

Ortega Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	http://pacificasd.org/OES/
County-District-School (CDS) Code	41689320105874

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

School Description and Mission Statement (School Year 2019-20)

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 2018-19)

Grade Level	Number of Students
Kindergarten	100
Grade 1	78
Grade 2	84
Grade 3	91
Grade 4	60
Grade 5	68
Total Enrollment	481

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	3.5
Filipino	2.5
Hispanic or Latino	24.9
Native Hawaiian or Pacific Islander	0.4
White	51.4
Two or More Races	16.8
Socioeconomically Disadvantaged	14.1
English Learners	5.6
Students with Disabilities	11.9
Foster Youth	0.2
Homeless	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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	21	20	130.1
Without Full Credential	0	0	0	3.5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: December 2019

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
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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	59	66	60	60	50	50
Mathematics (grades 3-8 and 11)	61	67	58	57	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	210	99.06	0.94	65.71
Male	107	105	98.13	1.87	60.95
Female	105	105	100.00	0.00	70.48
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Filipino	--	--	--	--	--
Hispanic or Latino	46	45	97.83	2.17	48.89
Native Hawaiian or Pacific Islander					
White	114	113	99.12	0.88	72.57

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	37	37	100.00	0.00	67.57
Socioeconomically Disadvantaged	35	34	97.14	2.86	38.24
English Learners	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	30.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	211	99.53	0.47	67.30
Male	107	106	99.07	0.93	66.98
Female	105	105	100.00	0.00	67.62
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	90.91
Filipino	--	--	--	--	--
Hispanic or Latino	46	45	97.83	2.17	40.00
Native Hawaiian or Pacific Islander					
White	114	114	100.00	0.00	74.56
Two or More Races	37	37	100.00	0.00	67.57
Socioeconomically Disadvantaged	35	34	97.14	2.86	44.12
English Learners	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	20.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.9	19.4	32.8

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

An Ortega team consisting of administrators, teachers, staff and parents came together for a two day Parent Engagement Learning Institute designed to build the capacity of the school team to develop, implement and evaluate family engagement practices that lead to increased academic outcomes. At the Institute the team learn to align family engagement practices with School Plan for Student Achievement and LCAP goals and priorities and to develop, implement and evaluate family engagement practices as professional learning community. The team meet for follow-up meetings to execute the plan, evaluate their practices and develop additional actions.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.9	0.2	1.5	1.5	1.4	3.6	3.5	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 2019-20)

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 drills around the "Big 5" Safety Protocol. We teach and model character development, based on our P.A.W.S. principles. Students are trained to use conflict resolution strategies, supported by the Soul Shoppe program. 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 2019/2020.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		5		24		4		21	1	4	
1	22	1	2		24		3		24		3	
2	24		3		24		4		24		3	
3	24		3		24		3		24		4	
4	23	1	2		30		2		29		2	
5	32		3		31		3		25	1		2
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.

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

Title	Ratio
Academic Counselors*	.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5,682	\$639	\$5,044	\$66,389
District	N/A	N/A	\$7,128	\$67,912.00
Percent Difference - School Site and District	N/A	N/A	-34.2	13.2

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$77,619.00
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 2018-19)

Centrally provided curriculum specialist and teacher leads in Humanities, Math, Science and Access/Equity/Innovation provide support to school staff with tools, data analysis skills, proven strategies and practices that produce positive outcomes for students. Ortega's Vice Principal of Guidance and Learning works with the teachers to support our unduplicated pupils by helping set up behavior and/or academic interventions to support student academic success. VP, G&L also keeps track of our chronic absenteeism and works with families to make improvements.

- 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,134	\$49,378
Mid-Range Teacher Salary	\$64,973	\$77,190
Highest Teacher Salary	\$86,183	\$96,607
Average Principal Salary (Elementary)	\$132,580	\$122,074
Average Principal Salary (Middle)	\$135,813	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$224,835	\$189,346
Percent of Budget for Teacher Salaries	32%	36%
Percent of Budget for Administrative Salaries	8%	6%

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

Professional Development (Most Recent Three Years)

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

Pacifica School District has three district wide Professional Development Days. These 3 days have focuses aligned to District wide initiatives which are based on student achievement and school climate data. In 2017-2018, the first district wide PD day was focused on the introduction and implementation of the SEL Framework. The second and third day was a menu of options that included sessions focused on Restorative practices, Readers and Writers workshop, Inclusive Practices, Design Thinking and Behavioral interventions. In 2018-2019, the first district wide PD day focused on school safety. The second day focused on the foundations to implementation of English Language Development. The third day was a menu of options with a focus on STEAM and History Social Science. In 2019-2020, the first day was focused on The BIG 5 and a School Site Safety Procedures and Plan. The second and third day were Site based with focus on school and district wide initiatives of Family Engagement, Cycle of Inquiry/Improvement Science, DataZone, Restorative Practices, Readers/Writers Workshop and 6-8 Science Adoption. Pacific School District also provides our new teachers and staff each year with Curricular based Professional development including Readers/Writers Workshop, TCRWP ELD, Bridges Mathematics, CPM Math and Fountas and Pinnell Assessment.

We dismiss students at 1:35 p.m. every Wednesday to allow time for teachers to collaborate, both within and across grade levels. 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 in Literacy and Math to better prepare teachers to meet the academic needs of all students. District Coaches and Site Leads support and collaborate in English, Math, and Science curriculum and instruction 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.