S. A. Moffett Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	S. A. Moffett Elementary School
Street	8800 Burlcrest Drive
City, State, Zip	Huntington Beach, CA 92646
Phone Number	(714) 963-8985
Principal	Forest Holbrook
Email Address	fholbrook@hbcsd.us
School Website	https://moffett-huntington-ca.schoolloop.com/
County-District-School (CDS) Code	30-66530-6095111

2023-24 District Contact Information

District Name	Huntington Beach City School District
Phone Number	714-964-8888
Superintendent	Leisa Winston, Ed.D.
Email Address	LWinston@hbcsd.us
District Website	www.hbcsd.us

2023-24 School Description and Mission Statement

Moffett School is a K-5 school nestled within a quiet, residential neighborhood comprised mostly of single family homes which is located in the southwest section of Huntington Beach, California. Moffett School is a modern facility, built in 1975 and modernized in 2020 to meet the growing demands for technology integration as part of the instructional learning process. The culture of our school 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 we 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 438 students.

Moffett School is a Learning Community -- a community where learning is valued and all stakeholders are 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

2023-24 School Description and Mission Statement

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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	43
Grade 2	83
Grade 3	72
Grade 4	77
Grade 5	103
Total Enrollment	434

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2%
Male	52.8%
Asian	10.1%
Black or African American	0.2%
Filipino	0.7%
Hispanic or Latino	14.1%
Two or More Races	11.3%
White	60.6%
English Learners	2.1%
Socioeconomically Disadvantaged	23%
Students with Disabilities	14.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.90	100.00	232.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	6.50	2.55	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	0.39	12115.80	4.41
Unknown	0.00	0.00	15.20	5.98	18854.30	6.86
Total Teaching Positions	20.90	100.00	254.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	97.87	245.00	92.35	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.00	3.42	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	2.70	1.03	11953.10	4.28
Unknown	0.50	2.13	8.40	3.20	15831.90	5.67
Total Teaching Positions	23.50	100.00	265.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 2023-24 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 used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science.

Year and month in which the data were collected	October 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt – California Journeys Adoption Year 2017	Yes	0.0%
Mathematics	McGraw Hill - My Math Adoption Year 2015	Yes	0.0%
Science	Discovery Education- CA NGSS Science Techbook Adoption Year 2019	Yes	0.0%
History-Social Science	Pearson Scott Foresman, K-1 - History-Social Science of California Adoption Year 2007 Houghton Mifflin - 2-5 - History-Social Science Adoption Year 2007	Yes	0.0%

School Facility Conditions and Planned Improvements

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 that provides shade for students. This site has been retrofit with energy efficient interior and exterior lighting.

Improvements this past year include HVAC upgrades were made to MERV 13 air filters per CDC Guidelines and necessary repairs were made to existing facilities.

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

Year and month of the most recent FIT report	August 24, 2022

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	72	72	68	69	47	46
Mathematics (grades 3-8 and 11)	71	70	60	61	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	252	98.82	1.18	71.83
Female	126	126	100.00	0.00	80.95
Male	129	126	97.67	2.33	62.70
American Indian or Alaska Native	0	0	0	0	0
Asian	32	31	96.88	3.12	87.10
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	37	35	94.59	5.41	62.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	30	100.00	0.00	80.00
White	155	155	100.00	0.00	69.68
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.46	1.54	59.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	45	95.74	4.26	33.33

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	255	252	98.82	1.18	69.84
Female	126	126	100.00	0.00	74.60
Male	129	126	97.67	2.33	65.08
American Indian or Alaska Native	0	0	0	0	0
Asian	32	32	100.00	0.00	75.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	37	35	94.59	5.41	60.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	30	30	100.00	0.00	66.67
White	155	155	100.00	0.00	71.61
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.46	1.54	51.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	34.78

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	61.73	58.82	52.26	53.29	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	104	99.05	0.95	59.62
Female	53	53	100.00	0.00	69.81
Male	52	51	98.08	1.92	49.02
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	57.14
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	18	17	94.44	5.56	64.71
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	80.00
White	58	58	100.00	0.00	53.45
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	27	27	100.00	0.00	37.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	16.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	99	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

The parents and community are very supportive of the educational programs here at Moffett Elementary 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 names 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. Families participate in school meetings such as Back to School Night, PTA meetings, SSC and ELAC meetings and parent teacher conferences.

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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	444	443	35	7.9
Female	208	208	10	4.8
Male	236	235	25	10.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	46	45	0	0.0
Black or African American	2	2	1	50.0
Filipino	3	3	0	0.0
Hispanic or Latino	63	63	6	9.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	52	52	5	9.6
White	265	265	21	7.9
English Learners	13	13	2	15.4
Foster Youth	2	2	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	108	108	20	18.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	80	79	12	15.2

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.22	0.45	0.21	2.07	1.86	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.45	0
Female	0	0
Male	0.85	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.85	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.85	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.25	0

2023-24 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 during the winter of of the 2023-24 school year. The plan was reviewed and updated with staff and School Site Council in early 2024.

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 Standard Response Protocol. 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

2023-24 School Safety Plan

renovation of all learning spaces and the front office/library area. Permanent campus perimeter fencing was completed during Winter 2019 to increase student safety. Summer 2020 marked the completion of the campus's renovation.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	3	
1	20	1	3	
2	19	1	3	
3	33	1	2	1
4	21	1	3	
5	25	1	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2		
1	20	1	3	
2	15	5		
3	33		2	1
4	21	1	4	
5	17	4	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	28	0	2	0
1	22	0	2	0
2	27	1	2	1
3	18	1	3	0
4	19	1	3	0
5	21	1	4	0
6	0	0	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	868

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,031.09	$1,966.19	$7,064.89	$93,575
District	N/A	N/A	$9,694.75	$99,997
Percent Difference - School Site and District	N/A	N/A	-31.4	-6.6
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-200.0	5.8

Fiscal Year 2022-23 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. HBCSD 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, and science enrichment.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,648	$54,046
Mid-Range Teacher Salary	$88,308	$84,515
Highest Teacher Salary	$116,351	$110,867
Average Principal Salary (Elementary)	$144,039	$136,841
Average Principal Salary (Middle)	$143,420	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$254,970	$217,473
Percent of Budget for Teacher Salaries	38.31%	32.43%
Percent of Budget for Administrative Salaries	5.88%	5.62%

Professional Development

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

Professional Development

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. A minimum of 10 professional development days were available prior to the start of the school year and additional professional development was held during the school year which involved curriculum based training for Discovery Education (NGSS), HBCSD's Literacy Framework, Technology, Renaissance suite of assessments, data analysis, and writing.

In alignment with the district's long-range curriculum plan, staff development opportunities are available for teachers, support personnel, administrators, and classified staff at Smith School. Teachers combine their knowledge of how students learn with the best teaching practices found in state frameworks and task force reports to provide a rigorous and comprehensive core curriculum for all grades. The school has focused extensively on reading and language arts by utilizing the district's Literacy TOSAs for job-embedded professional development which include co-planning lessons and units of study, modeling and feedback of instructional reading strategies, data analysis of local assessments for target instruction, and professional learning communities.

A portion of our school funding is used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by Orange County Department of Education. Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	13	12	60