Ortega Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (School Year 2016-17)

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	Deborah Skiles
E-mail Address	dskiles@pacificasd.org
Web Site	http://pacificasd.org/OES/
CDS Code	41689320105874

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

School Description and Mission Statement (School Year 2016-17)

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 for reading and writing and an integrated, hands on approach for math. Our PTO provides extra support for electives including science labs, computer lab, art, library and PE.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	118
Grade 1	69
Grade 2	73
Grade 3	96
Grade 4	81
Grade 5	79
Total Enrollment	516

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.8
Asian	4.7
Filipino	3.1
Hispanic or Latino	21.5
Native Hawaiian or Pacific Islander	0.2
White	56.2
Two or More Races	13.6
Socioeconomically Disadvantaged	13
English Learners	3.3
Students with Disabilities	8.7
Foster Youth	0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	23	21	129
Without Full Credential	0	0	1	11.09
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.3	6.7
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	93.0	7.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)
Year and month in which data were collected: December 2016

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			C wing: Thermostat control in C30 not working-room is excessively warm; roof leaks in various locations in hallway have been spot repaired; ceiling tiles need to be replaced
Interior: Interior Surfaces			X	B wing: Roof leaks in various locations in hallway and B15 have been spot repaired; ceiling tiles need to be replaced C wing: Thermostat control in C30 not working-room is excessively warm; roof leaks in various locations in hallway have been spot repaired; ceiling tiles need to be replaced Library: Roof leak along south wall has been spot repaired; ceiling tile at leak spot needs to be replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		B wing: Roof leaks in various locations in hallway and B15 have been spot repaired; ceiling tiles need to be replaced C wing: Thermostat control in C30 not working-room is excessively warm; roof leaks in various locations in hallway have been spot repaired; ceiling tiles need to be replaced Library: Roof leak along south wall has been spot repaired; ceiling tile at leak spot needs to be replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Storm drain and hallway windows in need of repair

Table title (spanning): School Facility Good Repair Status (Most Recent Year) — Year and month of the most recent FIT report: 12/8/2016

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/8/2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	53	57	56	57	44	48
Mathematics	54	50	50	49	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	96	93	96.9	53.8
	4	79	77	97.5	59.7
	5	79	78	98.7	57.7
Male	3	49	48	98.0	52.1
	4	55	54	98.2	50.0
	5	39	39	100.0	48.7
Female	3	47	45	95.7	55.6
	4	24	23	95.8	82.6
	5	40	39	97.5	66.7
Hispanic or Latino	3	23	22	95.7	36.4
	4	18	17	94.4	47.1
	5	18	18	100.0	55.6
White	3	57	55	96.5	60.0
	4	48	47	97.9	68.1
	5	35	34	97.1	52.9
Two or More Races	3	11	11	100.0	63.6
	5	13	13	100.0	61.5
Socioeconomically Disadvantaged	3	16	16	100.0	43.8

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	11	10	90.9	40.0
	5	18	18	100.0	50.0
Students with Disabilities	3	14	13	92.9	7.7

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	96	93	96.9	49.5
	4	79	77	97.5	57.1
	5	79	78	98.7	42.3
Male	3	49	48	98.0	50.0
	4	55	54	98.2	51.9
	5	39	39	100.0	46.1
Female	3	47	45	95.7	48.9
	4	24	23	95.8	69.6
	5	40	39	97.5	38.5
Hispanic or Latino	3	23	22	95.7	31.8
	4	18	17	94.4	47.1
	5	18	18	100.0	38.9
White	3	57	55	96.5	52.7
	4	48	47	97.9	61.7
	5	35	34	97.1	32.4
Two or More Races	3	11	11	100.0	54.5
	5	13	13	100.0	30.8
Socioeconomically Disadvantaged	3	16	16	100.0	37.5
	4	11	10	90.9	20.0
	5	18	18	100.0	27.8
Students with Disabilities	3	14	13	92.9	7.7

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80	88	71	71	75	67	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	77	75	97.4	70.7
Male	38	37	97.4	70.3
Female	39	38	97.4	71.1
Hispanic or Latino	18	17	94.4	58.8
White	33	33	100.0	72.7
Two or More Races	13	12	92.3	75.0
Socioeconomically Disadvantaged	18	17	94.4	47.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.1	30.4	27.8

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

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 labs. Parents also help at fundraising and community events. Our contact person is our PTO president, Janell Jones, who can be reached at Ortega or through her email at Janell2287@yahoo.com

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
•   Pupil suspension rates;
•   Pupil expulsion rates; and
•   Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	1.1	0.8	2.3	2.8	2.2	4.4	3.8	3.7
Expulsions	2.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

We monitor the school building and grounds to ensure student safety. Adults supervise the play yard and driveways before school, after school, and during recesses. The district conducts an extensive annual earthquake drill to practice our school safety plan and we practice regular fire, earthquake and lockdown drills. We teach and model character development, focusing on compassion, honesty, integrity, respect, and responsibility. Students are trained to use conflict resolution strategies to reduce bullying and fighting at school. All classrooms are equipped with backpacks that include first aid and other emergency supplies. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in September 2016.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		4		20	1	4		20	1	4	
1	23		4		23		3		23		3	
2	18	2	3		24		4		24		4	
3	24		3		22	1	3		22	1	3	
4	32		2		30		2		30		2	
5	26	1	3		26	1	3		26	1	3	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

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

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$4,484	0	$4,484	$65,927
District	N/A	N/A	$5,837	$61,513
Percent Difference: School Site and District	N/A	N/A	-23.2	7.2
State	N/A	N/A	$5,677	$71,610
Percent Difference: School Site and State	N/A	N/A	-21.0	-7.9

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

Types of Services Funded (Fiscal Year 2015-16)

- Science Labs (PTO Funded)
- Art (PTO funded)
- Reading Recovery Specialist (Site Funds)
- Yard Supervisor (Site Funds)
- Reading Leveled Literacy Specialist (SIP/Grant)
- Librarian (PTO funded)

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,944	$44,507
Mid-Range Teacher Salary	$60,346	$68,910
Highest Teacher Salary	$77,963	$88,330
Average Principal Salary (Elementary)	$114,504	$111,481
Average Principal Salary (Middle)	$113,880	$115,435
Average Principal Salary (High)		$113,414
Superintendent Salary	$206,006	$169,821
Percent of Budget for Teacher Salaries	34%	39%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

We dismiss students at 1:45 p.m. every Wednesday to allow time for teachers to collaborate, both within and across grade levels. Twice a month teachers meet in grade-level groups to review student work, plan instruction, and review teaching strategies. Additionally, twice a month the whole staff meets to focus on schoolwide improvement. In addition, we provide staff with three district-wide staff development days. Our district's Strategic Plan guides professional development in literacy and math to better prepare teachers to meet the academic needs of all students. Demonstration teachers prepare lessons for observations and discussion with new teachers and veterans who seek the newest, most effective teaching strategies.