

Ortega Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

2022-23 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
Email Address	pjackson@pacificasd.org
School Website	pacificasd.org/OES/
County-District-School (CDS) Code	41689320105874

2022-23 District Contact Information

District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Dr. Heather Olsen
Email Address	holsen@pacificasd.org
District Website Address	www.pacificasd.org

2022-23 School Overview

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 community. 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 a NGSS-aligned garden program, art, library and PE.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
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2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
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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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

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		
Local Assignment Options		
Total Out-of-Field Teachers		

2021-22 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)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2020	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project (K-8)/2012	Yes	0
Mathematics	Bridges in Mathematics (K-8)(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
Foreign Language	N/A		

Health	Puberty Talk, gr. 5/2016 (Health Connected) The Puberty Workshop (5)/2013	Yes	0
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

8/17/2022

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	<p>ADMIN: 4. CEILING TILES ARE MISSING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED AND EXTENSION CORD IS RUNNING THROUGH THE CEILING. TWO LIGHT PANELS ARE OUT.</p> <p>NURSE: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>TEACHERS WORKROOM: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS (THROUGHOUT HALLWAY). 7. FOUR CAN LIGHTS ARE OUT. 11. PESTICIDES ARE PRESENT.</p> <p>CONFERENCE ROOM: 4. CEILING TILE IS MISSING. 7. ONE LIGHT PANEL IS OUT.</p> <p>MPR: 4. CEILING TILES ARE MISSING (HALLWAY). CEILING TILES HAVE WATER STAINS (HALLWAY). 7. THREE LIGHT FIXTURES ARE OUT (HALLWAY).</p> <p>STORAGE/ AD 68: 5. ROOM IS EXTREMELY CLUTTERED. 7. LIGHT DIFFUSER IS MISSING.</p> <p>LIBRARY: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE HAS A HOLE. 10. EVACUATION MAP IS NOT POSTED.</p>

School Facility Conditions and Planned Improvements

A1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET IS LOOSE AT BASE AND HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED.

A3: 4. CEILING TILES HAVE WATER STAINS. 9. ONE FAUCET HAS NO FLOW. 10. EVACUATION MAP IS NOT POSTED.

A4: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

A5: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. SURGE PROTECTORS AND EXTENSION CORD ARE DAISY CHAINED.

A6: 4. CEILING TILE IS MISSING. CEILING TILE IS BROKEN. CEILING TILE HAS A HOLE. CEILING TILE T-BAR IS RUSTED. 10. EVACUATION MAP IS NOT POSTED.

A7: 4. CEILING TILE HAS A WATER STAIN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

E1: 4. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING.

E2: 4. FLOOR TILES ARE BROKEN. CARPET IS TORN (TAPED).

E3: 4. CARPET IS TORN (TAPED).

E4: 4. CARPET IS TORN (TAPED). 7. ONE LIGHT PANEL IS OUT.

39: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 14. RAMP IS RUSTED/DETERIORATING CREATING AN INJURY HAZARD.

40: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 13. HOLES ARE RUSTED THROUGH EAVES. 14. RAMP IS RUSTED/DETERIORATING CREATING AN INJURY HAZARD.

School Facility Conditions and Planned Improvements

B19: 4. CEILING TILES HAVE WATER STAINS (ALSO THROUGHOUT HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES.

B17: 10. EVACUATION MAP IS NOT POSTED.

B18: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

B16: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED.

B14: 4. CEILING TILE HAS A WATER STAIN. 8. REST ROOM IS OUT OF ORDER. 10. EVACUATION MAP IS NOT POSTED.

B12: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. REST ROOM IS OUT OF ORDER. 10. EVACUATION MAP IS NOT POSTED.

B15: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO CAN LIGHTS ARE OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.

B13: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

C25: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS EXTREMELY CLUTTERED. 10. EVACUATION MAP IS NOT POSTED. EXIT IS BLOCKED.

C27: 4. CEILING TILE HAS A WATER STAIN (ALSO THROUGHOUT HALLWAY). 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

			<p>C26: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CORD IS CREATING A TRIP HAZARD. 8. REST ROOM IS OUT OF ORDER. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C28: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C30: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C32: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>C29: 10. EVACUATION MAP IS NOT POSTED.</p> <p>C31: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. RAZOR KNIFE PRESENT.</p> <p>D46: 10. EVACUATION MAP IS NOT POSTED.</p> <p>D45: 10. EVACUATION MAP IS NOT POSTED.</p> <p>D44: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D43: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>D42: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.</p> <p>D41: 4. FORMICA FRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		<p>X</p>	

School Facility Conditions and Planned Improvements

Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		<p>UNISEX REST ROOM: 2. DIRTY VENT.: 4. CEILING TILES ARE MISSING (HALLWAY). CEILING TILES HAVE WATER STAINS (HALLWAY). 7. THREE LIGHT FIXTURES ARE OUT (HALLWAY). 7. LIGHT DIFFUSER IS BROKEN.</p> <p>BOYS REST ROOM: NO ENTRY (CONSTANT STUDENT USE). 8. REST ROOM IS LOCKED DURING SCHOOL HOURS. 9. ONE FAUCET IS MISSING. 10. FIRE SENSOR IS COVERED WITH PLASTIC AND TAPE.</p> <p>GIRLS REST ROOM: NO ENTRY (CONSTANT STUDENT USE). NO ENTRY (REST ROOM IS LOCKED WITH STUDENT AND ADULT PRESENT INSIDE).</p>
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	PLAYGROUNDS: 14. HOLES IN PIP SURFACING.

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A		N/A		N/A	
Mathematics (grades 3-8 and 11)	N/A		N/A		N/A	

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)						

2021-22 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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	100	100
Grade 7	NA	NA	NA	NA	NA
Grade 9	N/A	N/A	N/A	N/A	N/A

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.

2022-23 Opportunities for Parental Involvement

During the 2022-2023 school year, Ortega welcomed all parents and students back for Back to School Night. Typically this night would be parents-only, but allowing both parents and students to attend created an opportunity for families to connect with our staff, and each other. There are plans to host multiple nights during this school year to engage with parents, around both academics and social-emotional learning. A team consisting of administration, teachers, staff and parents helped to develop the School Plan for Student Achievement (SPSA).

The Ortega School PTO is an exceptional organization that enriches our school community and strengthens our curriculum through fundraising and volunteering. During both in-person and distance learning, the PTO supports or provides funds for assemblies, spirit days, student performances, art, PE, and our science labs. Many other parents also volunteer on our School Site Council, Garden, District Councils, PTO (and during in-person instruction: Library, Art and Science). Parents are active participants at fundraising and community events, when we are able to host them. Our contact person is our PTO president, Maria Jackson, who can be reached through her email at msmedina10@gmail.com.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions						
Expulsions						

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

We monitor the school building and grounds to ensure student safety. Currently all students and adults must check in at the front doors and call the main office upon arrival. Adults supervise the play yard and driveways before school, after school, and during recesses. Classes practice regular drills around the "Big 5" Safety Protocol. We continue to teach and model character development, based on our P.A.W.S. principles and through the Caring School Communities SEL curriculum. Students are trained to use conflict resolution strategies, supported by Caring School Community. 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 2022/2023.

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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				
1				
2				
3				
4				
5				
6				

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				
1				
2				
3				
4				
5				
6				

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				
1				
2				
3				
4				
5				
6				

2021-22 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	

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$6,213	\$1,337	\$4,876	\$55,970
District	N/A	N/A	\$7,132	
Percent Difference - School Site and District	N/A	N/A	-37.6	-9.7
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-52.7	-27.3

2021-22 Types of Services Funded

- Full-time school counselor for the 2022-2023 school year.

Site specific services funded include:

- NGSS-Aligned Garden Program (PTO Funded)
- Art (PTO funded)
- Scholastic News for all grades (Site Funds)
- Psychomotor (Site Funds)
- Reading Intervention Specialist (Supplemental)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

In 2022-2023 we have completed professional development sessions devoted to learning about the I-Ready diagnostic system to use as an intervention tool for students, and work around social-emotional learning through Changing Perspectives. A future third professional development session will be held during 2023, structured to meet our site needs.

We dismiss students at 1:35 p.m. every Wednesday to allow time for teachers to collaborate, both within and across grade levels, and hold professional development sessions. Teachers are able to meet in grade-level groups to review student work, plan instruction, and review teaching strategies. In addition, we provide staff with district-wide staff development days, with topics and professional learning opportunities that are specific to our site goals. Our district's Strategic Plan guides professional development Literacy, Math, and Social Emotional Learning to better prepare teachers to meet the academic needs of all students.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	4	3	3