9	25.0
	7	25	24	96.0	8.3
	8	25	24	96.0	8.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	**6**	16	16	100.0	81.3
	7	14	14	100.0	85.7
	8	14	14	100.0	85.7
Hispanic or Latino	**6**	153	152	99.3	31.6
	7	191	190	99.5	34.7
	8	191	190	99.5	34.7
White	**6**	133	130	97.7	55.4
	7	117	117	100.0	59.8
	8	117	117	100.0	59.8
Two or More Races	**6**	18	18	100.0	35.3
	7	14	14	100.0	57.1
	8	14	14	100.0	57.1
Socioeconomically Disadvantaged	**6**	191	186	97.4	23.2
	7	215	213	99.1	28.2
	8	215	213	99.1	28.2
English Learners	**6**	37	36	97.3	5.6
	7	27	27	100.0	11.1
	8	27	27	100.0	11.1
Students with Disabilities	**6**	52	49	94.2	2.0
	7	46	46	100.0	8.7
	8	46	46	100.0	8.7

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	81	79	78	72	71	68	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	367	359	97.8	77.7
Male	176	173	98.3	76.9
Female	191	186	97.4	78.5
Black or African American	15	15	100.0	66.7
Asian	18	18	100.0	94.4
Hispanic or Latino	178	175	98.3	70.3
White	136	131	96.3	85.5
Two or More Races	11	11	100.0	100.0
Socioeconomically Disadvantaged	200	194	97.0	66.0
English Learners	19	19	100.0	42.1
Students with Disabilities	41	41	100.0	58.5

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	18.2	25.3	36.1

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Volunteering in the Classroom/On Campus, PTSA (Board positions or volunteering,) Pastry with the Principal (monthly morning meeting with the principal,) School Site Council (monthly,) English Language Acquisition Committee (monthly,)District English Language Acquisition Committee, Campus Review (monthly newsletter carried home by students,) Awards Assemblies (quarterly,) CJSF Induction Ceremonies (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, Marching Band Booster Club.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.0	7.3	9.5	4.8	3.7	4.1	4.4	3.8	3.7
Expulsions	0.5	0.1	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. Students are assigned to teams with each team implementing a specific discipline program consistent throughout the classrooms on the team. 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. Moore Middle School provides the foundation for effective smaller learning communities through an interdisciplinary teaming structure. Interdisciplinary teachers comprise a team (English, Math, Science, Social Studies) who share the same set of students. These teachers have a common conference period and meet minimally once a week to develop various strategies to further support student learning. The purpose of teaming is to create consistency and develop systems for student accountability and support as well as teacher accountability and support. Specifically, teaming provides the structure to support a comprehensive discipline and incentive program in order to connect students to the school academically and socially, allow for rapport/relationship building between teachers and students, easily identify at-risk students allowing for earlier intervention strategies, and provides greater flexibility for teacher planning and implementation of programs. Teaming supports students behaviorally as it supports consistency with team policies on general classroom expectations, consequences, incentives, tardies, truancies, and lack of materials. Each team creates a team-wide intervention plan that includes counseling, warning, team/student conference, detention, time-out (Behavior Sheet), parent contact, IST, etc. All team members are expected to follow the established steps and the administrative/counseling team works closely with teams to support this discipline plan. Teaming also helps to create a positive school culture through a comprehensive incentive program designed to increase student and staff morale, connect students to Moore, increase attendance, and rewards and reinforces positive behavior. Finally, teaming also allows for collaborative instructional planning, connecting concepts across content areas (interdisciplinary lessons), increases opportunities for student interventions and differentiation, promotes the use of common and consistent instructional strategies team-wide and increases accountability for standards-based instruction, thus supporting student academic success as well as addressing the social and emotional development of our adolescent learners.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	56.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29	7	4	16	28	7	9	11	28	6	6	12
Mathematics	27	7	10	10	26	7	11	9	27	6	6	12
Science	29	4	6	15	29	4	4	15	28	2	5	16
Social Science	28	7	5	14	28	5	7	15	29	1	9	12

Note: 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	388
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	3	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$6,371.49	$1,208.16	$5,163.33	$76,058.75
District	N/A	N/A	$5,163.33	$80,558
Percent Difference: School Site and District	N/A	N/A	0.0	-5.6
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-9.0	0.3

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

Types of Services Funded (Fiscal Year 2015-16)

Moore Middle School receives a total of $289,698 in special funds for supplementary educational programs. The following are special funding resources available to the school: Limited English Proficient $58,045; Title III-Instructional Support $9,000; State School Improvement Program $148,258 Total = $215,303

Moore's general fund, which provides supplies, equipment, curriculum support, etc., is $24,506.

Summary of StrengthsThe 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 and CST scores.Student Achievement - Students from Moore consistently win top awards in art shows, literary competitions, science fairs, MATHCOUNTS, 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, "Helping Your Child Transition into Middle School," "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." 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. 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 NeedsThree Year Student Objectives:Incorporating the California State Standards into the middle school curriculum (Scope and Sequence).Making technology an integral teaching tool.Fully developed and implemented Professional Learning CommunityCorrelating 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 LearnersImplementing a comprehensive school safety plan.Developing and implementing an academic program that will result in student growth toward the state's API/AYP for Moore Middle School.

School-Wide Goals and Strategies for 2015-2016

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
- 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 (PBIS), Thinking Maps, AVID instructional strategies, and peer instructional coaching to increase student learning.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,473	$45,092
Mid-Range Teacher Salary	$76,873	$71,627
Highest Teacher Salary	$96,912	$93,288
Average Principal Salary (Elementary)	$118,476	$115,631
Average Principal Salary (Middle)	$127,244	$120,915
Average Principal Salary (High)	$138,146	$132,029
Superintendent Salary	$184,914	$249,537
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	5%	5%

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)

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. Finally, English and Math teachers have participated in professional development at the district level with the new Common Core and Textbook adoption.