

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	S. A. Moffett Elementary School	<b>District Name</b>	Huntington Beach City School District
<b>Street</b>	8800 Burlcrest Ave.	<b>Phone Number</b>	(714) 964-8888
<b>City, State, Zip</b>	Huntington Beach, CA 92646	<b>Web Site</b>	<a href="http://www.hbcasd.k12.ca.us/">http://www.hbcasd.k12.ca.us/</a>
<b>Phone Number</b>	(714) 963-8985	<b>Superintendent</b>	Greg Haulk
<b>Principal</b>	Michael Andrzejewski	<b>E-mail Address</b>	ghaulk@hbcasd.us
<b>E-mail Address</b>	mandrzejewski@hbcasd.us	<b>CDS Code</b>	30-66530-6095111

### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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, yet the culture within its walls is reminiscent of the early country schoolhouse that served as the center of the community. 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 550 students. At the time of this writing, 14 students were identified English Language Learners (2.5%), 73 students received free/reduced lunches (14.5%), 78 students received special education services (14.1%), and 20 students were identified GATE (4%).

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 "rudder" that guides our decisions and determines our actions as we work together to provide our children a strong foundation for the future.

Rigorous content 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. Essential standards 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.

**Opportunities for Parental Involvement (School Year 2010-11)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents and the community are very supportive of the educational programs at Moffett School. The Moffett School Parent Teacher Association(PTA) and the Huntington Beach Education Foundation have 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/or purchase instructional supplies.

The Huntington Beach Education Foundation, a joint business and educational partnership, provides funding for teacher mini-grants, classroom speakers, supplemental materials and supports the Parent Empowerment Academy.

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; keyboard instruction for third grade; Art Masters; the annual Science Fair;etc.

Parent participation in the 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. 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.

**Student Enrollment by Grade Level (School Year 2010-11)**

Grade Level	Number of Students
<b>Kindergarten</b>	75
<b>Grade 1</b>	94
<b>Grade 2</b>	83
<b>Grade 3</b>	83
<b>Grade 4</b>	90
<b>Grade 5</b>	86
<b>Total Enrollment</b>	512

### Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	0	White	73.6
American Indian or Alaska Native	0.4	Two or More Races	8.2
Asian	3.7	Socioeconomically Disadvantaged	0.4
Filipino	0.2	English Learners	3.5
Hispanic or Latino	13.5	Students with Disabilities	11.3
Native Hawaiian/Pacific Islander	0.4		

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

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30	0	2	0	29.33	0	3	0	29	0	2	0
1	17.3	3	0	0	19.25	0	4	0	29	0	2	0
2	19.3	4	0	0	19.50	0	4	0	32	0	1	1
3	31.5	0	2	0	22.25	0	4	0	29	0	1	0
4	31	0	3	0	26.33	0	3	0	31.5	0	2	0
5	29.3	0	3	0	31	0	3	0	32	0	1	0
Other	0	0	0	0								

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

## III. School Climate

### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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 2010.

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 Districtwide modernization efforts. Moffett School received an apportionment of \$4.0 million for its upgrades and modernization projects.

## Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	0.0	0.39	0.78	1.98	4.05	4.23
<b>Expulsions</b>	0.0	0.0	0.0	0.06	0.01	0.09

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** August 25, 2011

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.

Interior and exterior lighting was upgraded with more efficient lighting in all areas. Lighting sensors were installed in all classrooms and restroom buildings.

Other projects completed in 2011 include installation of floor tile in 2 restrooms and roof repairs.

Planned improvements include complete exterior painting and improvement of site drainage.

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

### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	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]	[ ]	[ ]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
Overall Rating	[ ]	[X]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	22	21	19	274
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	2	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of 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.  
 "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	0	0
All Schools in District	100	0
High-Poverty Schools in District	0	0
Low-Poverty Schools in District	100	0

- \* 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 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	
Counselor (Social/Behavioral or Career Development)	.44	---
Library Media Teacher (Librarian)	N/A	---
Library Media Services Staff (paraprofessional)	.33	---
Psychologist	.53	---
Social Worker	N/A	---
Nurse	N/A	---
Speech/Language/Hearing Specialist	1.4	---
Resource Specialist (non-teaching)	N/A	---
Other	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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** October 2011

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 2008-09 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.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Adoption Year 2003	Yes	0%
Mathematics	Houghton Mifflin Adoption Year 2002	Yes	0%
Science	Pearson Scott Foresman Adoption Year 2008	Yes	0%
History-Social Science	Scott Foresman, K-1 Adoption Year 2007  Houghton Mifflin Adoption Year 2007	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	4,795.55	1,864.41	2,931.13	70,187
District	---	---	1,294.56	73,041
Percent Difference: School Site and District	---	---	55.8%	4.1%
State	---	---	\$5,455	\$69,419
Percent Difference: School Site and State	---	---	28.1%	11.9%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.  
**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

A significant portion of Moffett School's categorical program budget is allocated for professional development activities to support improved instruction. 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 Language Learners.

Each year, a portion of Moffett's School/Library Improvement Block Grant funds are used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers who are new to the profession are supported by peer coaching and are encouraged to attend in-services. Teachers who attend conferences, seminars, and other events are encouraged to share what they learn with other staff members.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Gifted and Talented Education(GATE)Program cluster classes are provided for grades 2 through 5 for GATE identified students.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,989	\$41,692
Mid-Range Teacher Salary	\$77,179	\$68,251
Highest Teacher Salary	\$94,135	\$86,582
Average Principal Salary (Elementary)	\$116,365	\$108,334
Average Principal Salary (Middle)	\$115,283	\$111,791
Average Principal Salary (High)	\$0	\$113,648
Superintendent Salary	\$190,000	\$180,492
Percent of Budget for Teacher Salaries	46%	42%
Percent of Budget for Administrative Salaries	6%	6%

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

## IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>English-Language Arts</b>	81	83	75	74	77	78	49	52	54
<b>Mathematics</b>	86	86	83	74	74	74	46	48	50
<b>Science</b>	90	93	87	79	82	84	50	54	57
<b>History-Social Science</b>	N/A	N/A	N/A	62	65	72	41	44	48

\* 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.



**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	78	74	84	72
All Student at the School	75	83	87	N/A
Male	72	82	84	N/A
Female	78	85	89	N/A
Black or African American				N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	85	92	0	N/A
Filipino	0	0	0	N/A
Hispanic or Latino	60	76	92	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	78	85	85	N/A
Two or More Races	68	77	0	N/A
Socioeconomically Disadvantaged	52	69	0	N/A
English Learners	0	0	0	N/A
Students with Disabilities	47	55	0	N/A
Students Receiving Migrant Education Services				N/A

\* 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.

**California Physical Fitness Test Results (School Year 2010-11)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.8	43.3	21.1

\* 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	10	10
Similar Schools	3	9	8

### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	42	1	-24
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	41	1	-19
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	338	896	5,307	895	4,683,676	778
Black or African American	0		31	869	317,856	696
American Indian or Alaska Native	2		31	873	33,774	733
Asian	13	920	502	945	398,869	898
Filipino	1		30	916	123,245	859
Hispanic or Latino	40	837	886	831	2,406,749	729
Native Hawaiian/Pacific Islander	2		22	848	26,953	764
White	258	909	3,511	903	1,258,831	845
Two or More Races	22	844	294	914	76,766	836
Socioeconomically Disadvantaged	28	791	848	808	2,731,843	726
English Learners	7		440	805	1,521,844	707
Students with Disabilities	50	700	618	758	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	0
Percent of Schools Currently in Program Improvement	---	0

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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Moffett School is a place of continuous learning for all who work here. Ongoing examination and modification of practice is essential to professional growth. In order to help implement this philosophy, the Board of Trustees approved four staff development days for the 2011-12 school year. The primary purpose of professional development is to directly improve teaching and learning for all children. Topics for staff development included:

- Reading Instructional Strategies
- Cognitively Guided Instruction in Math
- Research-Based Instructional Practices
- Dynamic Indicators of Basic Literacy Skills (DIBELS)
- Path to Proficiency for English Language Learners
- Write from the Beginning - A Refresher Course
- SmartBoard Use and Implementation in the Classroom
- Californian Association for the Gifted (CAG) Teaching Strategies

The improvement process at Moffett School is on-going. Teachers play the lead role in determining changes in the curriculum and professional development topics. The curriculum steering committee includes seven teachers and the school principal who analyze student achievement data and develop action plans for improvement. Together, they compare school's programs and policies to the ideal outlined in the State Department documents and formulate the next best steps for improvement. Staff development is designed to support the action plans developed in each curricular area and the school plan as a whole.

A significant portion of Moffett School's categorical program budget is allocated for professional development activities to support improved instruction. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students. Moffett School staff participate in district-wide efforts to revise summer school programs to focus more on diagnostics and reading skills. Teachers new to the profession are supported by peer coaching and are encouraged to attend in services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. Instructional program improvement is driven by student needs and guided by state standards and frameworks. District and school administrators use site trend analyses, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. Three staff development days have been approved for the 2011-2012 school year. District-level training activities and professional development will revolve around Pathways to Proficiency, Cognitively Guided Instruction, and differentiated instructional strategies to meet the needs of all students.