



# S. A. Moffett Elementary School

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

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www.moffettschool.com

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Huntington Beach City School District

8750 Dorsett Dr.  
Huntington Beach  
714-964-8888  
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#### District Governing Board

Bridget Kaub

Shari Kowalke

Paul Morrow, Ed. D.

Diana Marks

Ann Sullivan

#### District Administration

Gregory Haulk  
Superintendent

Cynthia Guerrero, Ed.D.  
Assistant Superintendent  
Educational Services

Patricia Hager  
Assistant Superintendent  
Human Resources

### 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 575 students. At the time of this writing, 17 students were identified English Language Learners, 76 students received special education services, and 39 students were identified GATE.

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	111
Grade 2	97
Grade 3	100
Grade 4	92
Grade 5	110
Total Enrollment	592

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.3
Asian	6.3
Filipino	1.2
Hispanic or Latino	15.9
Native Hawaiian or Pacific Islander	0.3
White	63.2
Two or More Races	12
Socioeconomically Disadvantaged	14.5
English Learners	2.9
Students with Disabilities	11.1
Foster Youth	0.2

## 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 for S. A. Moffett	17-18	18-19	19-20
With Full Credential	22.5	22.75	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Huntington Beach City	17-18	18-19	19-20
With Full Credential	♦	♦	264.89
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	7

### Teacher Misassignments and Vacant Teacher Positions at S. A. Moffett Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

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 2019-20 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 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017 <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>	McGraw Hill - My Math Adoption Year 2015 <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 - Scott Foresman California Science 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>	Pearson Scott Foresman, K-1 - History-Social Science of California Adoption Year 2007  Houghton Mifflin - 2-5 - History-Social Science 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%

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

Moffett Elementary School, built in 1974, consists of a main building with administrative offices, computer lab, media center/commons, library, indoor courtyard/lunch area and 23 classrooms. The site has 5 portable classrooms, one of which is special day care 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 an array of solar panels 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.

Improvements this year included seismic upgrade to the administrative office area, commons and 3 classrooms. Modernization of the administrative offices and commons as well as modernization of 3 classrooms into 21st century classrooms with new furniture, infrastructure, technology and Chromebooks. Other necessary repairs were completed including roof replacement, upgrades to existing facilities P.A. and Bell system and updated phones and fire alarm.

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 20, 2019**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	77	76	75	75	50	50
Math	78	74	69	69	38	39

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

Note: ELA and 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	25.2	25.2	23.4

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

**School Year 2018-19 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	301	297	98.67	76.43
Male	169	166	98.22	72.89
Female	132	131	99.24	80.92
Black or African American	--	--	--	--
Asian	17	17	100.00	82.35
Hispanic or Latino	45	44	97.78	65.91
Native Hawaiian or Pacific Islander	--	--	--	--
White	193	191	98.96	74.87
Two or More Races	42	41	97.62	95.12
Socioeconomically Disadvantaged	55	54	98.18	57.41
English Learners	12	12	100.00	58.33
Students with Disabilities	48	46	95.83	30.43

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 2018-19 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	301	297	98.67	73.74
Male	169	166	98.22	72.29
Female	132	131	99.24	75.57
Black or African American	--	--	--	--
Asian	17	17	100.00	88.24
Hispanic or Latino	45	44	97.78	72.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	193	191	98.96	70.68
Two or More Races	42	41	97.62	85.37
Socioeconomically Disadvantaged	55	54	98.18	55.56
English Learners	12	12	100.00	66.67
Students with Disabilities	48	46	95.83	30.43

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 school site

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and community are very supportive of the educational programs at Moffett School. The Moffett School Parent Teacher Association (PTA) and the Assistance League of Huntington Beach (ALHB) 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 the purchase of support materials relating to instruction.

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

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. Each school includes the following requirements of SB 187 within their safe school plans: current status and assessment of school crime; identification of strategies and programs that provide and maintain a high level of school safety; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment and discrimination policy; policies and procedures for the prevention of bullying; 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.

The school evaluates the plan annually and makes any modifications as needed. Safety procedures, including elements of the Safe School Plan, were reviewed with school and district staff at the beginning of the 2019-20 school year. The plan was reviewed and updated with staff and School Site Council in early 2020.

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 "Run, Hide, Fight" 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 evacuation drills for a dangerous individual on campus.

The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. One automated external defibrillator (AED) was installed in the administration building. A \$169 million bond (Measure Q) approved in November 2016 provides the necessary funding for District- wide modernization efforts. The Moffett campus was under construction during 2019-20 with major improvements including the renovation of all learning spaces and the front office/library area. Permanent campus perimeter fencing was completed during Winter 2019 to increase student safety.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.2	0.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.3	1.9	2.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

##### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

\* 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.

##### Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	.8

\* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	30		3		24		4		27		3	
1	22	1	3		30		3		31		3	
2	25		3		31		3		29		4	
3	31		3		21	1	3		27		3	
4	30		3		29		3		28		3	
5	30		4		28		4		31		4	
Other**									14	1		

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

\*\* "Other" category is for multi-grade level classes.

##### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	20	20	20

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, 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. The Moffett Instructional Leadership Team meets 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 professional development through our staff trainers throughout the school year. 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 the 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$48,437	\$45,741
<b>Mid-Range Teacher Salary</b>	\$91,223	\$81,840
<b>Highest Teacher Salary</b>	\$111,275	\$102,065
<b>Average Principal Salary (ES)</b>	\$136,839	\$129,221
<b>Average Principal Salary (MS)</b>	\$125,857	\$132,874
<b>Average Principal Salary (HS)</b>	\$0	\$128,660
<b>Superintendent Salary</b>	\$235,754	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
<b>Teacher Salaries</b>	41%	36%
<b>Administrative Salaries</b>	6%	5%

\* 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
<b>School Site</b>	\$ 6,440.29	\$ 1,324.05	\$ 5,116.23	\$ 97,148
<b>District</b>	N/A	N/A	\$ 2,179.48	\$ 91,912
<b>State</b>	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
<b>School Site/District</b>	79.3	-200.0
<b>School Site/ State</b>	-25.3	-200.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



### **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 professional development, 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### **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.