

# SCHOOL ACCOUNTABILITY REPORT CARD

## Reported for School Year 2014-15

### Published During 2015-16

**NATIONAL  
SCHOOL DISTRICT**  
1500 N Avenue  
National City, CA  
91950



**JOHN A. OTIS SCHOOL**  
621 E. 18th Street · National City, CA 91950  
(619) 336-8800 · Fax (619) 336-8855  
Principal, Felipe De La Peña  
www.nsd.us  
CDS Code · 37682216038731



#### About This 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 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 LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

#### About This School

##### 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, 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." As our Mission Statement affirms, 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.

**Creating  
Successful  
Learners  
NOW...**

#### GOVERNING BOARD

**Brian Clapper,  
Board President**

**Maria Dalla,  
Board Clerk**

**Maria Betancourt-Castañeda,  
Member**

**Bárbara Avalos, Member**

**Alma Sarmiento, Member**

#### ADMINISTRATION

**Christopher Oram, Ed.D.  
Superintendent**

**Paula Jameson-Whitney  
Assistant Superintendent  
Educational Services**

**Chris Carson  
Assistant Superintendent  
Business Services**

**Cynthia Frazee  
Assistant Superintendent  
Human Resources**

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# School Accountability Report Card

## John A. Otis Partnerships

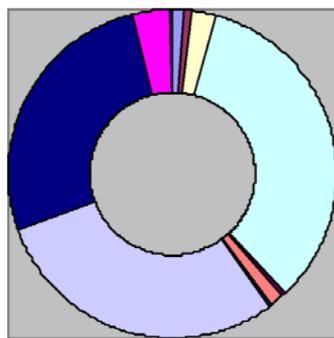
We have a partnership with Stein Farm that helps students develop hands-on experience in the area of farming, ecology, and water conservation. John Otis School also has a partnership with Ocean Connectors that includes fieldtrips in grades 4-6<sup>th</sup>. Along with the field trips, Ocean Connectors also provides lessons taught in and out of the classroom. The lessons are meant to build upon each other, beginning with Sea Turtle Exploration in 4<sup>th</sup> Grade. In 5<sup>th</sup> Grade, students learn about California Whale Exploration and finish up in 6<sup>th</sup> grade with Bird and Habitat lessons. John Otis School also partners with Children's Rady Hospital and the Safe Routes to School Program to promote safety awareness while walking to school. John Otis School has also partnered with Metropolitan Transit Services to provide a "Safety First" assembly, teaching our students the importance of wearing a helmet when riding a bicycle or a scooter.

## School Enrollment by Grade Level 2014-15

Grade Level	Number of Students
Kindergarten	79
Grade 1	54
Grade 2	68
Grade 3	66
Grade 4	68
Grade 5	56
Grade 6	65
<b>Total Enrollment</b>	<b>456</b>



## Student Enrollment by Group 2014-15



- Black or African American 2.6%
- Asian 2.6%
- Filipino 5.0%
- Hispanic 84.9%
- Native Hawaiian or Pacific Islander 0.44%
- 3.70%
- Two or More Races 0.66%
- Socioeconomically Disadvantaged 73.4%
- English Learners 66.5%
- Students with Disabilities 8.0%
- Foster Youth 0.9%



## Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	21	19	19	236
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

## Core Academic Courses Taught by Highly Qualified Teachers — 2014-15

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0
All Schools in District	100%	0
High-Poverty Schools in District	100%	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the fee and reduced price meals program.



## Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of 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.

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority:

- 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.

# John A. Otis Elementary School

## Quality, Currency, and Availability of Textbooks and Other Instructional Materials - Most Recent Year

Year and month in which data were collected: August 12, 2015

Subject	Grade Levels	From Most Recent Adoption	Textbooks and Instructional Materials/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-6 Sp. Ed. K-3 Sp. Ed. 4-6	Houghton-Mifflin Sopris West Read Well Sopris Read Well	2003/2004 2010-2011 2010-2011	0%
Mathematics	K-6	Houghton-Mifflin-Harcourt GO MATH!	2015/2016	0%
Science	K-6	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencia	2008/2009	0%
History-Social Science	K-6	H. M. Harcourt <i>Reflections</i>	2007/2008	0%
English Language Development	K-6	<i>E. L. Achieve - Systematic ELD</i>	2014/2015	0%

\* Total



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

Otis staff has set high achievement goals using research-based instructional practices, and on-going formative and summative assessments to drive our instruction.

Instruction is differentiated to support our students' needs. They use methodology that enhances student achievement through small group instruction. Success Maker, Star Reading, and Imagine Learning are



### Instructional Program

All of the curriculum and instructional practices at John A. Otis are based on the California Common Core Content Standards. Students are provided direct, focused instruction in all of the academic areas. The

some of the programs utilized to enhance student growth. The students are directly involved in their instructional program due to highly qualified teachers using best practices.

Success for all students is our goal. Differentiated instruction is provided for all of our student groups. We use standards driven assessments in reading and math to identify those students who need extra help and

## School Facility Good Repair Status — Most Recent Year

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Results of most recently completed school site inspection, done on October 5, 2015, to determine the school facility's good repair status. (No deficiencies were found)				
Systems: Gas Leaks, Mechanical /HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School/Grounds, Windows/Doors/Gates/Fences	X			

### Overall Facility Rate — Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
		X		

# School Accountability Report Card

also to plan our instructional skill groups. Additional support may also be provided by the language arts specialist or resource specialist. Classroom teachers also support the after school intervention classes.

## School Facility Conditions & 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

## California Assessment of Student Performance and Progress Results for All Students — 2014-15

Percent of Students Meeting or Exceeding the State Standards)			
Subject	School	District	State
English Language Arts/Literacy (grades 3-6)	37%	36%	44%
Mathematics (grades 3-6)	23%	25%	33%

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.



## New School Projects

The new school construction project funded by local bond funds (Measure N) was completed during summer of the 2015-16 school year. The projects included adding air conditioners to every classroom and multi-purpose room and upgrading electrical capacity for four school sites.

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 network speeds and greater network bandwidth.



## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority:

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] and Science California Standards Tests).

# John A. Otis Elementary School

## *CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15*

### *English Language Arts - Grade 3*

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	74	69	93.2%	41.0%	28.0%	26.0%	6.0%
Male	74	34	45.9%	47.0%	24.0%	26.0%	3.0%
Female	74	35	47.3%	34.0%	31.0%	26.0%	9.0%
Black or African American	74	4	5.4%	--	--	--	--
Filipino	74	2	2.7%	--	--	--	--
Hispanic or Latino	74	59	79.7%	41.0%	32.0%	24.0%	3.0%
White	74	3	4.1%	--	--	--	--
Two or More Races	74	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	74	54	73.0%	39.0%	24.0%	30.0%	7.0%
English Learners	74	37	50.0%	54.0%	27.0%	19.0%	0.0%
Students with Disabilities	74	4	5.4%	--	--	--	--

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 students that did not receive a score; 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 students with scores.

- Level 1 = Standard not met,
- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

### *English Language Arts - Grade 4*

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	68	68	100.0%	41.0%	29.0%	21.0%	9.0%
Male	68	28	41.2%	54.0%	21.0%	14.0%	11.0%
Female	68	40	58.8%	33.0%	35.0%	25.0%	8.0%
Black or African American	68	1	1.5%	--	--	--	--
Asian	68	2	2.9%	--	--	--	--
Filipino	68	4	5.9%	--	--	--	--
Hispanic or Latino	68	58	85.3%	43.0%	28.0%	22.0%	7.0%
Native Hawaiian or Pacific Islander	68	1	1.5%	--	--	--	--
White	68	2	2.9%	--	--	--	--
Socioeconomically Disadvantaged	68	56	82.4%	41.0%	32.0%	20.0%	7.0%
English Learners	68	36	52.9%	58.0%	33.0%	8.0%	0.0%
Students with Disabilities	68	4	5.9%	--	--	--	--

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- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

# School Accountability Report Card

## *CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15*

### *English Language Arts - Grade 5*

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	57	96.6%	40.0%	28.0%	21.0%	11.0%
Male	59	32	54.2%	41.0%	31.0%	19.0%	9.0%
Female	59	25	42.4%	40.0%	24.0%	24.0%	12.0%
Black or African American	59	2	3.4%	--	--	--	--
Asian	59	1	1.7%	--	--	--	--
Filipino	59	3	5.1%	--	--	--	--
Hispanic or Latino	59	49	83.1%	43.0%	24.0%	22.0%	10.0%
White	59	2	3.4%	--	--	--	--
Socioeconomically Disadvantaged	59	47	79.7%	40.0%	30.0%	21.0%	9.0%
English Learners	59	29	49.2%	66.0%	31.0%	3.0%	0.0%
Students with Disabilities	59	10	16.9%	--	--	--	--

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- Level 2 = Standard nearly met,
- Level 3 = Standard met,
- Level 4 = Standard exceeded

### *English Language Arts - Grade 6*

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	69	66	95.7%	20.0%	27.0%	41.0%	12.0%
Male	69	40	58.0%	23.0%	28.0%	35.0%	15.0%
Female	69	26	37.7%	15.0%	27.0%	50.0%	8.0%
Black or African American	69	3	4.3%	--	--	--	--
Asian	69	3	4.3%	--	--	--	--
Filipino	69	4	5.8%	--	--	--	--
Hispanic or Latino	69	56	81.2%	20.0%	27.0%	46.0%	7.0%
Socioeconomically Disadvantaged	69	56	81.2%	20.0%	30.0%	38.0%	13.0%
English Learners	69	25	36.2%	32.0%	56.0%	12.0%	0.0%
Students with Disabilities	69	9	13.0%	--	--	--	--

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# John A. Otis Elementary School

## *CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15*

### *Mathematics - Grade 3*

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	74	72	97.3%	43.0%	29.0%	25.0%	3.0%
Male	74	35	47.3%	43.0%	31.0%	26.0%	0.0%
Female	74	37	50.0%	43.0%	27.0%	24.0%	5.0%
Black or African American	74	4	5.4%	--	--	--	--
Filipino	74	2	2.7%	--	--	--	--
Hispanic or Latino	74	62	83.8%	45.0%	31.0%	24.0%	0.0%
White	74	3	4.1%	--	--	--	--
Two or More Races	74	1	1.4%	--	--	--	--
Socioeconomically Disadvantaged	74	56	75.7%	38.0%	32.0%	27.0%	4.0%
English Learners	74	39	52.7%	56.0%	31.0%	13.0%	0.0%
Students with Disabilities	74	4	5.4%	--	--	--	--

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- Level 3 = Standard met,
- Level 4 = Standard exceeded

### *Mathematics - Grade 4*

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	68	68	100.0%	38.0%	41.0%	15.0%	6.0%
Male	68	28	41.2%	43.0%	39.0%	11.0%	7.0%
Female	68	40	58.8%	35.0%	43.0%	18.0%	5.0%
Black or African American	68	1	1.5%	--	--	--	--
Asian	68	2	2.9%	--	--	--	--
Filipino	68	4	5.9%	--	--	--	--
Hispanic or Latino	68	58	85.3%	40.0%	41.0%	14.0%	5.0%
Native Hawaiian or Pacific Islander	68	1	1.5%	--	--	--	--
White	68	2	2.9%	--	--	--	--
Socioeconomically Disadvantaged	68	56	82.4%	38.0%	43.0%	16.0%	4.0%
English Learners	68	36	52.9%	56.0%	39.0%	6.0%	0.0%
Students with Disabilities	68	4	5.9%	--	--	--	--

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# School Accountability Report Card

## *CAASPP Assessment Results – English Language Arts (ELA) Disaggregated by Student Groups, Grades 3-6 – 2014-15*

### *Mathematics - Grade 5*

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	59	58	98.3%	43.0%	41.0%	7.0%	9.0%
Male	59	32	54.2%	38.0%	47.0%	6.0%	9.0%
Female	59	26	44.1%	50.0%	35.0%	8.0%	8.0%
Black or African American	59	2	3.4%	--	--	--	--
Asian	59	1	1.7%	--	--	--	--
Filipino	59	3	5.1%	--	--	--	--
Hispanic or Latino	59	50	84.7%	44.0%	40.0%	8.0%	8.0%
White	59	2	3.4%	--	--	--	--
Socioeconomically Disadvantaged	59	48	81.4%	48.0%	35.0%	8.0%	8.0%
English Learners	59	30	50.8%	70.0%	30.0%	0.0%	0.0%
Students with Disabilities	59	10	16.9%	--	--	--	--

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### *Mathematics - Grade 6*

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	69	67	97.1%	34.0%	39.0%	24.0%	3.0%
Male	69	41	59.4%	34.0%	32.0%	29.0%	5.0%
Female	69	26	37.7%	35.0%	50.0%	15.0%	0.0%
Black or African American	69	3	4.3%	--	--	--	--
Asian	69	3	4.3%	--	--	--	--
Filipino	69	4	5.8%	--	--	--	--
Hispanic or Latino	69	57	82.6%	37.0%	39.0%	23.0%	2.0%
Socioeconomically Disadvantaged	69	56	81.2%	36.0%	38.0%	25.0%	2.0%
English Learners	69	25	36.2%	60.0%	36.0%	4.0%	0.0%
Students with Disabilities	69	9	13.0%	--	--	--	--

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# John A. Otis Elementary School

## California Standards Tests for All Student in Science — Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (Meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (Grade 5)</b>	36%	54%	35%	37%	48%	41%	59%	60%	56%

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.



## California Standards Tests Results by Student Group In Science — 2014-15

Group	Percent of Students at Scoring or Proficient or Advanced
All Students in the LEA	41%
All Students at the School	35%
Male	36%
Female	33%
Filipino	0%
Hispanic or Latino	36%
Socioeconomically Disadvantaged	33%
English Learners	0%
Students with Disabilities	0%

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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in physical education.



## California Physical Fitness Test Results - 2014-15

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	10.3%	15.5%	20.7%

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.

# School Accountability Report Card



## C. Engagement

### State Priority: Parent Involvement

The SARC Provides the following information relevant to the Parental Involvement State Priority:

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

#### *Opportunities for Parent Involvement Most Recent Year*

**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 (on line)
- Parent/Teacher Organization (PTO)
- 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 School Climate State Priority:

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

## *Climate for Learning*

School programs and practices that promote a positive learning environment are as follows:

- Student Council
- Positive Behavior Program
- Jog A Thon
- Sixth Grade Camp
- Zero Tolerance Policy
- Anti-Bullying Assemblies
- Mandatory School Uniforms
- Home/School Compact
- Red Ribbon Activities Week
- Uniform Assistance
- Academic/Citizenship Recognition
- Motivational Assemblies
- Multicultural Activities that Promote Self-Esteem
- Pasta for Pennies
- Sixth Grade Activities
- Rolling Computer Lab
- Fall and Spring Festivals
- Monthly Attendance Incentive Assemblies
- Lunch Time Sports Leagues
- Honor Roll Assemblies
- Anti-Bullying Assemblies
- Before/after school R.E.A.C.H. program run by the YMCA

Our library circulation and catalogue systems are computerized and connected to the National City Public Library. Students can use an on-line catalogue to check the availability of books in their school library.



## *School*

### *Safety*

#### SB187 Safety Plan

**Date the plan was last updated:** February, 2015

**Date the plan was last reviewed with the staff:** February, 2015

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*

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	1.4%	2.4%	2.0%	2.3%	2.6%	1.8%	5.1%	4.4%	3.8%
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1%	0.1%	0.1%

# John A. Otis Elementary School

**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.

### Adequate Yearly Progress (AYP) Overall and by Criteria 2014-15

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate—English Language Arts	Yes	Yes	Yes
Met Participation Rate—Mathematics	Yes	Yes	Yes
Met Percent Proficient—English Language Arts	N/A	N/A	N/A
Met Percent Proficient—Mathematics	N/A	N/A	N/A
Met Attendance Rates	Yes	Yes	Yes

teachers, and family unexpected and



members in case of disruptive events.

### Federal Intervention Program 2015-16

Title	FTE*
Psychologist	1 (2 days per week)
Language Arts Specialist	1.0
Adaptive P.E. Specialist	1.0 (district)
Nurse	1.0 (district)
Medical Assistant	1.0 (2 days/week)
Resource Specialist Program	1.0
Library Media Specialist	1.0 (full-time)
Speech/Language/Hearing Specialist	1.0
Counselor	1.0 (1 day/week)
Instructional Aides	2.0 (3 days/week)

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in PI		8
Percent of Schools Currently in PI		80.9%

### Counselors & Other Support Staff 2014-15

### Average Class Size and Class Size Distribution

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.0	2	2		21.0	1	2		20.0	3	1	
1	21.0	1	2		23.0	1	2		18.0	3		
2	22.0		2		22.0		3		23.0		3	
3	22.0		3		22.0		3		22.0		3	
4	31.0		2		31.0		2		33.0		1	1
5	33.0		1	1	33.0			2	27.0		2	
6	25.0	1	2		33.0			2	24.0	1	2	
Other					9.0	1						

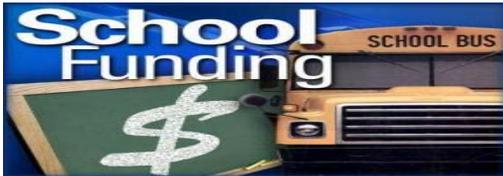
\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

# School Accountability Report Card

## Expenditures Per Pupil and School Site Teacher Salaries - Fiscal Year 2013-14

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic Unrestricted)	Average Teacher Salary
School Site	\$5,347	\$491	\$4,856	\$68,564
District			\$4,571	\$67,358
Percent Difference-School Site and District			6%	2%
State			\$5,348	72,993
Percent Difference-School Site and State			2%	6%

\*One Full (FTE) staff working one FTE represent members work 50 full-time



-Time Equivalent equals one member full-time; could also two staff who each percent of

In



Funding Source	Allocation
Title I with PI School	\$122,012
LCFF <sup>1</sup> /EIA <sup>2</sup> -SCE <sup>3</sup>	\$132,646
LCFF/EIA-LEP <sup>4</sup>	\$80,080
<b>Total</b>	<b>\$334,738</b>

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.  
<sup>1</sup>Local Control Funding Formula  
<sup>2</sup>Economic Impact Aid  
<sup>3</sup>State Compensatory Education  
<sup>4</sup>Limited English Proficient

### Teacher and Administrative Salaries Fiscal Year 2013-14

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development Most Three Recent Years

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



### Types of Services Funded - Fiscal Year 2014-15

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,960	\$43,091
Mid-Range Teacher Salary	\$62,338	\$70,247
Highest Teacher Salary	\$83,728	\$89,152
Average Principal Salary	\$115,650	\$112,492
Superintendent Salary	\$175,401	\$192,072
Percent of Budget for Teacher Salaries	42%	41%
Percentage of Budget for Administrative Salaries	5%	6%

