



# John A. Otis Elementary School

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

Dr. Leticia Segura, Principal

[lsegura@nsd.us](mailto:lsegura@nsd.us)

[www.nsd.us](http://www.nsd.us)

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### National School District

1500 N Avenue

National City, CA 91950

(619) 336-7500

[www.nsd.us](http://www.nsd.us)

### District Governing Board

Maria Dalla

**Board President**

Maria Betancourt-Castañeda

**Board Clerk**

Michelle Gates

**Board Member**

Rocina Lizarraga

**Board Member**

Alma Sarmiento

**Board Member**

### District Administration

Dr. Leighangela Brady

**Superintendent**

Dr. Sharmila Kraft

**Assistant Superintendent**

**Educational Services**

Dr. Lisbeth Johnson

**Interim 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 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 received Platinum recognition in 2019 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, participate in our ELAC, and join us for Coffee with the Principal virtual meetings! 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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	56
Grade 2	60
Grade 3	66
Grade 4	57
Grade 5	66
Grade 6	54
<b>Total Enrollment</b>	<b>431</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.7
Asian	1.2
Filipino	6
Hispanic or Latino	89.8
Native Hawaiian or Pacific Islander	0.2
White	1.4
Two or More Races	0.7
Socioeconomically Disadvantaged	84.5
English Learners	64.7
Students with Disabilities	9
Foster Youth	1.2
Homeless	5.6

## 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 for John A. Otis	18-19	19-20	20-21
With Full Credential	19	19	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for National School	18-19	19-20	20-21
With Full Credential	♦	♦	222
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at John A. Otis Elementary School

Indicator	18-19	19-20	20-21
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 2020-21)

**Textbooks and Instructional Materials**

Year and month in which data were collected: 12/15/2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>Benchmark Advance 2018                      Benchmark Adelante 2018                      American Reading Company 2018</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Mathematics</b></p>	<p>Houghton-Mifflin-Harcourt                      California GO MATH!                      2015/2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Science</b></p>	<p>McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias                      2008/2009</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>History-Social Science</b></p>	<p>H. M. Harcourt Reflections                      2007/2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>
<p><b>Foreign Language</b></p>	<p>Benchmark Advanced/Adelante for English Language Development                      2020</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0%</p>

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 the 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—We replaced a number of exterior walls on our modular buildings. In addition, the exterior of all campus buildings was painted. The soccer field was reconditioned.
- 2019—New roof and skylights were added to the main building. A new roof was added to Room 13. A new garden and playground equipment were added. New carpets were added to rooms 8, 13, and hallway in the main building. The artificial turf was reconditioned (new padding and borders added).

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

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 a 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 8/12/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground: Asphalt is in need of repairs in several areas  Action Taken: Work order requested for repairs.
<b>Overall Rating</b>	<b>Good</b>	

## 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.

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	46	N/A	43	N/A	50	N/A
Math	41	N/A	33	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 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 Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	28	N/A	19	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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 Parent Advisory Council (DPAC), our School Site Council (SSC), English Language Advisory Committee (ELAC), and collaborate in our Positive Behavior Intervention Supports (PBIS) Tier I Committee. Due to our safe re-opening plan, we have suspended all volunteers from coming on campus; therefore all meetings are being held virtually.

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 parent newsletter to share announcements, meeting dates, and community resources. In addition, parents receive additional communication via Peachjar. Coffee with the Principal meetings provide parents with training on how to support their children at home during distance learning.

Under normal circumstances, our home to school partnerships is strengthened via:

PTA/Family Events

Safe Routes to School Program

Student Recognition Assemblies

Student Council Spirit Days

Access to technology at home (iReady Online-Reading and Math, Prodigy, and Raz Kids)



**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 (School Year 2020-2021)**

The School Safety Plan was last updated: November 2020

The plan was last reviewed with the staff and parents during our virtual School Site Council Meeting on November 30, 2020

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 (10) National School District's COVID-19 Safe Re-Opening Plan page and (11) Annual Notification Handbook for Parents 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**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	1.5	1.5	1.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.85	.78	N/A
Expulsions	0	0	N/A

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	287.3

\*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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	3.5

\*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 Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	3		22	1	3		18	3	1	
1	22	1	2		22	1	2		19	2	1	
2	20	2	1		22		3		20	1	2	
3	23		3		21	1	2		22		3	
4	30		2		32		1	1	29		2	
5	32		2		27		2		33		2	
6	33		1	1	33		1	1	27		2	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	23	26	20

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 to support teachers in distance learning. This year, all professional development was held virtually. During the 2020-21 school year, all teachers at John A. Otis received approximately five hours of professional development in mathematics through the University of California Irvine subject matter project. This professional development will empower our teachers to deliver a cohesive, common core curriculum based on the CCSS. The project includes hands-on, research-based professional development, standards-based curriculum guides, and unit plans aligned to the Common Core to assist our teachers in the implementation of our GoMath adoption. The Irvine Math Project team is comprised of classroom practitioners, math content experts, and math education researchers. A focus on professional development around the area of mathematics and ELA was selected in response to the needs highlighted in our CAASPP data. In the area of language arts, all of our teachers received in-depth professional development in the California ELA/ELD framework. The ELA/ELD framework professional development has been selected as an area of focus due to our high numbers of English language learners and the need for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. Both these areas of focus have been delivered through teacher release days, bi-weekly data team meetings, collaboration days and weekly staff meetings, off the clock offerings, and during individual teacher planning days. We have four Teachers on Special Assignment (TOSA) that provide workshops in the area of Language Arts and English Language Development. Teachers continue to receive PD with English Language Arts adoption Benchmark. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company. All teachers have received staff development on the implementation and best practices used for IRLA assessments, and ARC resources in SchoolPace. Our counselors have received training on the Sanford Harmony social-emotional curriculum which they will deliver in each classroom. Counselors deliver this curriculum in all classrooms while teachers support the implementation and lesson delivery. In addition, all teachers have received professional development on how to run restorative circles in their classrooms in order to deliver Tier I positive behavior interventions and supports to all students. The focus for teacher training includes effective instructional strategies for implementation of Common Core Standards, best practices for Data Teams collaboration, ELA Benchmark curriculum, 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 groups, grade-level teams, and 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 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,585	\$50,574
Mid-Range Teacher Salary	\$72,254	\$76,649
Highest Teacher Salary	\$104,338	\$98,993
Average Principal Salary (ES)	\$133,344	\$125,150
Average Principal Salary (MS)		\$129,394
Average Principal Salary (HS)		\$122,053
Superintendent Salary	\$205,358	\$193,925

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	34.0
Administrative Salaries	5.0	6.0

\* 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/).

**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 \$189,778

LCAP Supplemental and Concentration Funds \$156,878

Total: \$346,656

**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.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,710	\$377	\$6,333	\$87,423
District	N/A	N/A	\$6,447	\$81,773
State	N/A	N/A	\$7,750	\$80,565

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.8	6.7
School Site/ State	-20.1	8.2

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