



# Ord Terrace Elementary School

1755 La Salle Ave • Seaside, CA 93955 • (831) 392-3922 • Grades K-5

Joe Sampson, Principal  
jsampson@mpusd.k12.ca.us  
ordterrace.mpusd.k12.ca.us

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Monterey Peninsula Unified School District

700 Pacific St.  
Monterey, CA 93942-1031  
(831) 645-1200  
www.mpusd.net

#### District Governing Board

Ms. Alan Myles, President  
Mr. Tom Jennings, Clerk Vice  
President  
Mr. Tim Chaney  
Ms. Debra Gramepacher  
Dr. Jon Hill  
Dr. Bettye Lusk  
Ms. Wendy Root Askew

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Cresta McIntosh  
**Associate Superintendent  
Educational Services**  
Beth Wodecki  
**Assistant Superintendent  
Secondary**  
Bijou S. Beltran  
**Assistant Superintendent Human  
Resources**  
Brett W. McFadden  
**Associate Superintendent Business  
Services**  
Ryan Altemeyer  
**Chief of Technology**  
Marci McFadden  
**Chief of Communication and  
Engagement**

### School Description

Ord Terrace Elementary School is a K-5 school in Seaside, California. We are proud of our dynamic and diverse staff, hard-working students, and high-quality after school programs. Staff members are highly trained professionals who promote the school's mission: to provide a positive learning environment, establish high expectations, and work collaboratively with each other, families, and the community to ensure all students achieve academic success and demonstrate social responsibility. Staff is dedicated to the belief that all children can learn and grow in a safe, orderly and positive environment. We also have a special education program serving many students with special needs. We are proud of the inclusion opportunities that enhance the learning environment of our general education students and our special needs students.

Ord Terrace uses a Multi-tiered System of Supports (MTSS) approach for academic learning and social emotional learning (SEL). All students receive high-quality core instruction, as well as differentiated instruction that targets each student's individual needs. We have several paraprofessional and certificated support staff members who assist. We monitor the progress of students in our intensive interventions and adjust the programs as needed. Ord Terrace staff is implementing a school-wide Positive Behavior Intervention and Supports (PBIS) framework. The school-wide PBIS system is a multi-tiered prevention model that integrates and sustains evidence-based interventions to meet the behavior needs of all students. We believe in the importance of providing an environment in which the unique talents, needs, and abilities of every member of our school community are supported. The consistency of this approach benefits the needs of all students at Ord Terrace.

Most importantly, our school thrives on collaboration. Building a Professional Learning Community (PLC) and collegiality provide the staff with the knowledge, attitudes and skills to provide powerful learning environments for all students. In addition to weekly grade-level data analysis PLCs, staff comes together in various groups to study research-based methods and brainstorm strategies to implement high quality instructional practices.

### Major Achievements

We have two Intervention teachers who provided targeted, intensive interventions to students throughout the school day.

- We use an integrated model to blend our special education programs with our general education programs when possible. Collaboration between special education staff and general education staff enhances the delivery of instruction for all students.
- Our teachers have completed rigorous professional development sessions for common core close reading, math, and English Language Development. All staff have a growth mindset and believe that learning is a continuous process that never stops, even for adult learners.
- We hold family reading, math, and science nights every year. During those evenings, families come and participate in activities that help enrich the connections between school and home learning.
- We were the first school in Monterey County to implement Positive Behavior Intervention and Supports (PBIS), and have had a consistent program for more than seven years. This model helps support students' behavior through a multi-tiered system of instruction and interventions. The PBIS model continues to be an integral part of the school. As part of the PBIS program, Ord Terrace started the check-in/check-out program, as well as Check and Connect. These programs help support students with behavior challenges or who are at-risk.

## About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	92
Grade 1	80
Grade 2	74
Grade 3	85
Grade 4	81
Grade 5	92
<b>Total Enrollment</b>	<b>504</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0
Asian	0.4
Filipino	1.4
Hispanic or Latino	88.7
Native Hawaiian or Pacific Islander	1.6
White	3.8
Two or More Races	1.8
Socioeconomically Disadvantaged	96.2
English Learners	75.8
Students with Disabilities	11.5
Foster Youth	0.6

## A. Conditions of Learning

### State Priority: Basic

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

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

Teacher Credentials			
Ord Terrace Elementary School	15-16	16-17	17-18
<b>With Full Credential</b>	21	26	23
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	1	0	0
Monterey Peninsula Unified School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	508
<b>Without Full Credential</b>	♦	♦	26
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ord Terrace Elementary School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Monterey Peninsula Unified School District held a public hearing on August 2017, and determined that the school had sufficient and good quality textbooks and instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in August 2017 about the quality, currency, and availability of the California Common Core standards-aligned textbooks and other instructional materials used at the school.

<b>Textbooks and Instructional Materials</b>	
<b>Year and month in which data were collected: August 2017</b>	
<b>Core Curriculum Area</b>	<b>Textbooks and Instructional Materials/Year of Adoption</b>
<b>Reading/Language Arts</b>	Voyager, Read Well Grade TK - Adopted 2012 Benchmark Education Company, Benchmark Advance K-5 - Adopted 2017 Center for Collaborative Classroom, SIPPS (Intervention) - Adopted 2016 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Mathematics</b>	Great Minds-Eureka Math Board Approved 2015 Houghton Mifflin Harcourt, Do the Math (Intervention) - Adopted 2017 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Science</b>	Pearson Scott Foresman - 2008 California Science Science - Adopted 2008 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>History-Social Science</b>	History-Social Science - Adopted in 2006 Houghton-Mifflin - Adopted in 2007 Textbook and Instructional Materials reviewed August 2017  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
<b>Visual and Performing Arts</b>	<b>The textbooks listed are from most recent adoption:</b> Yes

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated. Over the last several years, MPUSD has invested resources into improving our school campuses. Many schools have received new flooring, paint and window coverings. The district continues to invest in its schools through the allocation of Measure P school facilities funding. Many projects are slated to be completed in 2017. Visit [www.mpusd.net](http://www.mpusd.net) for details.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Some classrooms have minor paint chips; some classrooms have loose or water stained ceiling tiles; a few areas have tripping hazards; light diffusers missing; east door in kitchen does not close properly; wallpaper torn on entry; dry rot and termite damage on eave (room 25)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Stall door hinges are rusted and trim is missing
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	25	25	40	38	48	48
Math	14	18	27	27	36	37

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	85	82	96.5	31.7
Male	50	49	98.0	34.7
Female	35	33	94.3	27.3
Hispanic or Latino	74	72	97.3	26.4
Socioeconomically Disadvantaged	81	79	97.5	29.1
English Learners	44	42	95.5	7.1
Students with Disabilities	14	14	100.0	35.7

\* 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. 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 for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	21	32	45	43	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.9	27	14.6

\* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	253	251	99.21	24.8
Male	136	135	99.26	16.42
Female	117	116	99.15	34.48
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	227	225	99.12	25
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	235	233	99.15	22.84
English Learners	203	201	99.01	22
Students with Disabilities	33	33	100	15.15
Foster Youth	--	--	--	--

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

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	253	243	96.05	18.11
Male	136	129	94.85	17.05
Female	117	114	97.44	19.3
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	227	219	96.48	17.81
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	235	226	96.17	17.26
English Learners	203	196	96.55	15.82
Students with Disabilities	33	33	100	0
Foster Youth	--	--	--	--

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

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

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

There are many opportunities for family involvement at Ord Terrace. We have established a parent center where parents can come to receive information about community resources, as well as work on projects that benefit the Ord Terrace school community. We have quarterly parent raffles to acknowledge all the hard work of our parents. Family member can volunteer in the classrooms, cafeteria, on field trips, and during special events such as school-wide learning celebrations.

We have an active English Language Advisory Committee (ELAC), Parent Teacher Organization (PTO), and School Site Council (SSC). All of these groups allow parents opportunities to give input about the school's program as well as learn more about how to support their children. Our ELAC is focused on reviewing information about English Learners. Parents also learn about how to support their students' needs as they acquire English language skills. Our SSC parents work side by side with the faculty and staff to help allocate and monitor the use of Title 1 funds. The PTO meets to conduct fund-raisers, plan celebrations, and provide a forum for sharing compliments and concerns. The principal and the bilingual family liaison are the contact people for all questions about parent involvement.

We administer a school-wide family survey to measure parent involvement as well as improve our engagement of families.

### 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.

### School Safety Plan

The safety and well being of students and staff are high priorities for the Monterey Peninsula Unified School District and this school. Under Senate Bill 187, every school in the district is required to complete (or review and update) a School Safety Plan by March 1 of each year. The plan is reviewed and evaluated by the School Safety Planning Committee, the School Site Council, and the school principal before being presented to the Board of Education for final review and adoption. The approved plans are posted on each school's website, as well as the district website at [www.mpusd.net](http://www.mpusd.net).

Highlight's of this school's plan are detailed below.

The Ord Terrace School Safety Plan is revised annually. The School Safety Team updates all aspects of the School Safety Plan, including earthquake evacuation procedures and intruder alerts.

School staff update the school evacuation maps annually and work with district staff to ensure facilities are safe and orderly. Staff also help to revise the student supervision schedule and develop effective safety practices for recess and safety drills.

Ord Terrace conducts monthly safety drills to practice emergency procedures, including intruder drills (aligned to the ALICE - Alert, Lockdown, Inform, Counter and Evacuate protocols), earthquake drills, and fire drills.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.8	1.0	0.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.6	4.5	3.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1



## 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.4
Psychologist	0.5
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	21	22		1	1	3	3	3			
1	23	26	25				3	3	3			
2	23	28	24				4	3	3			
3	28	26	21			1	3	3	3			
4	26	28	26				3	3	3			
5	21	21	24	1	1	1	3	3	3			
Other	13		9	1		1						

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

## Professional Development provided for Teachers

All teachers receive ongoing professional development in the Common Core State Standards as well as coaching from the site Academic Coach. Professional development focus areas included close reading, math concept development and implementation of the new Eureka Math program, as well as academic language development using systematic routines and supports.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,149	\$46,511
Mid-Range Teacher Salary	\$63,205	\$73,293
Highest Teacher Salary	\$93,615	\$92,082
Average Principal Salary (ES)	\$100,554	\$113,263
Average Principal Salary (MS)	\$104,985	\$120,172
Average Principal Salary (HS)	\$114,261	\$131,203
Superintendent Salary	\$199,500	\$213,732
Percent of District Budget		
Teacher Salaries	32%	36%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,965	\$471	\$4,494	\$62,026
District	♦	♦	\$7,996	\$65,212
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-56.1	-5.0
Percent Difference: School Site/ State			-37.6	-18.2

\* Cells with ♦ do not require data.



**Types of Services Funded**

Ord Terrace uses many different services and programs to support students, including Web-based intervention programs Lexia and Dreambox, the System 44 reading intervention program for 4th and 5th grades, and two full-time intervention teachers who implement the SIPPS reading intervention program. Supplemental Educational Services include Jump Into Math and other district-approved after-school programs. A majority of funding reported as districtwide costs is expended for school level expenditures, therefore the results appear to be lower operating costs at the school site level.

**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.