

Ortega Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Ortega Elementary School
Street	1283 Terra Nova Blvd.
City, State, Zip	Pacifica CA 94044
Phone Number	(650) 738-6670
Principal	Patrick Jackson
E-mail Address	pjackson@pacificasd.org
Web Site	http://pacificasd.org/OES/
CDS Code	41689320105874

District Contact Information	
District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Heather Olsen
E-mail Address	holsen@pacificasd.org
Web Site	www.pacificasd.org

School Description and Mission Statement (School Year 2018-19)

Ortega Elementary School's mission is to support staff and families in providing a safe and nurturing environment where every student can be successful academically, socially, and emotionally, according to his or her potential. We accomplish this through the combined efforts of Ortega Elementary's principal, teachers, and families. We believe each student can achieve the standards we set given adequate support. Our goal is to teach children to become independent learners with high self-esteem and the confidence to succeed. We use a balanced literacy approach incorporating Reader's and Writer's Workshop for reading and writing, and a hands-on approach for math through Bridges Mathematics. Our PTO provides extra support for electives including science labs and instruction, computer lab, art, library and PE.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	100
Grade 1	86
Grade 2	96
Grade 3	67
Grade 4	67
Grade 5	88
Total Enrollment	504

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	5.2
Filipino	2.4
Hispanic or Latino	24.2
Native Hawaiian or Pacific Islander	0.0
White	52.8
Socioeconomically Disadvantaged	13.1
English Learners	5.0
Students with Disabilities	9.7
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

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	22	21	128.96
Without Full Credential	1	0	0	10.05
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of 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 2018-19)

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project/2012 (Board Approved) Houghton Mifflin, A Legacy of Literacy (K-5)/2003	Yes	0
Mathematics	Bridges in Mathematics (2nd Edition)/2016	Yes	0
Science	Foss California Edition (K-5)/2007	Yes	0
History-Social Science	Houghton-Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002	Yes	0
Health	Puberty Talk, gr. 5/2016 (Health Connected) The Puberty Workshop (5)/2013	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/20/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Replaced heater unit at Portable E1 (daycare)
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	The metal roofs over classrooms exhibit chronic leaks from damage from where nails used to hang the ACT ceiling in 2004 are penetrating the original plank sheathing and punctured the metal panels. These roofs should be replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	The asphalt-paved walkway at the east side of the C-wing is used as a path from both the teacher parking lot and the playground by adults and children. The path is greater than 1:12 slope and is reported a slip hazard. A stair should be installed. The asphalt-paved playground north and east of C-wing exhibits cracking and deterioration. The pavement should be replaced to prevent further deterioration. Portable Classrooms 39 and 40 - Metal Ramp entry is rusted to extent that there are holes and must be replaced. Daycare rooms - The wood subflooring is reportedly "soft and flexing" around the toilet. This is most likely due to water damage. The flooring must be replaced.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/20/2018	
Overall Rating	Good

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	47.0	59.0	58.0	60.0	48.0	50.0
Mathematics (grades 3-8 and 11)	53.0	61.0	54.0	58.0	37.0	38.0

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	219	98.65	58.90
Male	120	118	98.33	49.15
Female	102	101	99.02	70.30
American Indian or Alaska Native	--	--	--	--
Asian	11	10	90.91	50.00
Filipino	--	--	--	--
Hispanic or Latino	52	51	98.08	45.10
White	120	119	99.17	63.87
Two or More Races	33	33	100.00	60.61
Socioeconomically Disadvantaged	41	41	100.00	36.59
English Learners	12	10	83.33	30.00
Students with Disabilities	26	25	96.15	12.00
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	223	218	97.76	61.47
Male	121	119	98.35	60.5
Female	102	99	97.06	62.63
American Indian or Alaska Native	--	--	--	--
Asian	11	10	90.91	70
Filipino	--	--	--	--
Hispanic or Latino	52	52	100	40.38
White	121	119	98.35	68.91
Two or More Races	33	32	96.97	62.5
Socioeconomically Disadvantaged	41	40	97.56	32.5
English Learners	12	11	91.67	36.36
Students with Disabilities	27	25	92.59	16
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	20.7	26.4	37.9

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.

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 2018-19)

The Ortega School PTO is an exceptional organization that enriches our school community and strengthens our curriculum through fundraising and volunteering. The PTO supports or provides funds for monthly assemblies, theme days, student performances, field trips, computers, art, PE, science labs and staff professional development. Many other parents also volunteer on our School Site Council, Garden, District Councils, PTO, Library, Art and Science. Parents are active participants at fundraising and community events. Our contact person is our PTO president, Tenishia Kavanaugh, who can be reached at Ortega or through her email at tenkav@comcast.net

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.8	0.6	1.0	2.2	1.6	1.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

We monitor the school building and grounds to ensure student safety. Adults supervise the play yard and driveways before school, after school, and during recesses. The district conducts an extensive annual earthquake drill to practice our school safety plan and we practice regular fire, earthquake and lockdown drills. We teach and model character development, based on our P.A.W.S. principles. Students are trained to use conflict resolution strategies to reduce bullying and fighting at school. All classrooms are equipped with backpacks that include first aid and other emergency supplies. The School Safety Plan will be reviewed, updated, and discussed with the school faculty in 2018/2019.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	5		24		5		24		4	
1	21		3		22	1	2		24		3	
2	24		3		24		3		24		4	
3	23		4		24		3		24		3	
4	31		2		23	1	2		30		2	
5	26	1	3		32		3		31		3	
Other					9	1			8	2		

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.56	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,897	\$71	\$4826	\$73716
District	N/A	N/A	\$6855	\$66,083
Percent Difference: School Site and District	N/A	N/A	-34.7	13.2
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-30.7	-0.6

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 (Fiscal Year 2017-18)

- Science Labs (PTO Funded/Site Funds)
- Art (PTO funded)
- Imagine Learning - Reading Intervention (Site Funds)
- Yard Supervisors (Site Funds)
- Reading Leveled Literacy Specialist (Site Funds)
- Librarian (PTO funded/Site Funds)

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,713	\$48,064
Mid-Range Teacher Salary	\$64,329	\$75,417
Highest Teacher Salary	\$85,329	\$94,006
Average Principal Salary (Elementary)	\$128,706	\$119,037
Average Principal Salary (Middle)	\$129,819	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$221,359	\$183,692
Percent of Budget for Teacher Salaries	33.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

We dismiss students at 1:35 p.m. every Wednesday to allow time for teachers to collaborate, both within and across grade levels. Once a month teachers meet in grade-level groups to review student work, plan instruction, and review teaching strategies. Additionally, once a month the whole staff meets to focus on school wide improvement. In addition, we provide staff with district-wide staff development days. Our district's Strategic Plan guides professional development in Literacy and Math to better prepare teachers to meet the academic needs of all students. Demonstration teachers and District Leads prepare lessons for observations and discussion with new teachers and veterans who seek the newest, most effective teaching strategies. Substitute days are provided for staff as needed to facilitate their participation in professional development.