

Moore Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 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	Jennie Dyerly
Email Address	jennie_dyerly@redlands.k12.ca.us
School Website	https://www.redlandsusd.net/moore
Grade Span	6-8
County-District-School (CDS) Code	36-67843-6061881

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Moore Middle School is located in the City of Redlands in Southern California and is one of four middle schools within the Redlands Unified School District. Opened in 1966, the school consists of 16 buildings situated on a 32-acre campus. Moore Middle School follows a traditional academic calendar and serves approximately 950 students in grades six through eight from the communities of Redlands, Mentone, Angeles Oaks, and Forest Falls.

The student population is ethnically diverse and represents a wide range of cultural backgrounds and home languages. Although the school is located in an upper middle-class neighborhood in the hills of Redlands, more than half of Moore's students experience economic hardship. As a result, Moore Middle School provides free breakfast and lunch to 100 percent of

2025-26 School Description and Mission Statement

its student population.

Moore Middle School is recognized for its welcoming and inclusive school culture, a strength consistently identified by students, staff, and parents through survey data. The dedicated and hardworking staff understands the responsibility of preparing students to become lifelong learners and productive contributors in a global society. All staff members—including custodians, food service workers, office staff, instructional assistants, and teachers—work collaboratively with parents and the local community to provide high-quality, standards-based instruction in an environment where student care and well-being are a top priority.

Staff members model respectful, dignity-building interactions and prioritize both the academic and social-emotional development of students. Teachers use a variety of instructional strategies to meet the diverse needs of learners, including differentiated instruction, targeted interventions, accommodations, modifications, and extension opportunities. Multiple data sources are analyzed regularly to inform instruction and ensure students receive appropriate and effective academic support.

Mission Statement

Moore Middle School is dedicated to supporting the development of all students to become self-sufficient, lifelong learners.

Vision Statement

At Moore Middle School, our vision is to create a nurturing and inclusive educational environment that supports the holistic development of every student. We are committed to excellence through a focus on four key pillars: student safety, academic excellence and interventions, positive behavior, and parent engagement. These pillars serve as the foundation for a strong school community where all students are empowered to reach their full potential.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	315
Grade 7	322
Grade 8	351
Total Enrollment	988

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
American Indian or Alaska Native	0.3
Asian	5.7
Black or African American	3.9
Filipino	1
Hispanic or Latino	53.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.1
White	28.4
English Learners	6.9
Foster Youth	0.4
Homeless	5.3
Socioeconomically Disadvantaged	57.5
Students with Disabilities	16.9

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.

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)	45.4	84.83	852.6	87.88	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.3	0.66	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.47	22.2	2.29	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	1.57	31.8	3.28	11953.1	4.28
Unknown/Incomplete/NA	7	13.11	57.1	5.89	15831.9	5.67
Total Teaching Positions	53.5	100	970.2	100	279044.8	100

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.

2022-23 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)	48.6	88.32	850.2	87.12	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	7.5	0.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	1.38	34.3	3.52	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	0.36	30	3.08	11746.9	4.23
Unknown/Incomplete/NA	5.4	9.92	53.7	5.5	14303.8	5.15
Total Teaching Positions	55	100	975.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	48.4	90.79	844.4	86.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	10.5	1.09	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	0.52	22.6	2.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.19	24	2.47	12112.8	4.34
Unknown/Incomplete/NA	4.5	8.48	70.8	7.28	13705.8	4.91
Total Teaching Positions	53.4	100	972.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.20	0.7	0.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	0.7	0.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.80	0.2	0.1
Total Out-of-Field Teachers	0.80	0.2	0.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.3	1.6	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collections-Grade 6 Houghton Mifflin Harcourt (2013) Collections-Grade 7 Houghton Mifflin Harcourt (2013) Collections-Grade 8 Houghton Mifflin Harcourt (2013)	0%
Mathematics	Carnegie Learning Math Series: Course 1 [Sixth] Carnegie Learning (2014) Carnegie Learning Math Series: Course 2 [Seventh] Carnegie Learning (2014) Carnegie Learning Math Series: Course 3 [Eighth] Carnegie Learning (2014) *Curriculum adoption is standards-aligned and was selected because it best meets the needs of students, per the RUSD curriculum committee.	0%
Science	California Inspire Science: Grade 6 McGraw Hill (2021) California Inspire Science: Grade 7 McGraw Hill (2021) California Inspire Science: Grade 8	0%

	McGraw Hill (2021)	
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>	0%
Visual and Performing Arts	N/A	0%

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

School Facility Conditions and Planned Improvements

Safety

The District has adopted a comprehensive disaster preparedness plan that has been adapted for Moore Middle School. Regular fire, earthquake, and disaster drills are conducted to ensure student and staff preparedness. School facilities are inspected on a monthly basis, and identified maintenance needs are promptly submitted to the District for repair. A formal work order system is used to ensure timely and efficient response, with emergency repairs given the highest priority.

School administration and staff place a strong emphasis on maintaining a safe and supervised campus. Adult supervision is provided before school, during passing periods and lunch, and after school. Teachers and campus safety monitors are strategically assigned to campus entry points each morning to monitor student arrival. During the school day, administrators, counselors, and campus monitors actively supervise common areas. At dismissal, staff monitor student behavior to ensure a safe and orderly departure. Moore Middle School operates as a closed campus; all visitors are required to sign in at the school office and wear identification badges while on campus.

Cleanliness

Moore Middle School maintains a clean and safe learning environment through the combined efforts of students, staff, and custodial personnel. Three night custodians are responsible for the daily cleaning of 57 classrooms, the auditorium, kitchen, library, and office spaces. During the day, the lead custodian maintains the school grounds and ensures the campus remains free of litter. Graffiti, when present, is removed promptly. The school follows the Governing Board's adopted cleaning standards, and administration works closely with custodial staff to ensure cleaning schedules are consistently maintained.

Adequacy

Opened in 1966, Moore Middle School is comprised of 16 buildings and 62 classrooms situated on a 32-acre campus. The majority of the campus has been modernized with updated paint, carpeting, and lighting. Classrooms and facilities are adequately equipped to meet the instructional and operational needs of students and staff. The school is equipped with modern instructional technology, including student Chromebooks, Newline interactive flat panel displays, and Windows 11 laptops for teachers. In addition, the school's athletic fields are well maintained and are used for both school programs and community events in the City of Redlands.

Year and month of the most recent FIT report

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

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			

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	50	50	50	47	48
Mathematics (grades 3-8 and 11)	35	41	37	37	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	971	944	97.22	2.78	50.37
Female	495	483	97.58	2.42	56.73
Male	476	461	96.85	3.15	43.70
American Indian or Alaska Native	--	--	--	--	--
Asian	55	55	100.00	0.00	80.00
Black or African American	37	36	97.30	2.70	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	517	500	96.71	3.29	39.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	63	94.03	5.97	58.73

White	279	274	98.21	1.79	64.23
English Learners	64	56	87.50	12.50	3.57
Foster Youth	--	--	--	--	--
Homeless	45	44	97.78	2.22	27.27
Military	--	--	--	--	--
Socioeconomically Disadvantaged	574	558	97.21	2.79	37.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	162	154	95.06	4.94	10.46

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	972	930	95.68	4.32	40.90
Female	496	479	96.57	3.43	40.92
Male	476	451	94.75	5.25	40.89
American Indian or Alaska Native	--	--	--	--	--
Asian	55	55	100.00	0.00	72.73
Black or African American	37	34	91.89	8.11	26.47
Filipino	--	--	--	--	--
Hispanic or Latino	518	490	94.59	5.41	28.16
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	65	97.01	2.99	38.46
White	279	270	96.77	3.23	60.22
English Learners	64	60	93.75	6.25	5.00
Foster Youth	--	--	--	--	--
Homeless	45	43	95.56	4.44	20.93
Military	--	--	--	--	--

Socioeconomically Disadvantaged	575	543	94.43	5.57	27.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	162	148	91.36	8.64	4.05

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	22.66	36.15	32.96	33.45	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	350	343	98.00	2.00	36.15
Female	185	181	97.84	2.16	33.15
Male	165	162	98.18	1.82	39.51
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	53.85
Black or African American	15	15	100.00	0.00	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	192	187	97.40	2.60	28.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00	0.00	27.27
White	102	100	98.04	1.96	52.00
English Learners	19	18	94.74	5.26	5.56
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	17.39
Military	0	0	0	0	0
Socioeconomically Disadvantaged	207	203	98.07	1.93	23.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	60	58	96.67	3.33	10.34

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	92%	91%	94%	91%	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.

2025-26 Opportunities for Parental Involvement

Moore Middle School actively encourages parent involvement and values strong partnerships between home, school, and the community. Parents are provided with multiple opportunities to participate in school programs, decision-making, and student support activities.

Parents may become involved by volunteering in classrooms and other areas on campus; serving on or supporting the Parent Teacher Student Association (PTSA); and attending monthly meetings with school administration and counseling staff offered in both morning and evening formats. Parents also participate in school governance through monthly School Site Council (SSC) meetings, involvement in the English Learner Advisory Committee (ELAC), and representation at the District English Learner Advisory Committee (DELAC). In addition, parents are encouraged to participate in the District African American Parent Advisory Council (DAAPAC).

Families support student programs and events by assisting with awards assemblies; chaperoning dances, field trips, and CJSF induction ceremonies; and participating in campus events such as Back-to-School Night, incoming sixth-grade student and parent orientation, ASB community nights, book fairs, science fair parent nights, running club, and Teacher Appreciation Week. Parents also engage in schoolwide communication and feedback opportunities through the Aeries Parent Portal, parent surveys, teacher websites, the school website, and weekly school communications.

Additional involvement opportunities include participation in the Redlands Educational Partnership, the Marching Band Booster Club, eighth-grade awards night, and high school transition parent nights for eighth-grade families.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1070	1040	244	23.5
Female	546	530	117	22.1
Male	524	510	127	24.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	60	57	3	5.3
Black or African American	51	44	18	40.9
Filipino	--	--	--	--
Hispanic or Latino	577	563	167	29.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	54	18	33.3
White	297	291	35	12.0
English Learners	83	79	28	35.4
Foster Youth	15	11	5	45.5
Homeless	67	63	25	39.7
Socioeconomically Disadvantaged	658	633	198	31.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	196	191	75	39.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.03	10.85	7.2	4.39	3.21	3.02	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.07	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.20	0.00
Female	4.40	0.00
Male	10.11	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.67	0.00
Black or African American	13.73	0.00
Filipino	0.00	0.00
Hispanic or Latino	9.36	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.70	0.00
White	3.70	0.00
English Learners	8.43	0.00
Foster Youth	13.33	0.00
Homeless	17.91	0.00
Socioeconomically Disadvantaged	10.03	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.69	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Moore Middle School uses data from the California Safe Schools Assessment and suspension and expulsion reports to monitor and evaluate the current status of school safety and student behavior. A Comprehensive School Safety Plan (CSSP) is adopted annually in March and is reviewed with staff and the School Site Council each fall, typically in September and October. The CSSP is updated regularly to reflect the evolving safety needs of the school.

Key components of Moore Middle School's Comprehensive School Safety Plan include school discipline policies and procedures, dress code guidelines, suspension and expulsion policies, sexual harassment policies, child abuse reporting procedures, dangerous pupil notification protocols, and disaster preparedness and emergency response procedures.

Moore Middle School works closely with the district's School Resource Officers (SROs) and the Redlands Police Department to support campus safety and respond to student safety concerns as needed. School administration and staff recognize that a safe and positive learning environment is essential to student success. As a result, strong classroom management practices and the development of responsible student behavior are emphasized schoolwide. Behavioral expectations are clearly communicated to students and consistently enforced.

A range of behavioral supports and interventions are implemented to promote positive student behavior and maximize instructional time. Parents are encouraged to take an active role in supporting student behavior and school safety through ongoing communication with school staff. Communication methods include Aeries Communication, the weekly Monarch Newsletter, monthly meetings with administration and counseling teams, and involvement in PTSA, ELAC, and School Site Council (SSC).

In addition, Moore Middle School utilizes the RAPTOR visitor management system to screen visitors through the Megan's Law database and issue visitor identification badges, ensuring that all visitors on campus are easily identifiable. Staff participate in multiple safety trainings throughout the year, including monthly micro-trainings approved by the Department of Justice (DOJ), to maintain preparedness and ensure compliance with safety protocols.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	22	22	11	9
Mathematics	23	19	9	6
Science	24	8	16	5
Social Science	24	7	19	3

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	7
Mathematics	21	21	10	5
Science	24	11	13	6
Social Science	25	10	11	7

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22	16	13	6
Mathematics	22	11	11	7
Science	23	8	18	2
Social Science	24	7	17	3

2024-25 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	354.67

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,505.53	\$3,149.36	\$8,356.17	\$100,265.35
District	N/A	N/A	\$10,404.68	\$105,673
Percent Difference - School Site and District	N/A	N/A	-21.8	-5.3
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-28.6	-3.4

Fiscal Year 2024-25 Types of Services Funded

Moore Middle School receives a total of \$140,160 in special funds designated for supplemental educational programs. Additionally, Moore receives \$139,720 in Local Control Accountability Plan (LCAP) funds. These funds support instructional supplies, equipment, curriculum resources, school culture initiatives, and other programs designed to improve student achievement and address identified student needs.

Summary of Strengths

Moore Middle School demonstrates several key strengths, including student academic achievement, parent engagement, and strong staff commitment.

Student Achievement:

Moore students consistently earn recognition for academic success, including quarterly academic awards and honors in individual and group competitions. Students have received top awards in literary competitions, science fairs, and Science Olympiad events. Increased performance on the California Assessment of Student Performance and Progress

Fiscal Year 2024-25 Types of Services Funded

(CAASPP/SBAC) reflects continued growth in student achievement.

Parent Participation:

Parent involvement at Moore Middle School is strong and continues to grow. The PTSA Board meets monthly to organize support activities for students and staff, and parents actively participate in school events, activities, and dances. Parent education is provided through monthly meetings with administration and counseling teams, focusing on topics identified by parents or requested by families. As new administration and counseling teams have engaged families, parent participation has increased. Communication with families is maintained through teacher newsletters, school and classroom websites, a web-based grading system, a weekly school newsletter, email communications, and Aeries Communication in both English and Spanish.

Staff Dedication:

Moore Middle School benefits from the dedication of both certificated and classified staff who work collaboratively in the best interests of students. Despite limited resources, staff consistently demonstrate a strong commitment to improving instructional practices, student support systems, and overall service delivery to ensure student success.

Mathematics

All students will receive a high-quality instructional program aligned to the Common Core State Standards (CCSS).

Provide professional development related to CCSS and curriculum implementation

Develop a comprehensive understanding of standards-based instruction and assessment

Share and implement research-based instructional strategies focused on differentiation

Engage staff in professional learning and collaborative dialogue to increase rigor and student engagement

English Language Arts

All students will receive a high-quality instructional program aligned to the Common Core State Standards (CCSS).

Provide professional development related to CCSS

Develop a comprehensive understanding of standards-based instruction and assessment

Share and implement research-based instructional strategies focused on differentiation

Engage staff in professional learning and collaborative dialogue to increase rigor and student engagement

Professional Learning Communities (PLCs)

All students will receive a high-quality instructional program aligned to the Common Core State Standards through effective PLC implementation.

Fully develop and implement PLCs focused on student interventions, data analysis, instructional and curricular development, vocabulary development, assessment alignment, anti-bullying education, school safety, Thinking Maps, AVID instructional strategies, and peer instructional coaching to improve student learning outcomes

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,332	\$62,783
Mid-Range Teacher Salary	\$100,688	\$97,783
Highest Teacher Salary	\$132,936	\$128,020
Average Principal Salary (Elementary)	\$164,336	\$160,224
Average Principal Salary (Middle)	\$175,641	\$166,992
Average Principal Salary (High)	\$190,691	\$180,971
Superintendent Salary	\$312,120	\$313,465
Percent of Budget for Teacher Salaries	32.19%	30.05%
Percent of Budget for Administrative Salaries	4.7%	5%

Professional Development

Staff development at Moore Middle School is supported through the School Plan for Student Achievement (SPSA). SPSA funds are used to provide professional learning opportunities for teachers, including attendance at conferences and on-site training facilitated by instructional consultants. Ongoing professional development is embedded within the school schedule through staff meetings, department meetings, grade-level collaboration, team meetings, and content-area data analysis meetings to address instructional, curricular, and organizational priorities. Teachers also participate in professional development on minimum days; Moore Middle School has 30 minimum days scheduled throughout the academic year.

Moore Middle School aligns its professional learning to the district's Our Graduate initiative, which focuses on empowering every learner at every stage of their educational journey. Staff are currently engaged in training aligned to the Professional Learning Community (PLC) model to strengthen collaboration, data analysis, and instructional effectiveness. In prior years, the school implemented Thinking Maps and AVID strategies schoolwide. Additionally, English and mathematics teachers have participated in district-level professional development focused on the Common Core State Standards, implementation of the new mathematics curriculum, instructional strategies for English Learners, collaboration, and the Next Generation Science Standards (NGSS). Staff have also participated in equity and diversity training to better support a diverse student population and to identify and remove barriers to learning.

During the 2023–2024 school year, administration and staff collaborated regularly to support continuous improvement in academic achievement, school safety through positive behavior supports and interventions, and the strengthening of an inclusive school culture. Collaboration occurred through staff, department, grade-level, and leadership meetings. Data were routinely reviewed to establish, monitor, and adjust focused goals for school improvement. Administrators conducted ongoing classroom observations using Progress Advisor and shared individual feedback with teachers to support reflective practice and instructional growth.

In the 2024–2025 school year, Moore Middle School continues to engage in weekly collaborative meetings between staff and administration. These meetings focus on academic performance, school safety, PBIS implementation, AVID, equity, and overall school culture. Monday collaboration meetings include professional development, staff meetings, department meetings, grade-level meetings, leadership meetings, AVID meetings, and safety trainings. Professional learning is guided by clearly defined, data-driven goals aligned to school improvement and student safety. Multiple data sources are used to inform professional development, including PBIS SWIS data, Progress Advisor observation data, attendance data, state and local assessment results, and student survey data.

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

Subject	2023-24	2024-25	2025-26
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Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	10	12	13
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