

Ortega Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

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/
Grades Served	K-5
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 (Most Recent Year)

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 2014-15)

Grade Level	Number of Students
Kindergarten	96
Grade 1	71
Grade 2	98
Grade 3	87
Grade 4	83
Grade 5	78
Total Enrollment	513

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.8
Asian	4.3
Filipino	2.7
Hispanic or Latino	21.2
Native Hawaiian or Pacific Islander	0.2
White	58.7
Two or More Races	11.9
Socioeconomically Disadvantaged	15
English Learners	3.9
Students with Disabilities	8.8

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	25	28	23	138.33
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

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 2015-16)

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin, A Legacy of Literacy (K-5)/2003	Yes	0
Mathematics	Pearson, enVision (K-5)/2009	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	The Puberty Workshop (5)/2013	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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		Some roof leaks near main entrance, scheduled for repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Storm drain and hallway windows in need of repair

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: January 2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	52	56	44
Mathematics	54	50	33

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 Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	84	81	96.4	17	22	32	27
	4	80	80	100.0	39	19	21	20
	5	77	75	97.4	13	31	31	25
Male	3	84	55	65.5	16	24	36	24
	4	80	41	51.3	49	15	17	17
	5	77	38	49.4	21	34	29	16
Female	3	84	26	31.0	19	19	23	35
	4	80	39	48.8	28	23	26	23
	5	77	37	48.1	5	27	32	35
American Indian or Alaska Native	3	84	1	1.2	--	--	--	--
	4	80	1	1.3	--	--	--	--
Asian	3	84	2	2.4	--	--	--	--
	4	80	5	6.3	--	--	--	--
	5	77	2	2.6	--	--	--	--
Filipino	3	84	1	1.2	--	--	--	--
	4	80	6	7.5	--	--	--	--
	5	77	1	1.3	--	--	--	--
Hispanic or Latino	3	84	16	19.0	25	38	38	0
	4	80	20	25.0	45	20	25	5
	5	77	21	27.3	24	48	19	10
Native Hawaiian or Pacific Islander	3	84	1	1.2	--	--	--	--
White	3	84	50	59.5	12	20	32	34
	4	80	35	43.8	40	20	17	23
	5	77	42	54.5	12	21	33	33
Two or More Races	3	84	10	11.9	--	--	--	--
	4	80	13	16.3	46	15	23	15
	5	77	9	11.7	--	--	--	--
Socioeconomically Disadvantaged	3	84	11	13.1	45	18	27	9
	4	80	24	30.0	58	8	17	17
	5	77	8	10.4	--	--	--	--
Students with Disabilities	3	84	7	8.3	--	--	--	--
	4	80	10	12.5	--	--	--	--
	5	77	6	7.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	84	81	96.4	10	27	31	31
	4	80	79	98.8	18	34	23	25
	5	77	75	97.4	21	27	29	23
Male	3	84	55	65.5	9	29	33	27
	4	80	40	50.0	20	30	20	30
	5	77	38	49.4	26	24	24	26
Female	3	84	26	31.0	12	23	27	38
	4	80	39	48.8	15	38	26	21
	5	77	37	48.1	16	30	35	19
American Indian or Alaska Native	3	84	1	1.2	--	--	--	--
	4	80	1	1.3	--	--	--	--
Asian	3	84	2	2.4	--	--	--	--
	4	80	5	6.3	--	--	--	--
	5	77	2	2.6	--	--	--	--
Filipino	3	84	1	1.2	--	--	--	--
	4	80	6	7.5	--	--	--	--
	5	77	1	1.3	--	--	--	--
Hispanic or Latino	3	84	16	19.0	25	44	19	13
	4	80	19	23.8	26	32	32	11
	5	77	21	27.3	48	14	29	10
Native Hawaiian or Pacific Islander	3	84	1	1.2	--	--	--	--
White	3	84	50	59.5	4	22	36	36
	4	80	35	43.8	23	37	20	20
	5	77	42	54.5	12	36	26	26
Two or More Races	3	84	10	11.9	--	--	--	--
	4	80	13	16.3	8	54	15	23
	5	77	9	11.7	--	--	--	--
Socioeconomically Disadvantaged	3	84	11	13.1	36	36	27	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
	4	80	24	30.0	25	33	17	25
	5	77	8	10.4	--	--	--	--
Students with Disabilities	3	84	7	8.3	--	--	--	--
	4	80	9	11.3	--	--	--	--
	5	77	6	7.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	72	80	88	73	71	75	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	75
All Student at the School	88
Male	88
Female	88
Asian	--
Filipino	--
Hispanic or Latino	83
White	87
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.50	29.70	39.20

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 (Most Recent Year)

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 library staff. Many other parents also volunteer on our School Site Council, Green Team, 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.94	2.04	1.14	1.94	2.29	2.77	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.03	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

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	2
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	2012-13				2013-14				2014-15			
	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	20	1	4		24		4		20	1	4	
1	22		4		23		4		23		3	
2	24		3		18	2	3		24		4	
3	24		3		24		3		22	1	3	
4	32		2		32		2		30		2	
5	27	1	3		26	1	3		26	1	3	

Note: 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 2014-15)

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)	1	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4237	61	4176	63833
District	N/A	N/A	5585	\$59,122
Percent Difference: School Site and District	N/A	N/A	-25.2	5.9
State	N/A	N/A	\$5,348	\$69,086
Percent Difference: School Site and State	N/A	N/A	-15.1	-6.4

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

Types of Services Funded (Fiscal Year 2014-15)

- 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,838	\$42,723
Mid-Range Teacher Salary	\$58,589	\$65,936
Highest Teacher Salary	\$75,693	\$84,545
Average Principal Salary (Elementary)	\$99,397	\$106,864
Average Principal Salary (Middle)	\$101,821	\$110,494
Average Principal Salary (High)		\$103,499
Superintendent Salary	\$196,854	\$159,133
Percent of Budget for Teacher Salaries	35%	40%
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.