



# S. A. Moffett Elementary School

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

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Huntington Beach City School District

20451 Cramer Lane  
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(714) 964-8888  
www.hbcasd.us

#### District Governing Board

Bridget Kaub  
Shari Kowalke  
Paul Morrow, Ed. D.  
Brian E. Rechsteiner  
Rosemary Saylor

#### District Administration

Gregory Haulk  
**Superintendent**  
Jennifer Shepard  
**Assistant Superintendent  
Educational Services**  
  
Patricia Hager  
**Assistant Superintendent  
Human Resources**  
  
Jon M. Archibald  
**Assistant Superintendent  
Administrative Services**

### School Description

Moffett School is a K-5 school nestled within a quiet, residential neighborhood comprised 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 as part of the instruction and learning process. The culture within our walls retains the values and traditions that have been so valued 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 and to celebrate the accomplishments of students, teachers, parents, and staff.

Operating on a traditional schedule, Moffett School serves a population of 565 students. At the time of this writing, 18 students were identified English Language Learners (3.2%), 36 students received special education services (6.4%), and 39 students were identified GATE (7.0%).

Moffett School is a Learning Community -- a community where learning is valued and engaged in by all. 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. 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 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 at (714) 963-8985 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	68
Grade 1	112
Grade 2	90
Grade 3	102
Grade 4	92
Grade 5	109
<b>Total Enrollment</b>	<b>573</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	6.3
Filipino	0.5
Hispanic or Latino	15.5
White	65.8
Two or More Races	11.5
Socioeconomically Disadvantaged	12.6
English Learners	3.1
Students with Disabilities	9.9
Foster Youth	0.2

## 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			
S. A. Moffett Elementary School	13-14	14-15	15-16
<b>With Full Credential</b>	24	23	23
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Huntington Beach City School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	264.8
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
S. A. Moffett Elementary School	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	99.4	0.6
<b>High-Poverty Schools</b>	100.0	0.0
<b>Low-Poverty Schools</b>	99.4	0.6

\* 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 2015-16)**

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 2014-15 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 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghton Mifflin Adoption Year 2003  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Mathematics</b>	Houghton Mifflin Adoption Year 2002  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>Science</b>	Pearson Scott Foresman Adoption Year 2008  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%
<b>History-Social Science</b>	Scott Foresman, K-1 Adoption Year 2007  Houghton Mifflin Adoption Year 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%

### 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 been retrofit with energy efficient interior and exterior lighting.

Improvements completed during 2014 included installation of drains to improve flooding on the playground during heavy rain storms.

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 26, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	77	71	44
Math	80	63	33

\* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	91	93	91	88	85	84	59	60	56

\* Results are for grades 5, 8, and 10. 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.10	24.10	35.70

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	84
All Student at the School	91
Male	87
Female	95
Asian	--
Filipino	--
Hispanic or Latino	94

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	92
Two or More Races	81
Socioeconomically Disadvantaged	--
Students with Disabilities	82
Foster Youth	--

\* 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	107	104	97.2	6	25	25	44
	4	99	96	97.0	5	13	29	53
	5	113	112	99.1	7	13	29	51
Male	3	107	55	51.4	5	27	24	44
	4	99	48	48.5	8	13	31	48
	5	113	62	54.9	10	19	29	42
Female	3	107	49	45.8	6	22	27	45
	4	99	48	48.5	2	13	27	58
	5	113	50	44.2	4	6	28	62
American Indian or Alaska Native	4	99	1	1.0	--	--	--	--
	5	113	1	0.9	--	--	--	--
Asian	3	107	8	7.5	--	--	--	--
	4	99	5	5.1	--	--	--	--
	5	113	8	7.1	--	--	--	--
Filipino	5	113	1	0.9	--	--	--	--
Hispanic or Latino	3	107	14	13.1	21	43	29	7
	4	99	15	15.2	7	20	27	47
	5	113	20	17.7	15	10	40	35
White	3	107	72	67.3	4	24	22	50
	4	99	66	66.7	5	11	30	55
	5	113	70	61.9	4	14	29	53
Two or More Races	3	107	10	9.3	--	--	--	--
	4	99	9	9.1	--	--	--	--
	5	113	12	10.6	8	25	17	50

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3	107	12	11.2	8	50	25	17
	4	99	19	19.2	5	32	26	37
	5	113	22	19.5	18	27	27	27
Students with Disabilities	3	107	15	14.0	13	40	33	13
	4	99	11	11.1	36	18	45	0
	5	113	16	14.2	44	25	25	6
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	107	105	98.1	4	18	38	40
	4	99	96	97.0	3	17	30	50
	5	113	112	99.1	7	13	24	56
Male	3	107	55	51.4	4	15	38	44
	4	99	48	48.5	4	13	35	48
	5	113	62	54.9	11	15	18	56
Female	3	107	50	46.7	4	22	38	36
	4	99	48	48.5	2	21	25	52
	5	113	50	44.2	2	10	32	56
American Indian or Alaska Native	4	99	1	1.0	--	--	--	--
	5	113	1	0.9	--	--	--	--
Asian	3	107	8	7.5	--	--	--	--
	4	99	5	5.1	--	--	--	--
	5	113	8	7.1	--	--	--	--
Filipino	5	113	1	0.9	--	--	--	--
Hispanic or Latino	3	107	15	14.0	7	40	33	20
	4	99	15	15.2	7	40	27	27
	5	113	20	17.7	10	10	35	45

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3	107	72	67.3	3	17	36	44
	4	99	66	66.7	2	14	29	56
	5	113	70	61.9	4	16	24	56
Two or More Races	3	107	10	9.3	--	--	--	--
	4	99	9	9.1	--	--	--	--
	5	113	12	10.6	17	8	17	58
Socioeconomically Disadvantaged	3	107	12	11.2	8	33	58	0
	4	99	19	19.2	5	32	21	42
	5	113	22	19.5	18	23	18	41
Students with Disabilities	3	107	15	14.0	13	47	27	13
	4	99	11	11.1	18	9	55	18
	5	113	16	14.2	50	25	6	19
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

### 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

Parents and the 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 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; vocal music; after-school enrichment programs; Art Masters; and the annual Science Fair.

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 School Climate State Priority (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 and obtain a visitors 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 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 2015.

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 Plan. 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 a new telephone system, and modernization of the classrooms in the building. A \$30 million bond (Measure DD) combined with a \$17 million Prop 47 allocation provide the necessary funding for district-wide modernization efforts. Moffett School received an apportionment of \$4 million for its upgrades and modernization projects.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.85	1.86	2.40
Expulsions Rate	0.00	0.00	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

**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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 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		100.0



**Average Class Size and Class Size Distribution (Elementary)**

Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	28	27	29				3	4	3			
1	29	30	31				3	3	3			
2	30	27	29				3	4	3			
3	31	29	28				3	3	3			
4	31	31	30				2	3	3			
5	34	26	25		1	1		3	4	3		
Other	12	10	7	2	1	1						

**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)	.375
Psychologist	.4
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	2.
Resource Specialist	N/A
Other	N/A
<b>Average Number of Students per Staff Member</b>	
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.

**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 team and whole staff collaboration. Staff meetings are important forums for staff development. Frequently, research and journal articles are reviewed and discussed with teachers during staff meetings.

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 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 (PLC) 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 support (intervention) 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 at least 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) and Number Talks are 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 trainer two times throughout the school year. As well, our site CGI coaches meet with grade level teams to support on-going instructional improvement in math focused on the Common Core Standards (specifically supporting our use of CGI and Number Talks.) 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 provide training and coaching following the training. We are conscious of the need for an on-going review of core "Moffett Must-Have" 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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,038	\$43,091
Mid-Range Teacher Salary	\$81,044	\$70,247
Highest Teacher Salary	\$98,852	\$89,152
Average Principal Salary (ES)	\$122,672	\$112,492
Average Principal Salary (MS)	\$119,284	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$200,510	\$192,072
Percent of District Budget		
Teacher Salaries	45%	41%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5258.14	982.53	4275.61	77546
District	◆	◆	1544.10	80000
State	◆	◆	\$5,348	\$72,993
Percent Difference: School Site/District			176.9	-3.1
Percent Difference: School Site/ State			-20.1	6.2

\* Cells with ◆ do not require data.

### Types of Services Funded

A significant portion of Moffett School's categorical 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 School/Library Improvement Block Grant (SLIBG) 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 encouraged 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: art, chess, Lego-engineering, a running program coordinated with the Huntington Beach marathon, and a coding program for students interested in computer programming.

### 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, the county, and the state. 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.