



S. A. Moffett Elementary School

8800 Burlcrest Drive • Huntington Beach, CA 92646 • (714) 963-8985 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Huntington Beach City School District

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School Description

Moffett School is a K-5 school nestled within a quiet, residential neighborhood comprised mostly of single family homes. Located in the southwest section of Huntington Beach, California, Moffett School is a modern facility, built in 1975 and modernized in 2005 to meet the growing demands for technology integration as part of the instructional learning process. We are, again, undergoing a modernization process to create classrooms that will meet the needs of 21st Century learners. The culture within our walls retains the values and traditions that have been lauded throughout history. A sense of belonging and pride can be felt throughout the school. Monday mornings find the Moffett community gathered together to honor our country's flag, to share pertinent school and safety information, and to celebrate the accomplishments of students, teachers, parents, and staff.

Operating on a traditional schedule, Moffett School serves a population of 571 students. At the time of this writing, 16 students were identified English Language Learners (2.8%), 39 students received special education services (6.8%), and 45 students were identified GATE (7.9%).

Moffett School is a Learning Community -- a community where learning is valued and everyone is engaged in the process. The Moffett School staff is committed to all students succeeding in a rigorous core curriculum. A collaboratively developed mission statement clearly defines the purpose of our learning community. We believe our purpose is:

- To provide students a solid foundation in literacy, mathematics, science, and history;
- To help children respect and value themselves and others;
- To teach children to access and apply information;
- To teach children to be effective communicators (to read, to write, to speak and to listen well);
- To develop critical thinking and problem-solving skills; and
- To provide a safe, secure and supportive learning environment.

The above statement is the foundation that guides our decisions and determines our actions as we work together to provide our children a strong foundation for the future.

Rigorous Common Core Standards further define our purpose and clarify student outcomes and expectations. The Moffett School staff believes that reading is the foundation for all learning. It is essential that every student leave third grade reading to learn. Common Core Standards and specific learning objectives determine what is taught, and it is expected that all students will meet or exceed these standards. Teachers meet regularly in grade level teams to analyze student performance data and to plan research-based instruction and support. Three elements define the foundation for results at Moffett School: teamwork; clear, measurable goals; and the ongoing analysis of performance data.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	89
Grade 1	87
Grade 2	75
Grade 3	104
Grade 4	94
Grade 5	106
Total Enrollment	555

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	7
Filipino	1.4
Hispanic or Latino	14.4
Native Hawaiian or Pacific Islander	0.4
White	64.7
Two or More Races	11.7
Socioeconomically Disadvantaged	9.4
English Learners	2.5
Students with Disabilities	8.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
S. A. Moffett Elementary School	15-16	16-17	17-18
With Full Credential	21	21.4	22.5
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Huntington Beach City School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
S. A. Moffett Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2017-18 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: October 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman - Scott Foresman California Science Adoption Year 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Pearson Scott Foresman, K-1 - History-Social Science of California Adoption Year 2007 Houghton Mifflin - 2-5 - History-Social Science Adoption Year 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Moffett School, built in 1974, consists of a main building with administrative offices, computer lab, library, indoor courtyard/lunch area and 23 classrooms. The site has 3 portable classrooms that were added during the 1990's. The YMCA also has a portable building used for before and after school child care.

This site has a solar array on the field at the edge of the playground area providing shade for students. This site has been retrofit with energy efficient interior and exterior lighting.

During the summer of 2017, two classrooms were converted as demonstration classrooms at Moffett to serve as models for 21st Century Classroom redesign. These classrooms will pilot technology applications that can be used to support student learning now and for the future.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 25, 2017				
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			
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 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	84	83	74	74	48	48
Math	84	81	67	68	36	37

* 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 Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	91	93	84	86	60	56

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.3	26.7	18.1

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	94	89	94.7	93.3
Male	47	43	91.5	93.0
Female	47	46	97.9	93.5
Hispanic or Latino	13	12	92.3	75.0
White	66	63	95.5	95.2
Socioeconomically Disadvantaged	18	16	88.9	81.3
Students with Disabilities	11	9	81.8	100.0

* 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. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	310	302	97.42	83.44
Male	167	164	98.2	78.66
Female	143	138	96.5	89.13
Asian	24	23	95.83	95.65
Hispanic or Latino	38	37	97.37	75.68
White	204	200	98.04	83.5
Two or More Races	43	41	95.35	82.93
Socioeconomically Disadvantaged	33	32	96.97	71.88
English Learners	19	18	94.74	83.33
Students with Disabilities	30	30	100	43.33

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	310	302	97.42	81.46
Male	167	164	98.2	81.1
Female	143	138	96.5	81.88
Asian	24	23	95.83	91.3
Hispanic or Latino	38	37	97.37	83.78
White	204	200	98.04	79
Two or More Races	43	41	95.35	85.37
Socioeconomically Disadvantaged	33	32	96.97	59.38
English Learners	19	18	94.74	77.78
Students with Disabilities	29	29	100	34.48

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

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents and community are very supportive of the educational programs at Moffett School. The Moffett School Parent Teacher Association (PTA), the Huntington Beach Education Foundation (HBEF), and the Assistance League of Huntington Beach (ALHB) have all made generous contributions of time and money to numerous programs and activities. PTA fundraisers enable the school to offer programs in art, music, and reading. They also enrich classroom learning experiences through donations that support assemblies, field trips, and the purchase of support materials relating to instruction.

The Huntington Beach Education Foundation, a joint business and educational partnership, provides funding for teacher grants used to support educational programming.

The Moffett School PTA directly supports a variety of instructional programs by providing funding and volunteer hours, including Best Foot Forward, a reading incentive program; after-school enrichment programs; Art Masters; and our grade level field trips.

The Moffett School Site Council is a leadership body consisting of staff and parents. Interested parents can submit their name in the fall and participate in an election for representation on the council. The council gathers input for use in the decision making process regarding the expenditure of site funds in alignment with the implementation of our school plan.

Parent participation in Moffett classrooms is critical to the success of our school. Teachers design their lessons knowing parents will assist in the classroom to allow for small group and individualized instruction from kindergarten through fifth grade. Additionally, Moffett parents support the implementation of our homework program by establishing an environment in which the homework can be completed, monitoring their child's efforts, and reviewing homework for accuracy and completion.

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.

School Safety Plan

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to sign in at the school office upon arrival to obtain a visitor badge; visitors are required to return to the school office upon departure and sign out. During lunch, recesses, and before and after school, yard supervisors and teachers monitor students and school grounds, including the cafeteria, restrooms, and playgrounds, to ensure a safe and orderly environment. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Moffett School includes the following requirements of SB 187 within our safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

Moffett School evaluates our plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall at the start of each school year. The plan was last updated and reviewed with school staff in October of 2017.

Moffett School enlists the support of staff to participate on our School Safety Committee. We annually update our Disaster Plan including assignments, roles, and responsibilities in regard to disaster preparation and planning. Staff are updated at staff meetings. As well, staff (both certificated and classified) are trained in our Moffett Lock Down/Shelter In Place Plans as well as active shooter training. Training includes how to manage/participate in a lock down and shelter in place. Students participate in monthly fire/earthquake drills as well as annual lock down drills.

The district progressively addresses structural needs at our school to ensure facilities are safe and comply with education codes as well as building and safety regulations. Improvements at the Moffett campus include replacement of roofing, installation of new solar and AC systems, new wireless access, and modernization of the classrooms in the building.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.4	2.7	2.3
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.60
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.0
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	29	28	29				3	3	3			
1	31	25	30		1		3	2	2			
2	29	26	30		1		3	3	4			
3	28	30	30				3	3	3			
4	30	27	30		1		3	3	3			
5	25	24	28	1	1		4	3	4			
Other	7			1								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Staff development at Moffett School is guided by three questions: What are all students expected to know and be able to do? What must teachers know and do in order to ensure student success? Where must we focus our staff development efforts to meet both goals? High quality staff development is essential to creating schools in which all students and staff members are learners who continually improve their performance.

At the beginning of each school year, we analyze school-wide and grade level student performance assessment data to set goals and develop action plans that include staff development. Planning day schedule, every Thursday, facilitates grade level Professional Learning Community (PLC) meetings and whole staff collaboration. Staff meetings are important forums for staff development. Frequently, coaches and consultants meet with teachers to share information pertinent to our continued growth. As well, education research and online programming are reviewed and discussed with teachers for use in supporting students and our instructional program.

In teams, individually, and in collaboration with the principal during the instructional supervision process, teachers reference the California Standards for the Teaching Profession as a tool to reflect upon their own performance and to identify areas for individual and collective growth. During the instructional supervision process, the principal facilitates conversations that include opportunities for reflection and inquiry through open-ended questioning.

Teachers regularly engage in dialogue about best practice and research-based instruction during grade level PLC and full staff meetings. Professional publications and memberships in such organizations as the Association for Supervision and Curriculum Development and the International Reading Association are purchased and shared with staff. The Principal's Bookshelf and the Professional Bookshelf in the library provide a wide array of reading and viewing materials. As well, teachers reference professional associations and sites such as Illuminate, Teachers Pay Teachers, Smarter Balanced, etc. to support the design and implementation of their instructional program.

At Moffett School, technology is intricately integrated in the teaching-learning process to help students develop skills and foster understanding. Teacher leaders provide on-going support, coaching, and training for their colleagues.

Continuous and sustainable school improvement requires three ingredients: a shared language, an empowered leadership group, and time. Our Professional Learning Community structure provides a framework for continuous and sustainable school improvement. The essential elements of a PLC include: clarity of purpose, precision in the use of concepts and language, learning through doing as part of the teacher's daily work, interdependent action through teamwork, and a results-orientation that focuses on the learning of every student. Teachers at Moffett School understand the elements of a PLC, function within the PLC framework, and utilize this structure to create a consistency across the grade. As well, grade level teams utilize the PLC process to support student learning through intervention as deemed necessary through data analysis. Students receive individual and small group instructional support to ensure that all students are able to access and be successful with their learning.

Teachers also collaborate on a weekly/bi-weekly basis during our PLC time. Teachers evaluate data, instruction, assessments, and curriculum. They also design and plan for intervention and intervention grouping, as noted above. Teachers collaborate at grade level meetings to discuss student learning, instructional strategies, and school business. Curriculum Cadre meets monthly to discuss and plan for the best learning program and environment for our school. This information is then disseminated to the staff through grade level teams.

Through support of the District Office, coaching for Cognitively Guided Instruction (CGI), Number Talks, and Language Arts Programming is provided. Moffett staff also received training in the use of Accelerated Reader (AR) and the STAR component of AR for use as a tool to monitor student progress. Staff continue to receive coaching through our staff trainers throughout the school year. As well, our site math and ELA coaches meet with grade level teams to support on-going instructional improvement in math and language arts focused on the California Common Core Standards. On-going classroom assistance and support is provided by our Curriculum Cadre and school-level trainer of trainers. These professionals provide resources, intervention strategies for use with students, review our intervention schedule and program, and provide classroom modeling. It is a goal of our school to develop teachers as leaders. As such, we utilize the strengths of staff members to support our instructional program implementation. Staff coaches serve as leaders for our school to ensure the successful implementation and maintenance of our instructional and support programming. We are conscious of the need for an on-going review of core "Moffett Must-Haves" programming. As such, these teacher leaders provide review training and initial training for new staff. This allows for the most consistency in the programs we believe best support our students and their learning.

Moffett continues the use of the MIND Research Institute's "ST Math" program to support student attainment of conceptual understanding in mathematics. As well, the fluency component provides students the adaptive training and continuous assessment needed to ensure the proper practice to develop fluency with basic math facts. Teachers have received training and are pulling from ST Math lessons for integration in CGI and Number Talk lessons. This combination provides synthesis in math instruction and supports Common Core teaching and learning. As well, to support a well-rounded, brain-based learning system, Moffett has also implemented the ST Math Music Keyboarding Program to make a complete learning cycle for students in regard to the ST Math/Music Program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,175	\$48,678
Mid-Range Teacher Salary	\$90,731	\$78,254
Highest Teacher Salary	\$110,675	\$96,372
Average Principal Salary (ES)	\$134,807	\$122,364
Average Principal Salary (MS)	\$129,610	\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$219,103	\$212,818
Percent of District Budget		
Teacher Salaries	42%	38%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

A significant portion of Moffett School's program budget is allocated for professional development activities to support on-going improvement of our instructional program. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students, students showing needs for accelerated learning, and English Learners.

Each year, a portion of Moffett's Local Control Funding Formula (LCFF) funds are used to enable staff members to attend teaching seminars and other events designed to develop and expand their instructional repertoire and expand their knowledge base. Teachers new to the profession and teachers implementing new instructional strategies are supported through peer coaching and are encouraged to attend professional growth learning opportunities. Teachers who attend conferences, seminars, and other events are provided opportunities to share what they learn with other staff members at grade level Professional Learning Committee (PLC) meetings and staff meetings.

The California Teacher Induction Program (CTIP) offers additional support and opportunities to new teachers. CTIP is designed for those new to teaching to expand and deepen their teaching skills, help the school district retain quality teachers, and to improve learning opportunities for students.

The Gifted and Talented Education (GATE) program cluster classes are provided for grades 2 through 5 for appropriately identified students. GATE teachers attend training to support their implementation of teaching strategies that support GATE (and all) learners providing the challenge necessary to engage the learner. This is an on-going training and funding commitment for our site.

Students are encouraged to participate in our school's extracurricular and enrichment activities that are an integral part of the educational program. Some of these enrichment programs are provided through our Parent Teacher Association (PTA) and include: band, strings, art, chess, science enrichment, and a running program coordinated with the Huntington Beach marathon, a coding program for students interested in computer programming, and, an after school foreign language program is offered through a partnership with Rosetta Stone.

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,064.22	\$1,142.69	\$4,921.53	\$90,301
District	♦	♦	\$2,179.27	\$88,973
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			125.8	1.5
Percent Difference: School Site/ State			-25.1	15.2

* Cells with ♦ do not require data.