



Otay Elementary School

1651 Albany Avenue • Chula Vista, CA 91911 • (619) 425-4311 • Grades K-6

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



Chula Vista Elementary School District

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District Governing Board

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Armando Farias
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Superintendent

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Oscar Esquivel

Assistant Superintendent, Business Services and Support

Matthew Tessier, Ed.D.

Assistant Superintendent, Innovation and Instruction Services and Support

School Description

Otay School is one of 46 schools in the Chula Vista Elementary School District. The school was built in 1975 as "loft" design with all classes under one roof. Our school focuses on Social and Emotional Learning as the foundation for academic instruction. The instructional focus is on English Learner strategies for literacy. Teachers collaborate weekly while students get to attend Specialty classes. Every week, all students get 2 hours of Art, Music and PE/Dance. To further support student's emotional needs we have a full-time counselor who meets with students and supports teachers in their classrooms.

School Mission:

The Otay School community is committed to providing a safe, nurturing environment that creates high achieving, innovative thinkers who realize their potential and become self-confident, life-long learners. Students are viewed as the core of the community. The Otay School community provides opportunities for all students and their families to take responsibility for learning and an active role in their education. We are devoted to the success of all.

School Vision:

An education at Otay Elementary builds students' character and empowers them to make a positive contribution to society.

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	69
Grade 1	78
Grade 2	69
Grade 3	82
Grade 4	75
Grade 5	86
Grade 6	93
Total Enrollment	552

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0
Asian	0.4
Filipino	2
Hispanic or Latino	91.7
Native Hawaiian or Pacific Islander	0
White	2.9
Two or More Races	0.7
Socioeconomically Disadvantaged	81.9
English Learners	63.6
Students with Disabilities	7.8
Foster Youth	1.6

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			
Otay Elementary School	15-16	16-17	17-18
With Full Credential	25	25	27
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	n/a
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Otay 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)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards.. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advanced English Language Arts Adopted in 2017-18 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math Adopted 20-15-16 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

During the summer of 2008, 3 new classrooms were added to accommodate upper-grade class size reduction for the 2008-09 school year. Classroom space at Otay Elementary School is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Two custodial staff performs basic cleaning operations daily. School facilities are also inspected annually by the Williams walkthrough team, the last overall school rating was 99.84% which is Exemplary.

Students are supervised before and after school by yard duty. The traffic patterns are monitored by the administration, parent volunteers, and assisted by the Chula Vista Police Department. During the school day, the school perimeter is secured so that all visitors must enter and egress through the main office. All gates are locked by 8:00 am and unlocked for dismissal at 2:25 pm.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/22/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			CR 603: ceiling needs to be put back into place; carpet spots
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		400 Girls RR: ceiling dirty around access panel CR 301: carpet spots CR 305: carpet spots CR 502: carpet spots CR 504: carpet spots; 1 lamp out CR 601: CR 605: carpet stains CR 606: carpet stains CR 607: stain spots on carpet CR 701: ink stain spots. CR 702: ink spots; 1 household cleaner CR 703: vent dirty CR302: carpet spots CR303: carpet spots CR602: carpet spots; 1 stained ceiling tile Kinder 201: carpet spots; left RR - vent dirty
Electrical: Electrical	X			CR 401: 2 lamps out CR 504: carpet spots; 1 lamp out CR 603: ceiling needs to be put back into place; carpet spots Ext South storage: electrical panels blocked Stage: 4 lamps out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CR 501: CR 503: fountain handle comes off; spot on carpet Health office: No hot water in bathroom
Safety: Fire Safety, Hazardous Materials	X			600 Boys RR: Storage area 600 Girls RR: Storage area CR 306: febreze air freshener CR 402: plug in air freshener; knob on faucet comes off CR 702: ink spots; 1 household cleaner
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/22/2017					
System Inspected	Repair Status			Repair Needed and Action Taken or Planned	
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Ext North Boys: outside around door - chaulking needed Ext South Boys: outside under restroom sign - chaulking needed MPR Boys RR: door doesn't close all the way Playground: playtoy - paint peeling; slide drops more than 12"; cement needs patching in 3 places @ # 301 on black top	
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	54	57	62	62	48	48
Math	34	38	48	49	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.

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	68	28	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.2	20.2	10.7

* 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	94	92	97.9	28.3
Male	45	44	97.8	20.5
Female	49	48	98.0	35.4
Hispanic or Latino	90	88	97.8	26.1
Socioeconomically Disadvantaged	83	82	98.8	29.3
English Learners	44	42	95.5	16.7
Students with Disabilities	12	11	91.7	18.2

* 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.

**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	331	316	95.47	57.14
Male	144	139	96.53	49.28
Female	187	177	94.65	63.28
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	303	290	95.71	56.06
White	12	11	91.67	63.64
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	279	268	96.06	55.06
English Learners	225	214	95.11	56.07
Students with Disabilities	39	37	94.87	5.56
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	331	321	96.98	37.81
Male	144	141	97.92	40
Female	187	180	96.26	36.11
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	303	295	97.36	38.31
White	12	11	91.67	30
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	279	272	97.49	35.42
English Learners	225	219	97.33	39.45
Students with Disabilities	39	37	94.87	27.78
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: Principal Monica J. Castillo

Contact Person Phone Number: 619-425-4311

Research shows a high correlation between parent involvement and effective schools. We encourage parents to visit and become active in our school.

Parents and members of the community continue to be welcomed as volunteers in our classrooms and to help with special events. A Parent Volunteer Center is open Monday through Friday from 8:00 a.m. to 2:00 p.m. The Center provides a unique way for parents to help meet the needs of our students and school. A Volunteer Coordinator serves as a community liaison to increase and organize our Parent Volunteer Program. Otay parents serve as members of the School Site Council, ELAC, DAC/DELAC, PTO, as members of IEP teams, and in our Positive Behavior Committee. Parents and community members worked collaboratively with Otay staff to create a Vision and Mission Statement. They take an integral part in planning school activities.

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

Student safety and well being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, drug and alcohol abuse prevention education programs, child abuse awareness, bullying prevention. The School Site Council approved the School Safety Plan, with modifications, on September 13, 2017.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	0.8	1.3	0.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
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	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	43.2	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	1.30
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	17	22	17	4	1	4		3				
1	17	22	20	5		3		3	1			
2	16	21	23	5	1			3	3			
3	20	21	21	4		2		4	2			
4	24	30	25				4	3	3			
5	21	31	22			1	4	3	3			
6	19	28	31	1			4	3	3			

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

Professional Development provided for Teachers

Various targeted professional improvement activities have been provided for teachers, custodians, secretaries and other employees. Activities reflect the school's goals and objectives and are part of our School Single Site Plan. Staff development topics over the last 3 years include but is not limited to:

- Professional Development on CCSS in ELA, Math, and Writing
- Close Reading with annotation
- Accountable Talk with Text Dependent Questions
- GLAD strategies
- Reading Comprehension
- Teachers have also engaged in professional development facilitated by District Staff

- Gradual Release of Responsibility- The Focus Lesson, Guided Instruction, and Collaborative Group Work
- Designated ELD
- 3-reads Math strategy
- Conceptual Math and Algebraic thinking
- Writers' Workshop
- Learning and the Brain
- Social & Emotional topics such as Restorative Justice, trauma-informed practices, classroom management

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,847.30	\$3,252.84	\$7,594.46	\$69,385.00
District	♦	♦	\$166,094,33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			4.0	-4.5
Percent Difference: School Site/ State			28.1	-8.7

* Cells with ♦ do not require data.

Types of Services Funded

The site supports a full-time counselor and 3 VAPA teachers in the areas of PE/Dance, Art and Music. This allows us to provide in class and pull out support for students who are having any problems that are impeding academic, social, or emotional progress; and gives teachers a weekly opportunity to collaborate as well as ensuring students receive weekly arts enrichment.

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.