Ortega Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 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	Rachel Romo
Email Address	rromo@pacificasd.org
School Website	pacificasd.org/OES/
County-District-School (CDS) Code	41689320105874

2023-24 District Contact Information

District Name	Pacifica School District
Phone Number	(650) 738-6600
Superintendent	Dr. Darnise Williams
Email Address	dwilliams@pacificasd.org
District Website	www.pacificasd.org

2023-24 School Description and Mission Statement

Ortega Elementary School's mission is to support staff and families in providing a safe and nurturing environment where every student can be successful academically, socially, and emotionally, according to his or her potential. We accomplish this through the combined efforts of Ortega Elementary's community. We believe each student can achieve the standards we set given adequate support. Our goal is to teach children to become independent learners with high self-esteem and the confidence to succeed. We use a balanced literacy approach incorporating Reader's and Writer's Workshop for reading and writing, and a hands-on approach for math through Bridges Mathematics. Our PTO provides extra support for electives including a NGSS-aligned garden program, art, library and PE.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	118
Grade 1	57
Grade 2	61
Grade 3	60
Grade 4	63
Grade 5	68
Total Enrollment	427

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6%
Male	53.4%
American Indian or Alaska Native	0.2%
Asian	3.5%
Black or African American	0.7%
Filipino	3.7%
Hispanic or Latino	23.7%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	19.2%
White	48.5%
English Learners	5.9%
Homeless	0.7%
Socioeconomically Disadvantaged	12.6%
Students with Disabilities	11%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.30	87.98	126.00	90.60	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.72	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	7.21	7.80	5.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.81	2.30	1.70	12115.80	4.41
Unknown	0.00	0.00	1.90	1.36	18854.30	6.86
Total Teaching Positions	20.80	100.00	139.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.10	85.14	113.10	84.66	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.95	1.00	0.75	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.95	10.80	8.11	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.80	0.64	11953.10	4.28
Unknown	1.00	4.95	7.80	5.84	15831.90	5.67
Total Teaching Positions	20.10	100.00	133.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.50	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.50	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	7.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.4	4.5

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project (K-8)/2012	Yes	0
Mathematics	Bridges in Mathematics (K-8)(2nd Edition)/2016	Yes	0

Science	Carolina Building Blocks of Science(TK-5)/2023	Yes	0
History-Social Science	Houghton-Mifflin, Social Studies (K-3)/2005 McGraw Hill, Adventures in Time & Place (4-5)/2002	Yes	0
Foreign Language	N/A		
Health	Puberty Talk, gr. 5/2016 (Health Connected) The Puberty Workshop (5)/2013	Yes	0
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				8/7/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			NURSE: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. UNISEX REST ROOM: 2. DIRTY VENT.
Interior: Interior Surfaces			X	39: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 13. EAVES ARE RUSTED. 40: 4. CEILING TILES HAVE WATER STAINS. 13. HOLES ARE RUSTED THROUGH EAVES. A3: 4. CEILING TILES HAVE WATER STAINS. 9. ONE FAUCET HAS NO FLOW.TWO DRINKING FOUNTAINS HAVE NO FLOW. ONE DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. A4: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. B19: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. C25: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 7. LIGHT PANEL IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. EXIT IS BLOCKED. C30: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT PANELS ARE OUT (HALLWAY). CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. D41: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. D44: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE CAN LIGHT IS OUT. 9. DRINKING FOUNTAIN HAS NO FLOW. D45: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. D46: 4. CEILING TILE HAS A WATER STAIN. E1: 4. FLOOR TILES ARE BROKEN. E2: 4. FLOOR TILES ARE BROKEN. CARPET IS TORN (TAPED). RUBBER MOULDING IS MISSING. 12. DRY ROT ON SIDING.

			E3: 4. CARPET IS TORN (TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH. E4: 4. CARPET IS TORN (TAPED). FLOOR TILES ARE BROKEN/LIFTING. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERBIS MISSING. 12. DRY ROT ON EAVES. STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS (THROUGHOUT HALLWAY). 7. FOUR CAN LIGHTS ARE OUT. 11. PESTICIDES ARE PRESENT. UNISEX REST ROOM: 4. WALL PAPER IS TORN (HALLWAY),
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	A1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS NO FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS NO FLOW. A4: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. A5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAINS HAVE NO FLOW. ONE DRINKING FOUNTAIN IS LOOSE AT BASE. A7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAINS HAVE NO FLOW. ADMIN: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT. B13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. B15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO CAN LIGHTS ARE OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. B16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. B18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. B19: 4. CEILING TILES HAVE WATER STAINS (HALLWAY). 5. UNSECURED ITEMS ARE STORED TOO HIGH. C31: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. C32: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. D44: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE CAN LIGHT IS OUT. 9. DRINKING FOUNTAIN HAS NO FLOW. E3: 4. CARPET IS TORN (TAPED). 5. UNSECURED ITEMS ARE STORED TOO HIGH. NURSE: 2. DIRTY VENT IN RR. 5. UNSECURED ITEMS ARE STORED TOO HIGH. STORAGE/ AD 68: 5. ROOM IS EXTREMELY CLUTTERED. 7. LIGHT DIFFUSER IS MISSING. TEACHERS WORKROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH.

School Facility Conditions and Planned Improvements

| Electrical | | | X | ADMIN: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. THREE LIGHT PANELS ARE OUT.
B15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO CAN LIGHTS ARE OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.
BOYS REST ROOM: 7. ELECTRICAL COVER IS MISSING (TAPED).
BOYS REST ROOM: 7. LIGHT DIFFUSER IS MISSING. 8. URINAL DRAIN GUARD IS MISSING.
C25: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 7. LIGHT PANEL IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. EXIT IS BLOCKED.
C27: 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN.
C28: 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HAS A DRIP.
C30: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT PANELS ARE OUT (HALLWAY). CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.
C31: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.
C32: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.
CONFERENCE ROOM: 7. ONE LIGHT PANEL IS OUT.
D44: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE CAN LIGHT IS OUT. 9. DRINKING FOUNTAIN HAS NO FLOW.
E4: 4. CARPET IS TORN (TAPED). FLOOR TILES ARE BROKEN/LIFTING. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERBIS MISSING. 12. DRY ROT ON EAVES.
GIRLS REST ROOM: 7. ELECTRICAL COVER IS MISSING IN CEILING.
GIRLS REST ROOM: 7. TWO LIGHT DIFFUSERS ARE MISSING.
MPR: 7. THREE LIGHT FIXTURES ARE OUT (HALLWAY).
PRINCIPAL: 7. ONE LIGHT PANEL IS OUT.
STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS (THROUGHOUT HALLWAY). 7. FOUR CAN LIGHTS ARE OUT. 11. PESTICIDES ARE PRESENT.
STORAGE/ AD 68: 5. ROOM IS EXTREMELY CLUTTERED. 7. LIGHT DIFFUSER IS MISSING.
UNISEX REST ROOM: 7. LIGHT DIFFUSER IS BROKEN. |
| **Restrooms/Fountains:**
Restrooms, Sinks/ Fountains | | X | | A1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. ONE FAUCET HAS NO FLOW. DRINKING FOUNTAIN HANDLE IS BROKEN AND HAS NO FLOW.
A3: 4. CEILING TILES HAVE WATER STAINS. 9. ONE FAUCET HAS NO FLOW.TWO DRINKING |

School Facility Conditions and Planned Improvements

			FOUNTAINS HAVE NO FLOW. ONE DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. A5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAINS HAVE NO FLOW. ONE DRINKING FOUNTAIN IS LOOSE AT BASE. A7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. DRINKING FOUNTAINS HAVE NO FLOW. B12: 9. DRINKING FOUNRAIN HANDLE IS BROKEN AND HAS NO FLOW. B14: 9. DRINKING FOUNTAIN HAS NO FLOW. B17: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. BOYS REST ROOM: 7. LIGHT DIFFUSER IS MISSING. 8. URINAL DRAIN GUARD IS MISSING. C26: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING IN RR. C27: 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HANDLE IS BROKEN. C28: 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 9. DRINKING FOUNTAIN HAS A DRIP. D42: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. D44: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE CAN LIGHT IS OUT. 9. DRINKING FOUNTAIN HAS NO FLOW.
Safety: Fire Safety, Hazardous Materials	X		A3: 4. CEILING TILES HAVE WATER STAINS. 9. ONE FAUCET HAS NO FLOW.TWO DRINKING FOUNTAINS HAVE NO FLOW. ONE DRINKING FOUNTAIN HANDLE IS MISSING. 10. EVACUATION MAP IS NOT POSTED. B15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO CAN LIGHTS ARE OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. B16: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. B18: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. C25: 4. CEILING TILE HAS A WATER STAIN (HALLWAY). 7. LIGHT PANEL IS OUT (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. EXIT IS BLOCKED. C26: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING IN RR. C30: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT PANELS ARE OUT (HALLWAY). CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. C31: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. EVACUATION MAP IS NOT POSTED. C32: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. CAN LIGHT IS OUT AT ENTRY (HALLWAY). 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

			D42: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 10. EVACUATION MAP IS NOT POSTED. D45: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. LIBRARY: 10. EVACUATION MAP IS NOT POSTED. STAFF LOUNGE: 4. CEILING TILES HAVE WATER STAINS (THROUGHOUT HALLWAY). 7. FOUR CAN LIGHTS ARE OUT. 11. PESTICIDES ARE PRESENT.
Structural: Structural Damage, Roofs	X		39: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES ARE BROKEN. 13. EAVES ARE RUSTED. 40: 4. CEILING TILES HAVE WATER STAINS. 13. HOLES ARE RUSTED THROUGH EAVES. E2: 4. FLOOR TILES ARE BROKEN. CARPET IS TORN (TAPED). RUBBER MOULDING IS MISSING. 12. DRY ROT ON SIDING. E4: 4. CARPET IS TORN (TAPED). FLOOR TILES ARE BROKEN/LIFTING. 7. ONE LIGHT PANEL IS OUT. LIGHT DIFFUSERBIS MISSING. 12. DRY ROT ON EAVES.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		B13: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. C26: 9. DRINKING FOUNTAIN HAS A LOW FLOW. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING IN RR. D43: 15. DOOR CLOSER COVER IS MISSING. PLAYGROUNDS: 14. HOLES IN PIP SURFACING.

Overall Facility Rate

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	50	53	53	47	46
Mathematics (grades 3-8 and 11)	55	57	51	53	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	190	184	96.84	3.16	50.00
Female	82	81	98.78	1.22	54.32
Male	108	103	95.37	4.63	46.60
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	50	96.15	3.85	40.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	61.90
White	84	82	97.62	2.38	47.56
English Learners	11	11	100.00	0.00	54.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	24	92.31	7.69	41.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	27	84.38	15.62	11.11

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	190	184	96.84	3.16	57.07
Female	82	81	98.78	1.22	53.09
Male	108	103	95.37	4.63	60.19
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	50	96.15	3.85	48.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	69.05
White	84	82	97.62	2.38	54.88
English Learners	11	11	100.00	0.00	54.55
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	24	92.31	7.69	54.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	27	84.38	15.62	18.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	32.35	44.62	40.00	40.55	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	68	65	95.59	4.41	44.62
Female	27	27	100.00	0.00	48.15
Male	41	38	92.68	7.32	42.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	19	90.48	9.52	26.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	46.15
White	28	27	96.43	3.57	51.85
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	97	95	94	95
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A			

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 assemblies, spirit days, student performances, art, PE, and our science labs. Many other parents also volunteer on our School Site Council, Garden, District Councils, PTO meetings, Library, Art and Science. Parents are active participants at fundraising and community events such as days of service, Color Walk & Roll and Read A Thon. In 2023-2024 our PTO hosted a Global Village Celebration where the diversity of our families was celebrated. Our contact person is our PTO president, Dawn Rege, who can be reached through email at president@ortegapto.org.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	442	433	92	21.2
Female	201	200	38	19.0
Male	241	233	54	23.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	16	16	1	6.3
Black or African American	6	3	0	0.0
Filipino	16	16	3	18.8
Hispanic or Latino	106	104	31	29.8
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	85	83	20	24.1
White	210	208	35	16.8
English Learners	29	28	5	17.9
Foster Youth	0	0	0	0.0
Homeless	6	3	0	0.0
Socioeconomically Disadvantaged	65	60	18	30.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	58	57	19	33.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.48	0.45	0.00	1.29	0.77	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.45	0
Female	0	0
Male	0.83	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.18	0
White	0.48	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.54	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Staff and administration monitor the school building and grounds to ensure student safety. Currently all students and adults must check in at the front doors and ring the doorbell to enter campus upon arrival. Adults supervise the play yard and driveways before school, after school, and during recesses. Classes practice regular drills around the "Big 5" Safety Protocol. 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 2023-2024. We continue to teach and model character development, based on our P.A.W.S. principles (Positive behavior, Act responsibly, Work respectfully, Safety first) and through the Caring School Communities SEL curriculum. There are monthly assemblies on our P.A.W.S values to reenforce our positive behavior expectations. Students are trained to use conflict resolution strategies, supported by Caring School Community.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	5	1	
1	13	4	1	
2	15	2	2	
3	18	3	1	
4	17	2	2	
5	27	1		2
Other	9	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	
1	20	1	2	
2	20	1	2	
3	20	3		
4	22	1	2	
5	22	1	2	
Other	6	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	4	0
1	22	1	1	0
2	24	0	2	0
3	20	3	0	0
4	30	0	2	0
5	33	0	1	0
6	0	0	0	0
Other	13	2	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	427

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7,559	$796	$6,763	$58,807
District	N/A	N/A	$4,666	$70,524
Percent Difference - School Site and District	N/A	N/A	36.7	-18.1
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-11.7	-40.1

Fiscal Year 2022-23 Types of Services Funded

- Full-time school counselor for the 2023-2024 school year.

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,594	$54,046
Mid-Range Teacher Salary	$68,260	$84,515
Highest Teacher Salary	$90,543	$110,867
Average Principal Salary (Elementary)	$136,545	$136,841
Average Principal Salary (Middle)	$144,070	$141,477
Average Principal Salary (High)	$0	$137,985
Superintendent Salary	$220,461	$217,473
Percent of Budget for Teacher Salaries	28.02%	32.43%
Percent of Budget for Administrative Salaries	6.73%	5.62%

Professional Development

Pacifica School District has three district-wide Professional Development Days. These three days are aligned with district-wide initiatives based on student achievement and school climate data. In 2021-2022 our professional development was on the Big Five emergency procedures. We also had professional development on equity, inclusion, and English Language learners provided by the SMCOE. In 2022-2023, the first day was a series of training sessions around student and staff physical and emotional well-being and reviewing the BIG 5 and the District's COVID-19 Safe Schools Framework. The second was site-based training focusing on school and district-wide implementation of our district assessment, iReady, and the program's personalized instruction. K-5 teachers received Bridges Mathematics curriculum training 6-8th Science teachers had training on NGSS Aligned Instructional Sequences, and Social Studies teachers had training on incorporating more primary sources into history teaching and lesson planning. The third professional development day was around Universal Design for Learning (UDL). In 2023-2024, the first day was focused around identifying the dispositions and developing of Pacifica School District's Portrait of a Learner, The second district wide professional development day included reviewing the district goals and Portrait of a Pacifica Learner; introducing the Attendance "Strive for 95" campaign; equity training from the Anderson Group and Science training for all our TK-5 teachers and 6th-8th science teachers. The third day was spent in Sexual Orientation and Gender Identity/Expression training provided by The Coast Pride and Embracing Inclusivity and Our Diverse Community training provided by the Anderson Group.

We dismiss students at 1:35 p.m. every Wednesday to allow time for teachers to collaborate, both within and across grade levels, and hold professional development sessions. Teachers are able to meet in grade-level groups to review student work, plan instruction, and review teaching strategies In addition, we provide staff with district-wide staff development days, with topics and professional learning opportunities that are specific to our site goals. Our district's Strategic Plan guides professional development Literacy, Math, and Social Emotional Learning to better prepare teachers to meet the academic needs of all students. In 2023-2024 Ortega staff was trained in the Social Emotional Curriculum Caring School Communities. We are also partnering with Changing Perspectives and had a training session on person first language to support our students with disabilities. Teachers have release time to look at iReady data with their grade level team and our Reading Intervention Specialist. Grade level teams develop goals for their class and identify small groups of students who would benefit from explicit direct instruction in a small group setting.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3