



John A. Otis Elementary School

621 E. 18th Street • National City, CA 91950 • 619-336-8800 • Grades PS-6

Felipe De La Peña, Principal

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www.nsd.us

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



National School District

1500 N Ave.

National City, CA 91950

(619) 336-7500

<http://nsd.us>

District Governing Board

Maria Bentancourt-Castañeda,
President

Alma Sarmiento, Clerk

Barbara Avalos, Member

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Maria Dalla, Member

District Administration

Dr. Leighangela Brady
Superintendent

Paula Jameson-Whitney
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Leticia Hernandez
Director
Human Resources

School Description

At John A. Otis we believe in creating a safe, nurturing environment. We are active participants with the parents and the community to create an ideal environment for all students. We provide a solid foundation for all of the students in reading, mathematics, problem-solving, and writing. The achievement of every student is a priority.

At John A. Otis School,

We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and problem-solving
- A focus on individual student achievement

We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

John A. Otis Mission Statement

The mission of the staff, students, parents, and community of John A. Otis School is to achieve optimum academic, physical and emotional potential for each student. We work cooperatively in a positive learning environment that supports our mutual belief that education has value. John A. Otis School maintains a safe, orderly environment that provides a pleasant, efficient climate in which current technology reinforces educational goals. We envision John A. Otis School as an integral part of our community.

Message from Principal, Felipe De La Peña

John A. Otis School, in partnership with parents and the community, will maintain high educational standards for all students by providing a positive learning environment and exemplary instruction in order to prepare our students academically for a successful future. At John A. Otis, our entire staff is committed to achieving this goal. Since California has adopted the Common Core State Standards, our instructional practices have shifted to meet the needs of the new standards. School staff is and will continue to participate in staff development that will increase the knowledge necessary to teach the new standards. The Common Core Standards will ensure that all students are college and career ready when they graduate from high school. They are designed to bring out our students' best thinking and learning. Our expectations will continue to be rigorous and our goal is for all of our students to achieve success. We have established a safe campus using the Positive Behavioral Interventions and Supports model. Our students and staff members know the importance of being Responsible, Respectful, and Safe. We are very proud of our school and its continued progress in academic and overall achievement.

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	80
Grade 1	57
Grade 2	57
Grade 3	68
Grade 4	66
Grade 5	64
Grade 6	64
Total Enrollment	456

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	1.8
Filipino	5.3
Hispanic or Latino	86.8
Native Hawaiian or Pacific Islander	0.2
White	3.1
Two or More Races	0.7
Socioeconomically Disadvantaged	84.4
English Learners	62.7
Students with Disabilities	7.5
Foster Youth	0.2

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			
John A. Otis Elementary School	15-16	16-17	17-18
With Full Credential	19	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	15-16	16-17	17-18
With Full Credential	♦	♦	226
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John A. Otis Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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)

Textbooks and Instructional Materials Year and month in which data were collected: August 23, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton-Mifflin Sopris West Read Well Sopris Read Well 2003/2004 2010-2011 2010-2011 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton-Mifflin-Harcourt GO MATH! 2015/2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia 2008/2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	H. M. Harcourt Reflections 2007/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	English Language Development E. L. Achieve - Systematic ELD 2014/2015 Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

John Otis' main campus was built in 1927. Since our opening the following major renovations or improvements have been addressed:

1987—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, cabinetry, and an ADA elevator for the auditorium

1993—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry

1997—Relocatables were added to support class size reduction

1998—Relocatables were added to support class size reduction

1999—Relocatables were added to support class size reduction

2006—Refurbished stage

2006—New lighting for parking facility

Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

John A. Otis has 22 regular classrooms. 16 are portable buildings. There are five computers in each of our classrooms kindergarten through third grade, and an average of 9 computers in each of our classrooms fourth through sixth grade.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Cleaning Process and Schedule

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean. The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the District maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedule to ensure a clean and safe school.

The Facilities Inspection Tool (FIT)

The FIT is used on a yearly basis to identify facility needs and repairs. All items found in need of repair on the FIT are addressed. Items that involve asphalt, roofing, flooring or painting are addressed through the District's deferred maintenance program. All other items are expedited into the National School District work order system and repaired by our maintenance department.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12-21- 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No findings
Interior: Interior Surfaces	X			Multipurpose Room paint on south side of wall is peeling, chipped wall in east side of hallway, handrail in need of repair on south side of hallway, Room 21 stained ceiling tiles. Repairs will be made before the end of the 2017-2018 school year.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Boys and girls restroom was dirty, and have been deep cleaned. Carpet in Room 13 in need of cleaning. This will be done during routine carpet cleaning schedule.
Electrical: Electrical	X			Lights out in Rooms 2 , 10 and preschool have been replaced.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Drinking fountain pressure too high in Room 7. Work order for plumbing has been completed.
Safety: Fire Safety, Hazardous Materials	X			Hand sanitizer in library and Kinder class found, have been placed in locked cabinets.
Structural: Structural Damage, Roofs	X			No findings
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 1A door paint peeling, Room 4 door needs replacement, Room 5 glass has etched graffiti, preschool modular north-west window won't open. Work orders to repair the above have been submitted.
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

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	42	44	40	41	48	48
Math	31	32	29	31	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	65	62	95.4	30.7
Male	25	25	100.0	40.0
Female	40	37	92.5	24.3
Hispanic or Latino	56	54	96.4	27.8
Socioeconomically Disadvantaged	51	50	98.0	26.0
English Learners	36	35	97.2	5.7

* 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	35	31	41	34	60	56

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	21.5	7.7	4.6

* 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	264	255	96.59	43.53
Male	124	120	96.77	35.83
Female	140	135	96.43	50.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	16	88.89	87.5
Hispanic or Latino	219	212	96.8	39.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	232	225	96.98	42.67
English Learners	191	182	95.29	41.76
Students with Disabilities	23	23	100	0
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	264	260	98.48	31.54
Male	124	122	98.39	34.43
Female	140	138	98.57	28.99
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	18	100	55.56
Hispanic or Latino	219	215	98.17	28.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	232	229	98.71	29.69
English Learners	191	187	97.91	28.34
Students with Disabilities	23	23	100	8.7
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)

Contact Person Name: Evelyn Sanchez

Phone Number: (619) 336-8800

Home/School Partnership:

- Go Math! online lessons
- SuccessMaker Online-Reading and Math
- Home & School Connection Newsletter (online)
- Parent/Teacher Association (PTA)
- Fall Festival
- Spring Festival
- Parent Trainings
- Volunteer Luncheon
- Parent Health Education
- Internet web page (weekly homework, classroom and school news are posted)
- Monthly Parent Meetings
- Safe Routes to School Program
- Monthly Newsletters
- Science Emphasis
- Student Council
- ELAC Committee
- School Site Council
- Accelerated Reader

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

Date the plan was last updated: December 2017

Date the plan was last reviewed with the staff: December 2017

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school. Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.0	0.2	3.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.8	1.0	2.6
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	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.40
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1
Social Worker	
Nurse	1.0(District)
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	1.0, Language
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	20	20	20	3	3	2	1	1	2			
1	18	20	19	3	2	2		1	1			
2	23	22	19		1	1	3	2	2			
3	22	23	23				3	3	3			
4	33	33	31				1		2	1	2	
5	27	31	33				2	2	1			1
6	24	32	29	1			2	2	2			

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

Professional Development provided for Teachers

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator. The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,498	\$48,678
Mid-Range Teacher Salary	\$64,520	\$78,254
Highest Teacher Salary	\$86,659	\$96,372
Average Principal Salary (ES)	\$125,145	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$230,807	\$212,818
Percent of District Budget		
Teacher Salaries	37%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

In addition to the State General Fund, National School District receives state and federal funding for the following categorical, special education, and other support programs.

Title I with PI School \$247,799
 LCAP Supplemental and Concentration Funds \$227,427
 Total: \$477,582

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,347	\$491	\$4,856	\$68,564
District	♦	♦	\$4,571	\$68,228
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			6.2	0.1
Percent Difference: School Site/ State			-14.5	-8.7

* Cells with ♦ do not require data.