



Otay Elementary School

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

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



Chula Vista Elementary School District

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District Governing Board

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**Deputy Superintendent, Business
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Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Otay School is one of 49 elementary schools in the Chula Vista Elementary School District, including charters. Otay Elementary 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 building 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 <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	82
Grade 1	82
Grade 2	77
Grade 3	72
Grade 4	85
Grade 5	64
Grade 6	82
Total Enrollment	544

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	1.7
Hispanic or Latino	89.3
Native Hawaiian or Pacific Islander	0.0
White	3.7
Socioeconomically Disadvantaged	82.9
English Learners	54.2
Students with Disabilities	7.9
Foster Youth	0.6

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	16-17	17-18	18-19
With Full Credential	25	27	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA	n/a	n/a
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	30
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	n/a

Teacher Misassignments and Vacant Teacher Positions at this School			
Otay 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)

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 2018	
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%

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.

Students are supervised before school by yard duties. The traffic patterns are monitored by the administration, parent volunteers, and assisted by the Chula Vista Police Department. Teachers provide morning VIP car service to students on a daily basis, which helps with traffic control. During the school day, the school perimeter is secured so that all visitors must enter and egress through the main office. Gates do not open until 7:15 am. 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: 11/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	CR 306: Projector screen won't stay down. CR 403: Ink stains on carpet CR 406: sliding white board doesn't slide CR 501: Drinking fountain cap comes off, ceiling tile stain over sink. CR 504: Cracked ceiling tile CR 603: Ceiling tile stained, drinking fountain not working, bottles not mark CR 703: Sink cabinet door laminate coming apart, ceiling tile stained. CR302: Projector screen won't stay down. Ext South Boys: outside under restroom sign - chaulking needed, slight panel out, privacy dividers stain, paint chipping off ceiling Kinder 204: Ceiling tile stain Work room: Ceiling tile stain over mail boxes
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	300 Custodian: Dirty floor 400 custodian: Dirty 400 Girls RR: ceiling dirty around access panel, 1 toilet seat loose CR 305: carpet spots CR 502: carpet spots, drinking fountain stays too long. CR 607: stain spots on carpet, 1 light out CR 701: ink stain spots, sink cabinet door laminate coming apart. CR 703: Sink cabinet door laminate coming apart, ceiling tile stained. CR602: carpet spots, 1 stained ceiling tile Custodial Office: Floor stain Ext North Boys: outside around door - chaulking needed, Privacy divider dirty Ext North Girls: Privacy divider dirty Kinder 201: carpet spots, left RR - vent dirty MPR Girls RR: Vent dirty Stretch Office: Floor needs vaccum, electrical panel blocked

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/30/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Fair	Admin reception: 1 light out AP Office: 2 lights out CR 401: 1 lamps out CR 405: Drinking fountain cap comes off, electric plug next to book case not work, door not closing. CR 504: Cracked ceiling tile CR 607: stain spots on carpet, 1 light out Ext South Boys: outside under restroom sign - chaulking needed, slight panel out, privacy dividers stain, paint chipping off ceiling staff lounge: 1 light out, back splash needs chaulking around sink.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	400 Girls RR: ceiling dirty around access panel, 1 toilet seat loose CR 404: Fountain low pressure CR 405: Drinking fountain cap comes off, electric plug next to book case not work, door not closing. CR 501: Drinking fountain cap comes off, ceiling tile stain over sink. CR 502: carpet spots, drinking fountain stays too long. CR 503: fountain handle comes off; spot on carpet CR 603: Ceiling tile stained, drinking fountain not working, bottles not mark CR 606: Leak ceiling tile wet, low pressure drinking fountain. Ext south Girls: Sink need chaulking staff lounge: 1 light out, back splash needs chaulking around sink. Womens RR: 2 toilets seats loose.
Safety: Fire Safety, Hazardous Materials	Good	500 RSP: plug in air freshener CR 603: Ceiling tile stained, drinking fountain not working, bottles not mark CR 608: spots on carpet, plug in air freshener Stretch Office: Floor needs vaccum, electrical panel blocked
Structural: Structural Damage, Roofs	Good	CR 606: Leak ceiling tile wet, low pressure drinking fountain.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 405: Drinking fountain cap comes off, electric plug next to book case not work, door not closing. Playground: playtoy - paint peeling; slide drops more than 12", # 301 on black top, dot hole on crack asphalt
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

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	57.0	58.0	62.0	65.0	48.0	50.0
Math	38.0	37.0	49.0	51.0	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

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.

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	318	304	95.60	58.42
Male	149	140	93.96	55.40
Female	169	164	97.04	60.98
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	283	269	95.05	57.09
White	15	15	100.00	60.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	285	273	95.79	57.35
English Learners	224	210	93.75	54.55
Students with Disabilities	43	38	88.37	21.05
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	318	310	97.48	37.42
Male	149	144	96.64	38.19
Female	169	166	98.22	36.75
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	283	275	97.17	37.45
White	15	15	100	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	285	277	97.19	37.55
English Learners	224	216	96.43	35.65
Students with Disabilities	42	38	90.48	5.26
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: 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. 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 19, 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.3	0.7	1.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
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
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 (non-teaching)	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+		
	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	22	17	21	1	4	2	3		2			
1	22	20	21		3	1	3	1	3			
2	21	23	19	1		4	3	3				
3	21	21	24		2		4	2	3			
4	30	25	28				3	3	3			
5	31	22	21		1	1	3	3	2			
6	28	31	21			1	3	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

Collaborative Conversations and discussions

Social & Emotional topics

Morning Meeting strategies

learning and the brain

mindfulness

Restorative Justice

trauma-informed practices

classroom management

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	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	\$10,847.30	\$3,252.84	\$7,594.46	\$69,385.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-200.0	-10.9
Percent Difference: School Site/ State			-41.3	-15.3

* 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

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. Further, we employ 3 instructional assistants to provide extra classroom support for struggling students.

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.