



John A. Otis Elementary School

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

Dr. Leticia Segura, Principal

lsegura@nsd.us

www.nsd.us

2017 18 School Accountability Report Card Published During the 2018 19 School Year



National School District

1500 N Ave.

National City, CA 91950

(619) 336 7500

<http://nsd.us>

District Governing Board

Alma Sarmiento, President

Barbara Avalos, Clerk

Maria Betancourt Castañeda,
Member

Brian Clapper, Member

Maria Dalla, Member

District Administration

Dr. Leighangela Brady
Superintendent

Dr. Sharmila Kraft
Assistant Superintendent
Educational Services

Chris Carson
Assistant Superintendent
Business Services

Dr. Leticia Hernandez
Assistant Superintendent
Human Resources

School Description

At John A. Otis we believe in creating a safe, nurturing environment. We are active participants with parents and community members 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, Leticia Segura

Dear Families,

My name is Leticia Segura and it is an honor to serve as the new School Principal at John A. Otis Elementary school. Our mission is to serve students while providing an exemplary, world class education focused on Common Core State Standards in a safe and nurturing environment. At John Otis we have excellent teachers, and support staff who are committed to developing exceptionally prepared learners filled with compassion and innovation. Working together as a team, we will do "Whatever it Takes" to ensure the academic and social and emotional success of our students.

We continue to establish a safe campus by implementing Positive Behavior Interventions and Restorative Practices to strengthen relationships. Our staff and students know the importance of being Respectful, On task, Always safe, and Responsible, the Tiger ROAR way! John Otis just received Silver recognition for the CA PBIS Coalition, for all our efforts.

Family engagement and parent empowerment are critical to the success of our students. We encourage you to join the PTA, volunteer, and visit as you are always welcome! Looking forward to working with you and your child this year. Go Tigers!

Dr. Leticia Segura, Principal

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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.

2017 18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	86
Grade 1	65
Grade 2	60
Grade 3	70
Grade 4	59
Grade 5	64
Grade 6	65
Total Enrollment	469

2017 18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	1.3
Filipino	7.2
Hispanic or Latino	84.6
Native Hawaiian or Pacific Islander	0.9
White	3.0
Socioeconomically Disadvantaged	85.5
English Learners	58.0
Students with Disabilities	8.5
Foster Youth	1.1

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	16 17	17 18	18 19
With Full Credential	19	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
National School District	16 17	17 18	18 19
With Full Credential	♦	♦	224
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
John A. Otis Elementary School	16 17	17 18	18 19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Textbooks and Instructional Materials	
Year and month in which data were collected: January 10, 2019	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018 The textbooks listed are from most recent adoption: Yes 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

2015/2016 Modernization construction project was funded by the local bond funds (Measure N). The project included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity. Additionally, a complete upgrade of our network cabling, as well as network infrastructure hardware upgrades at all sites including the district office, a complete replacement of the district fiber optic cabling network and a complete reconfiguration of the network to accommodate higher speeds and greater network bandwidth.

2018—Exterior siding repaired and outer walls painted. Soccer field reconditioned.

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

John A. Otis has 19 regular classrooms, a room for our Resource Specialist Program, a room for our literacy support personnel, (16 are portable buildings), offices for support personnel (speech and language specialist, psychologist, language arts specialist, counselor, and enrichment teachers), a parent center, and a library .

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: 12/12/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No Findings.
Interior: Interior Surfaces	Good	School Health Office, Rooms 1TK, 1A, 3, 18, 23, and Preschool Modular: Stained ceiling tile. Work order submitted for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No Findings.
Electrical: Electrical	Good	Rooms 3, 9, and 11: Light out. Work order submitted for repairs and in process.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No Findings.
Safety: Fire Safety, Hazardous Materials	Good	No Findings.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/12/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Room 1 TK and Room 23: Ceiling leak. Room 1A and Room 18: Roof leak. Room 23A PTA Modular: Ramp needs repairs. Work order submitted for repairs and in process.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 10: Door handle not working. Work order submitted for repairs and in process.
Overall Rating	Good	

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. 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); 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

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.

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	
	16 17	17 18	16 17	17 18	16 17	17 18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

2017 18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3 8 and 11)					
	School		District		State	
	16 17	17 18	16 17	17 18	16 17	17 18
ELA	44.0	47.0	41.0	43.0	48.0	50.0
Math	32.0	33.0	31.0	33.0	37.0	38.0

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

Note: 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

Grade Level	2017 18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	18.2	13.6	6.1

* 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 2017 18 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	262	258	98.47	46.90
Male	119	118	99.16	42.37
Female	143	140	97.90	50.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	17	15	88.24	80.00
Hispanic or Latino	215	214	99.53	42.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100.00	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	234	230	98.29	45.65
English Learners	170	168	98.82	44.64
Students with Disabilities	28	27	96.43	3.70
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 2017 18 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	262	260	99.24	33.46
Male	119	118	99.16	33.9
Female	143	142	99.3	33.1
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	17	17	100	52.94
Hispanic or Latino	215	214	99.53	32.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	12	12	100	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	234	232	99.15	30.6
English Learners	170	170	100	34.12
Students with Disabilities	28	27	96.43	3.7
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

Contact Person Name: Araceli Welch

Phone Number: (619) 336-8800

Research shows a high correlation between parent involvement and effective schools. Parents and community members are essential to our educational community and are encouraged to be involved in their child's education. Parents are continuously encouraged to play an active role in our Parent and Teacher Association (PTA), participate in leadership positions of our District Advisory Council (DAC), our School Site Council (SSC), English Language Advisory Committee (ELAC), and collaborate in our Positive Behavior Intervention Supports (PBIS) Tier I Committee.

Our John Otis website (nsd.us) provides a weekly update to our school community about school events and information. Information is updated daily on our John Otis marquee. All families receive a weekly phone call on Sunday reviewing the week's announcements. In addition, parents receive a monthly School Newsletter, and communication via Peachjar. Coffee with the Principal meetings are held monthly and focus on providing parents with training on safety, PBIS, school wide expectations, healthy eating, and Common Core State Standards.

Home/School Partnerships are also strengthened via:

PTA/Family Events (Fall & Spring Festival, Movie Night, Bingo Book Night)

Volunteer Luncheon

Safe Routes to School Program

Student Recognition Assemblies

Student Council Spirit Days

Access to technology at home (Success Maker Online-Reading and Math, Raz Kids, 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 2018

Date the plan was last reviewed with the staff and parents: December 2018

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. Safety information is also provided via our Safety Flip-charts that are hung in every classroom and reviewed regularly (Staff meetings, Weekly Bulletin). 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	2015 16	2016 17	2017 18
Suspensions Rate	0.2	3.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015 16	2016 17	2017 18
Suspensions Rate	1.0	2.6	1.5
Expulsions Rate	0.0	0.0	0.0
State	2015 16	2016 17	2017 18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School

Number of Full Time Equivalent (FTE)

Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	1.0 District
Nurse	1.0 District
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	1.0 Language Arts Specialist
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+		
	2015 16	2016 17	2017 18	2015 16	2016 17	2017 18	2015 16	2016 17	2017 18	2015 16	2016 17	2017 18
K	20	20	22	2	3	1	2	1	3			
1	19	19	22	2	3	1	1		2			
2	19	19	20	1	2	2	2	1	1			
3	23	23	23				3	3	3			
4	31	33	30				2		2		2	
5	33	32	32				1	1	2	1	1	
6	29	32	33				2	2	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

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. This year we are implementing the UCI Math Units in all grade levels. We are also providing professional development for teachers on Benchmark ELA/ELD Framework, American Reading Company (independent reading libraries), and iReady Universal Screening. Areas of focus for teacher training include effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. 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 2016 17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,161	\$50,084
Mid-Range Teacher Salary	\$67,240	\$80,256
Highest Teacher Salary	\$100,634	\$100,154
Average Principal Salary (ES)	\$136,874	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$200,349	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	6.0	5.0

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

FY 2016 17 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	\$74,205
State	◆	◆	\$7,125	\$80,910
Percent Difference: School Site/District			6.2	0.1
Percent Difference: School Site/ State			-14.5	-8.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 \$97,902
 LCAP Supplemental and Concentration Funds \$182,058
 Total: \$279,960

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).

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.