

## The Single Plan for Student Achievement

**School:** Ortega Elementary School  
**CDS Code:** 41689320105874  
**District:** Pacifica School District  
**Principal:** Deborah Skiles  
**Revision Date:** October 13, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on November 16, 2016.

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## School Vision and Mission

### Ortega Elementary School's Vision and Mission Statements

We commit to provide students and families the best educational program, using research-based materials and teaching strategies. We believe strongly in a balanced literacy program that provides all students with leveled, individual instruction using authentic materials and approaches. We are committed to providing a rigorous and comprehensive program in a nurturing learning environment.

- We believe that all students can learn.
- We believe that science, arts, and environmental studies are essential learning components.
- We believe that students need to be cooperative, working together to learn and help everyone succeed.
- We believe that students must be motivated, enthusiastic learners to thrive and grow.

## School Profile

Ortega has continued to show growth in Math and Literacy. This year we will continue to use district based assessment to evaluate our program and include the new common core assessment CAASPP. Using our school site budget, we also provide target students with early literacy and math intervention, including Reading Recovery, Leveled Literacy Interventions, and computer basic skills math programs.

Our school draws from a strong, broad-based community which is demonstrated by a large multi-generational student body (parents and grandparents attended our school) and a very successful PTO. Our PTO's fundraising provides Science Lab Instructors, Art Instructor, Computer Lab Instructor, Teacher Materials Stipends and Staff Professional Development.

We are located in the most beautiful and sunny spot in Pacifica. Teachers, students and their families have a deep love of Ortega and their involvement in our school demonstrates that love.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	84	96	81	93	80	93	96.4	96.9
Grade 4	80	79	80	77	79	77	100.0	97.5
Grade 5	77	79	75	77	75	77	97.4	97.5
All Grades	241	254	236	247	234	247	97.9	97.2

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2440.3	2430.0	27	25	32	29	22	19	17	27
Grade 4	2452.5	2485.2	20	25	21	35	19	21	39	19
Grade 5	2519.1	2517.7	25	29	31	30	31	22	13	19
All Grades	N/A	N/A	24	26	28	31	24	21	23	22

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	27	45	46	23	27
Grade 4	18	29	43	51	39	21
Grade 5	29	29	47	49	23	22
All Grades	26	28	45	49	28	23

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	13	17	70	56	18	27
Grade 4	18	25	42	52	41	23
Grade 5	29	34	45	42	25	25
All Grades	20	25	53	50	28	25

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	20	22	71	61	9	17
Grade 4	11	9	68	87	20	4
Grade 5	12	23	76	68	12	9
All Grades	15	18	72	71	14	11

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	24	59	51	15	26
Grade 4	33	29	43	57	24	14
Grade 5	47	36	41	53	12	10
All Grades	35	29	48	53	17	17

Conclusions based on this data:

1. See "findings" under each goal.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	84	96	81	93	80	93	96.4	96.9
Grade 4	80	79	79	77	78	77	98.8	97.5
Grade 5	77	79	75	77	75	77	97.4	97.5
All Grades	241	254	235	247	234	247	97.5	97.2

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2459.1	2432.6	31	17	31	32	27	28	10	23
Grade 4	2482.4	2499.8	25	31	23	26	34	35	18	8
Grade 5	2519.5	2505.5	23	22	29	21	27	30	21	27
All Grades	N/A	N/A	26	23	28	27	29	31	16	19

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	48	27	30	40	21	33
Grade 4	35	40	39	34	25	26
Grade 5	31	32	37	25	32	43
All Grades	38	33	35	33	26	34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	45	34	38	45	16	20
Grade 4	28	29	43	55	29	17
Grade 5	27	25	52	39	21	36
All Grades	33	30	44	46	22	24

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	38	24	49	58	13	18
Grade 4	30	35	43	45	27	19
Grade 5	23	27	55	45	23	27
All Grades	30	28	49	50	21	21

Conclusions based on this data:

1. See "findings" under each goal.

# School and Student Performance Data

## CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	***		***	***			***		***	***			***		
1	14	***		14		***	43			29		***	0	***	
2	25	***		25	***	***	25			25	***		0		
3	***	***	***	***	***		***	***	***	***		***	***		
4	***	50	***	***	25		***		***	***	25		***		
5	***			***	***		***			***			***		
Total	20	38	30	40	31	20	25	8	30	15	15	20	0	8	

Conclusions based on this data:

1. See "findings" under each goal.
2. Summary data is not provided when there are a total of three or fewer students tested in a particular subgroup (indicated by three asterisks \*\*\*).



School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	25			50				33			17		25	50	
1	25	***		13			38			25				***	
2	25	***		25	***		25			25	***				
3		20		***	20		20							40	
4	***	50			25		***				25				
5	***			***	***										
Total	25	24		38	19		21	14		13	14		4	29	

Conclusions based on this data:

1. See "findings" under each goal

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	20	13	10
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	20	13	10
Number Met		9	
Percent Met		69.2%	
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	--

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	17	3	20	1	17	0
Number Met	--		7	--	4	--
Percent Met	--		35.0%	--	23.5%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			

Conclusions based on this data:

1. Identify ELL students and work with them in leveled groups to support and provide strategies to help with content area material. Especially reading. (could be VP, G&L to monitor ADEPT progress)
2. Use Vice Principal of Guidance and Learning to monitor ADEPT progress.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	264	224	251
Percent with Prior Year Data	100.0		100
Number in Cohort	264	224	251
Number Met	162	148	172
Percent Met	61.4	66.1	68.5
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	204	97	188	88	194	107
Number Met	66	63	74	55	68	74
Percent Met	32.4	64.9	39.4	62.5	35.1	69.2
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. Use Vice Principal of Guidance and Learning to test and monitor ELL using ADEPT.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

<b>SUBJECT: English Language Arts</b>
<b>LEA GOAL:</b>
Goal 1: Provide all students with access to fully credentialed teachers and well trained staff, instructional materials that align to state standards, and safe facilities that are conducive for learning. Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas
<b>SCHOOL GOAL #1:</b>
Improve academic achievement in English Language Arts (ELA), overall and for each student subgroup, as measured by DRA2 and TCRWP assessments. Decrease by least 5% the number of students scoring below grade level on local assessments, school wide and for each significant subgroup, in English language arts: DRA2 and TCRWP Assessments. Continue to support library with by providing skilled librarian and funds to buy leveled books for library.
<b>Data Used to Form this Goal:</b>
Twice Yearly Progress Reports, DRA assessments, Writing Prompts, Informal observations, CAASPP Spring 2016
<b>Findings from the Analysis of this Data:</b>
DRA proficiency rates continue to remain positive with 80% of students attaining benchmarks in grades K-3. Writing prompts demonstrate students are gaining fluency and proficiency in writing. CAASSP 2015-16: 3rd 54%, 4th 60%, 5th 59% ELL Students didn't increase as projected.
<b>How the School will Evaluate the Progress of this Goal:</b>
All students will be engaged in a balanced literacy program. There will be a measurable increase their reading comprehension and writing skills as measured by District DRA, TCRWP Assessments and CAASPP if appropriate.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Teachers continue to attend district provided training in reading and Writing Workshop	Ongoing	District	District Wide Collaboration		District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.2 Students who would benefit from extra reading support (including SED and ELL) are provided Reading Recovery program for one semester (highest level intervention for far below level readers) based on DRA assessments. Fifteen identified students attend 3 x weekly 45 minute sessions in group reading recovery. Continuous monitoring of reading progress. Weekly contact with parents.	October 2016– January 2017(grades 2-3) , January –June 2017 (grade 1)	Reading Recovery Teacher	Site Funds	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8690
			Grant		Other	8100
1.3 Economically Disadvantage (SED) and target students will receive extra support in reading, writing and math from instructional aides and parent volunteers. Leveled literacy intervention will be provided to students who are at least .5 years behind in DRA proficiency levels.	September 2016 to June 2017	Instructional Aides	Site Funds	2000-2999: Classified Personnel Salaries	LCFF - Base	6000
1.4 A library aide manages the library, teaches library skills, and models lessons. All classes attend library at least once a week, receive skill development, and check-out appropriate leveled books. Library aide will consult with teachers throughout the year. Librarian will attend professional workshops at county when available.	September 2016- June 2017	Classified Library Aide	Parcel Tax	2000-2999: Classified Personnel Salaries	District Funded LCFF - Base	2000
1.5 Teachers will be given release time to test students DRA levels as needed and to calibrate and correct district writing prompts	Spring 2016	Teachers	Site Funds	1000-1999: Certificated Personnel Salaries	LCFF - Base	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.6 Teachers provided Professional Development beyond what the district pays	September 2016-June 2017	Teachers	PTO		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6000
1.7 Teachers attend Professional Development provided by district	September 2016-June 2017	Teacher	District	None Specified	District Funded	1000

## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

<b>SUBJECT: Math</b>
<b>LEA GOAL:</b>
Goal 1: Provide all students with access to fully credentialed teachers and well trained staff, instructional materials that align to state standards, and safe facilities that are conducive for learning. Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas
<b>SCHOOL GOAL #2:</b>
Improve academic achievement in Mathematics, overall and for each student subgroup, as measured Math CAASPP scores. Decrease by at least 5% the number of students scoring below grade level on SBAC Math.
<b>Data Used to Form this Goal:</b>
progress reports, unit math tests, and current state math test scores.
<b>Findings from the Analysis of this Data:</b>
Percentage of students who scored proficient on CAASPP 2015-16: 3rd 49%, 4th 57%, 5th 43% Each grade level had some challenges and strengths. 3rd and 4th grade showed exceptional skills in problem solving and Communicating Reasoning
<b>How the School will Evaluate the Progress of this Goal:</b>
Student will increase number sense and the ability to apply those skills conceptually as measured by testing and CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Continued teacher participation in district wide and grade-level collaboration to implement new common core standards.	2016-2017 school year.	Staff/District Coach	District Funds			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.2 Provide Professional Development beyond what the district offers for Matn	2016-2017 School Year	Teachers	PTO	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1000
2.3 Students grades K-5 are provided adaptive web-based program to improve basic math concepts. Identified students participate in school math skills class twice a week. Students have pre and post tests to check for improvement.	September 2016– May 2017	Computer Aide	PTO	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	18000
2.4 Extra Math Support - Economically Disadvantage (SED) and Hispanic target students will receive extra support in the classroom for curriculum and basic math skills.	September 2016 – May 2017	Instructional Aide	Grant	2000-2999: Classified Personnel Salaries	LCFF - Base	6000
2.5 Homework Center students grades 3-5 will be provided access to a staffed after school Homework Center to assist them in completion of math homework assignments.	September 2016 – May 2017	Classified aides, high school students	County Grant			



## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

<b>SUBJECT: School Climate</b>
<b>LEA GOAL:</b>
Goal 3: Enhance student engagement by providing a well rounded education, a positive and safe school climate, effective character education, and meaningful parent participation opportunities.
<b>SCHOOL GOAL #3:</b>
Develop strategies based on data to improve the effectiveness of SWPBIS. PBIS Committee will meet monthly to develop and fine tune School Matrix and climate. Climate Surveys will show improvement. Referrals and suspensions will decrease by 15%. Monitor students with poor attendance and excessive tardiness and develop strategies to support these families
<b>Data Used to Form this Goal:</b>
Student and staff survey referrals, suspensions, attendance reports, California Healthy Kids Survey
<b>Findings from the Analysis of this Data:</b>
Climate surveys from teachers, students and parents show high satisfaction in school connectedness and school safety (over 85%). Suspension rates reduced by 2 suspensions from 14-15 to 15-16. Suspension rate for 15-16 was 5 suspensions which included 2 in-house. SWPBIS and Talk It Out systems put in place to reduce suspensions and allow students to be more in charge of their actions/behaviors and consequences.
<b>How the School will Evaluate the Progress of this Goal:</b>
Climate surveys will continue to show high satisfaction and suspension rates will continue to be 5 days or less, referrals will decrease from previous year. Tardies and unexcused absents will decrease.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Students will be provided the opportunity to improve social skills through organized Friendship Clubs. Students are referred by teacher and assigned individual or groups as needed.	Begin September 2016 End June 2017	District Psychologist and YSB counselor	District Funds			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.2 Talk It Out Strategies provide students positive conflict resolution skills through the use of key strategies. Monthly Assemblies around character development.</p> <p>THINK - Before you speak Is it True Is it Helpful Is it Inspiring Is it Necessary Is it Kind</p>	Begin October 2016 End June 2017	Staff/students				
<p>3.3 Continued implementation of school wide climate initiative (SWPBIS) to improve positive student interactions and positive choices.</p> <p>Climate committee monitors structured behavior expectations for specific areas of the school. Committee meets monthly to review key strategies followed by classroom lessons. Site climate committee monitors successful implementation.</p>	Begin September 2016 End June 2017	Principal/ Climate Committee/Staff/students		0001-0999: Unrestricted: Locally Defined	LCFF - Base	1000
<p>3.4 K-2 Psycho-motor program. Students participate in a weekly PE program to promote sensory integration, gross motor skills development and fitness.</p>	Begin September 2016 End June 2017	Instructional Aide	Site	2000-2999: Classified Personnel Salaries	LCFF - Base	8000
<p>3.5 Play Works Gr TK through 5 receive structure Play works games during breaks and recess.</p>	September 2016 End June 2017	Instructional Aide	Site	2000-2999: Classified Personnel Salaries	LCFF - Base	12000
<p>3.6 Principal/Vice Principal will send out letters to parents of students who have three tardies or more and/or excessive absences. Parent</p>	September 2016 end June 2017	Principal / Vice Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
conferences and SARB meetings will be held for chronic cases						

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance and school climate indicators of targeted student groups and has considered the effectiveness of key elements of the instructional program and school climate for students failing to meet standards and other State indicators as specified in the Local Control Funding Formula (LCFF) Rubric. As a result, the school has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards and to support social-emotional learning competencies.

<b>SUBJECT: STEAM/Science</b>
<b>LEA GOAL:</b>
Goal 1: Provide all students with access to fully credentialed teachers and well trained staff, instructional materials that align to state standards, and safe facilities that are conducive for learning. Goal 2: Support all students in reaching their academic potential by providing engaging coursework across all core subject areas
<b>SCHOOL GOAL #4:</b>
Ortega students will receive instruction that promotes science exploration as measured by state testing results. Students will participate in the gardening and STEAM related projects provided from a variety of sources.
<b>Data Used to Form this Goal:</b>
Science lab implementation and CAASPP test results from 2015-2016
<b>Findings from the Analysis of this Data:</b>
5th grade CST Science scores demonstrate consistent improvement....percentage proficient: 2012-13 72%, 2013-14 81%, 2014-15 88%, 2015-2016 -
<b>How the School will Evaluate the Progress of this Goal:</b>
Science will show continued success as measured by student work, projects, class/lab discussions, and teacher/student surveys.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.1 Gardening Program: TK-Kindergarten students will attend gardening program aligned with science standards. Garden will be open at lunch time for grades 3-5. Outdoor classroom and Tinker Yard will provide students additional areas to learn STEAM	August 2016-June 2017	Gardener/Staff/ Garden Committee	PTO	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.2 Provide science lab to promote students hands-on experiments to foster a conceptual understanding of key scientific concepts. All students grade 1-5 attend weekly science labs. Labs are coordinated with the classroom assignments.	August 2016-June 2017	Contractor	PTO	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	13000
			Site		LCFF - Base	5000
5.3 Provide Professional Development beyond what the district pays for.	September 2016-June 2017	Staff/Garden Committee/Science/ArtComputer	PTO	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2000
Art teacher: every student gets ART for 1/2 of the school year.	September 2016-June 2017	Contractor	PTO	5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	11000
			Site Funds		LCFF - Base	3000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	District Funded	1,000.00
	LCFF - Base	10,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Base	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	32,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,690.00
	Other	8,100.00
	Parent Teacher Association/Parent Faculty	6,000.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty	18,000.00
5800: Professional/Consulting Services And	Parent Teacher Association/Parent Faculty	30,000.00
None Specified	Parent Teacher Association/Parent Faculty	3,000.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	1,000.00
LCFF - Base	48,000.00
LCFF - Supplemental	8,690.00
Other	8,100.00
Parent Teacher Association/Parent Faculty Club	57,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	6,000.00
0001-0999: Unrestricted Locally Defined	1,000.00
1000-1999: Certificated Personnel Salaries	13,690.00
2000-2999: Classified Personnel Salaries	50,000.00
5800: Professional/Consulting Services And Operating	30,000.00
None Specified	4,000.00



Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,790.00
Goal 2	25,000.00
Goal 3	21,000.00
Goal 4	40,000.00

### School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ellen Louthan		X			
Michelle Kale		X			
Karen Stevenson		X			
Julie Cotter				X	
Xenia Wren				X	
Deborah Skiles	X				
Lynne Maggioncalda (Chair)			X		
Janelle Jones				X	
Vicki Hatch				X	
Tenishia Kavanaugh				X	
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Instructural Leadership Team (ILT)

Signature

PTO Executive Board

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on September 6, 2016.

Attested:

Deborah Skiles

Typed Name of School Principal



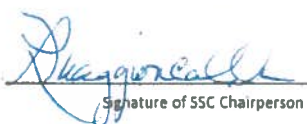
Signature of School Principal

10/18/16

Date

Lynne Maggioncalda

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/18/16

Date



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PTO Executive Board

Signature

Signature

Signature

Signature

Signature

Signature

Signature

Signature

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Attested:

Deborah Skiles

Typed Name of School Principal

Signature of School Principal

Date

Lynne Maggioncalda

Typed Name of SSC Chairperson

Signature of SSC Chairperson

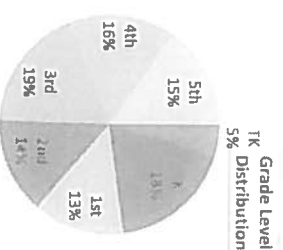
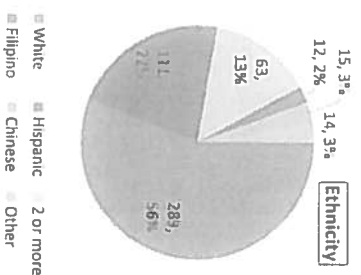
Date

# 2016 Ortega Elementary School

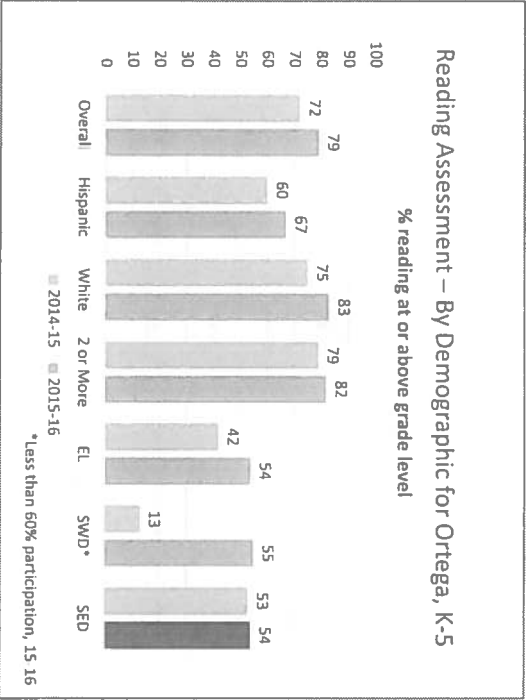
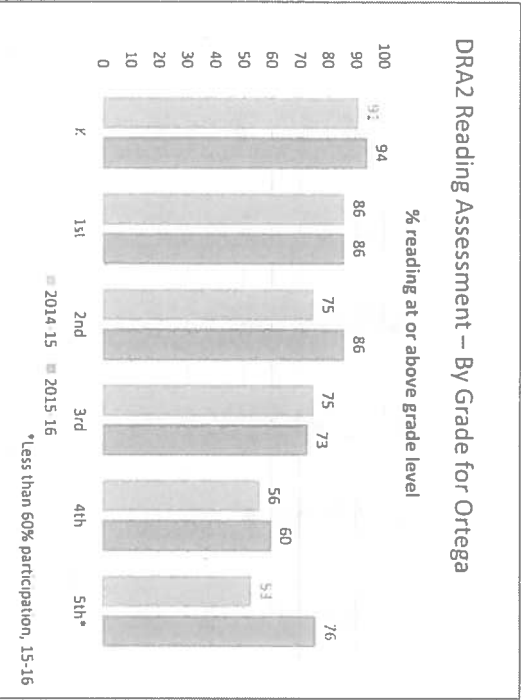
## Data Summary

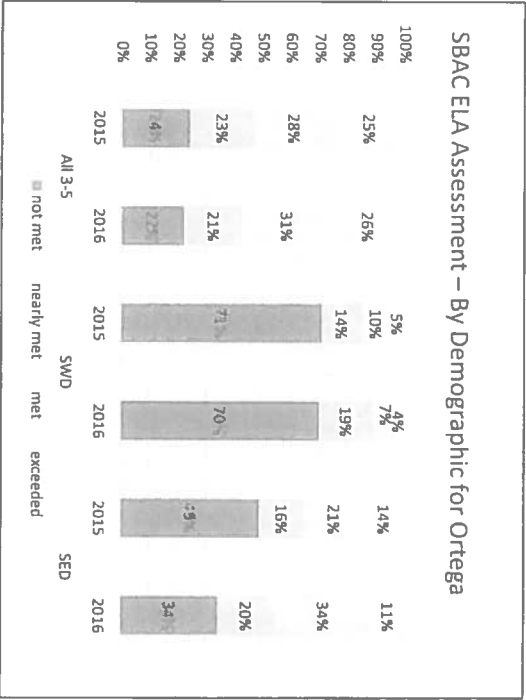
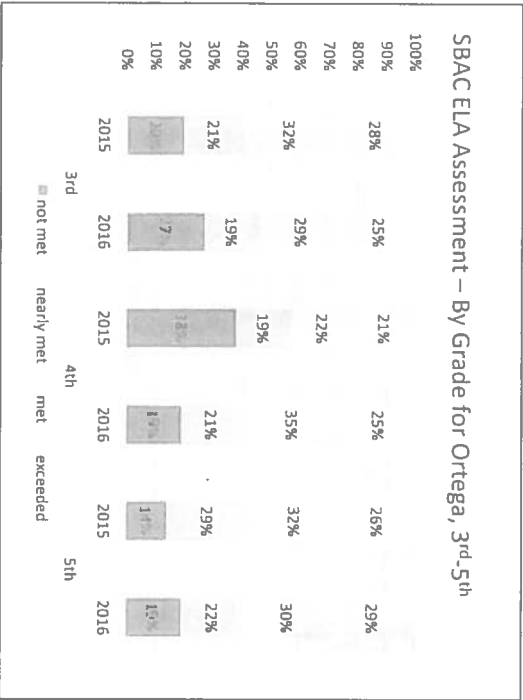
### 2015-2016 Ortega Elementary School Enrollment Demographics

515 students

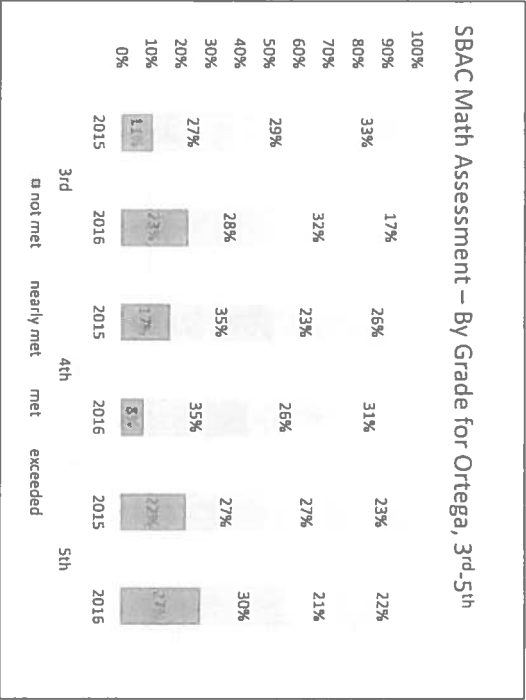
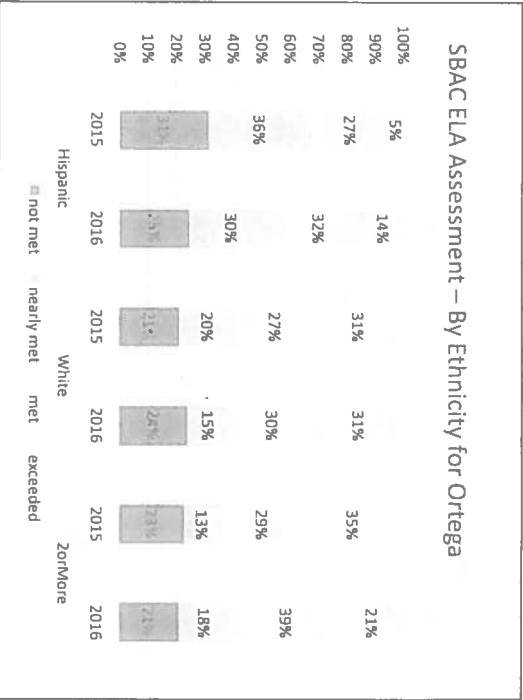


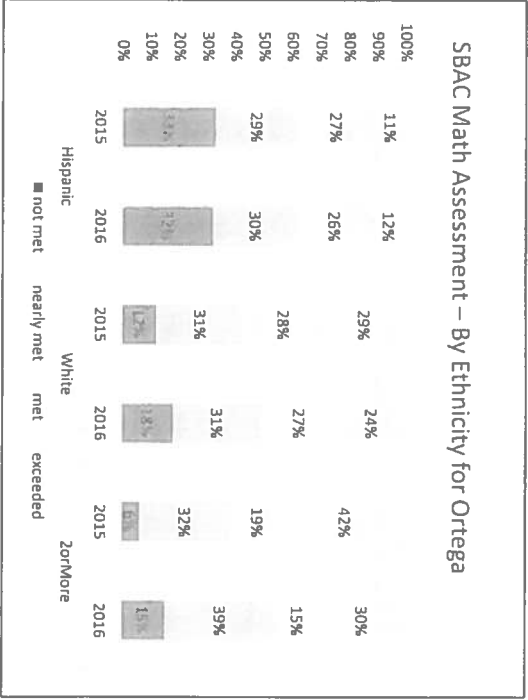
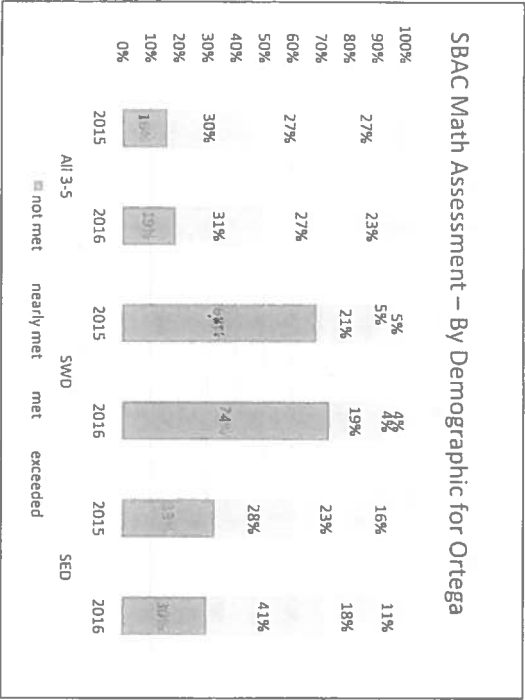
	Number	% of Pop
Socio Economically Disadvantaged	71	13.8%
English Learners	16	3.1%
Redesignated Fully English Proficient	4	0.8%
Students with Disabilities	52	10.1%













**Pacific School District**  
**Preliminary 2016-2017 Site Allocations**

**Ortega**

*Enrollment \**                      **516**                      *\*CALPADS 2015-16*

*Underrepresented*                      **79**

<u>Resource Code</u>	<u>Description</u>	<u>2015-2016</u> <u>Carryover</u>	<u>2016-17 Alloc.</u>	<u>TOTAL</u>
0000/0101	General Fund	680	\$ 24,252	\$ 24,932
0342	SPSA Base Funding	\$ 1,743	\$ 56,760	\$ 58,503
0000/0341	SPSA -Supplemental Funds		\$ 8,690	\$ 8,690
9010/0138	ORT Edwards Fund	\$ 37,739		\$ 37,739
9010/0131	Mini Grant	\$ -	\$ -	\$ -
<b>Total</b>				<b>\$ 129,864</b>

**Allocation Formulas:**

General Fund allocation = \$45 + 5% = \$47/student ( Examples: Xerox paper, pencils, crayons, writing journals, printing, food)

SPSA Allocation                      \$105 + 5% = \$110/student (Includes book replacement)

Supplemental                      \$105 + 5% = \$110/Unduplicated Count----Underrepresented

**2015-16 Board approved 5% annual increase for Site Funding.**

**2016-17 - SPSA Base of \$9000 (School Safety Climate) was added to the school assistant staffing ratios**

**Staffing ratios were increased by 2 hours per site**

