

# John A. Otis Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	John A. Otis Elementary School
<b>Street</b>	621 E. 18th Street
<b>City, State, Zip</b>	National City, CA 91950
<b>Phone Number</b>	619-336-8800
<b>Principal</b>	Dr. Leticia Segura
<b>Email Address</b>	lsegura@nsd.us
<b>School Website</b>	www.nsd.us
<b>County-District-School (CDS) Code</b>	37-68221-6038756

## 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2021-22 School Overview

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 Elementary 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 Elementary School maintains a safe, orderly environment that provides a pleasant, efficient climate in which current technology reinforces educational goals.

Message from Principal, Leticia Segura

Dear Families,

My name is Dr. 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 and 2021 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 School Site Council Committee, ELAC Committee, 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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	49
Grade 2	61
Grade 3	65
Grade 4	61
Grade 5	60
Grade 6	67
<b>Total Enrollment</b>	<b>431</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5
Male	51.3
Asian	1.6
Black or African American	0.2
Filipino	5.6
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	0.7
White	1.2
English Learners	54.8
Foster Youth	0.7
Homeless	8.4
Socioeconomically Disadvantaged	76.1
Students with Disabilities	7.9

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	08/25/2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance 2018 Benchmark Adelante 2018 American Reading Company 2018	Yes	0%
<b>Mathematics</b>	Houghton-Mifflin-Harcourt California GO MATH! 2015/2016	Yes	0%
<b>Science</b>	McGraw-Hill — (Eng.) CA Science (Span.) CA Ciencias 2008/2009	Yes	0%
<b>History-Social Science</b>	H. M. Harcourt Reflections 2007/2008	Yes	0%
<b>Foreign Language</b>	Benchmark Advanced/Adelante for English Language Development 2020	Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment</b> (grades 9-12)			

## School Facility Conditions and Planned Improvements

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 the 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 16 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, after school homework labs, and a school 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.

### Year and month of the most recent FIT report

8/3/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Multipurpose: Replace flooring Room 4: Flooring need to be replaced, stained Action Taken: Work orders submitted for repairs.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			

## School Facility Conditions and Planned Improvements

	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				
<b>Safety:</b> Fire Safety, Hazardous Materials				
<b>Structural:</b> Structural Damage, Roofs				
			X	Playground: Asphalt repairs need to be made Action Taken: Work order submitted for repair.

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	251	NT	NT	NT	NT
<b>Female</b>	129	NT	NT	NT	NT
<b>Male</b>	121	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	14	NT	NT	NT	NT
<b>Hispanic or Latino</b>	220	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	151	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	34	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	186	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	24	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	251	NT	NT	NT	NT
Female	129	NT	NT	NT	NT
Male	121	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	14	NT	NT	NT	NT
Hispanic or Latino	220	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	151	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	34	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	186	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	418	381	91.1%	8.9%	37.5%
Female	202	187	92.6%	7.4%	44.4%
Male	214	192	89.7%	10.3%	30.7%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	7	7	100%	0%	85.7%

<b>Black or African American</b>	1	1	100%	0%	0%
<b>Filipino</b>	24	24	100%	0%	66.7%
<b>Hispanic or Latino</b>	359	325	90.5%	9.5%	34.8%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100%	0%	0%
<b>Two or More Races</b>	3	3	100%	0%	33.3%
<b>White</b>	6	6	100%	0%	16.7%
<b>English Learners</b>	229	217	94.8%	5.2%	25.8%
<b>Foster Youth</b>	3	3	100%	0%	66.7%
<b>Homeless</b>	35	30	85.7%	14.3%	43.3%
<b>Military</b>	3	3	100%	0%	100%
<b>Socioeconomically Disadvantaged</b>	303	274	90.4%	9.6%	36.5%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	0%
<b>Students with Disabilities</b>	33	29	87.9%	12.1%	17.2%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>iReady Student Groups</b>	<b>iReady Total Enrollment</b>	<b>iReady Number Tested</b>	<b>iReady Percent Tested</b>	<b>iReady Percent Not Tested</b>	<b>iReady Percent At or Above Grade Level</b>
<b>All Students</b>	418	385	92.1%	7.9%	28.8%
<b>Female</b>	202	189	93.6%	6.4%	28.6%
<b>Male</b>	214	194	90.7%	9.3%	28.4%
<b>American Indian or Alaska Native</b>	0	0	0%	0%	0%
<b>Asian</b>	7	7	100%	0%	71.4%
<b>Black or African American</b>	1	1	100%	0%	0%
<b>Filipino</b>	24	22	91.7%	3%	68.2%
<b>Hispanic or Latino</b>	359	331	92.2%	13%	26.6%
<b>Native Hawaiian or Pacific Islander</b>	1	1	100%	0%	0%
<b>Two or More Races</b>	3	3	100%	0%	33.3%
<b>White</b>	6	6	100%	0%	0%
<b>English Learners</b>	229	217	94.8%	5.2%	20.7%
<b>Foster Youth</b>	3	3	100%	0%	33.3%
<b>Homeless</b>	35	31	88.6%	11.4%	29%
<b>Military</b>	3	3	100%	0%	100%
<b>Socioeconomically Disadvantaged</b>	302	278	91.7%	8.3%	27%
<b>Students Receiving Migrant Education Services</b>	0	0	0%	0%	0%

<b>Students with Disabilities</b>	33	29	87.9%	12.1%	20.7%
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	59	NT	NT	NT	NT
<b>Female</b>	27	NT	NT	NT	NT
<b>Male</b>	32	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	50	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	30	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	46	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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 weekly parent newsletter provides our school community updates about school events and information. All families receive an electronic version of our weekly parent newsletter to share announcements, meeting dates, and community resources. In addition, parents receive additional communication via Peachjar and our John Otis marquee. 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 Council Spirit Days

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

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	465	449	118	26.3
Female	230	218	54	24.8
Male	234	230	64	27.8
American Indian or Alaska Native	0	0	0	0.0
Asian	7	7	0	0.0
Black or African American	2	1	1	100.0
Filipino	25	25	3	12.0
Hispanic or Latino	418	405	111	27.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	3	3	1	33.3
White	8	6	1	16.7
English Learners	293	289	73	25.3
Foster Youth	3	3	0	0.0
Homeless	55	46	20	43.5
Socioeconomically Disadvantaged	361	349	106	30.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	40	40	5	12.5

### C. Engagement

#### 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



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.53	0.00	1.58	0.00	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.85	0.78	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

The School Safety Plan was last updated: October. 2021

The plan was reviewed with all staff and during our virtual Professional Development day on October 2021 and with the School Site. Council on October 26, 2021.

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 yearly with staff. 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.

## D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	22	1	2	
2	22		3	
3	21	1	2	
4	32		1	1
5	27		2	
6	33		1	1

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	1	
1	19	2	1	
2	20	1	2	
3	22		3	
4	29		2	
5	33			
6	27		2	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	1	
1	19	1	1	
2	22	1	1	
3	22		3	
4	31		2	
5	30		2	
6	34			1
Other	19	2		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	287.3

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	0
Other	2.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,710	\$377	\$6,333	\$87,423
District	N/A	N/A	\$6,447	\$83,098
Percent Difference - School Site and District	N/A	N/A	-1.8	5.1
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	-28.6	5.9

## 2020-21 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 Funds \$133,892

LCAP Supplemental and Concentration Funds 2020-20221- \$182,578

Total: \$316,470

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,557	\$51,450
<b>Mid-Range Teacher Salary</b>	\$73,699	\$80,263
<b>Highest Teacher Salary</b>	\$106,425	\$101,012
<b>Average Principal Salary (Elementary)</b>	\$136,181	\$128,082
<b>Average Principal Salary (Middle)</b>	\$0	\$132,453
<b>Average Principal Salary (High)</b>	\$0	\$134,792
<b>Superintendent Salary</b>	\$210,492	\$197,968
<b>Percent of Budget for Teacher Salaries</b>	34%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

The selection of focus areas for ongoing professional development (PD) is selected in response to the needs highlighted in our iReady ELA and Math data. The district calendar earmarks full days and early release time for providing site-based professional development to support teachers with ELA & math curriculum, best instructional practices, data analysis to inform instruction, to strengthen our Positive Behavior Intervention and Support (PBIS) practices, and ways for teachers to be excellent discerners of curriculum and materials needed to deliver robust and rigorous lessons. In addition, we have strengthened our Multi-Tiered System of Supports (MTSS) process. Our MTSS leadership team met for three full days this year to analyze school data, school-wide SWIFT FIA data, and establish school-wide goals. PD has been delivered through teacher release days, collaboration days, weekly staff meetings, off-the-clock PD offerings, and individual teacher planning days.

We have four Teachers on Special Assignment (TOSA) that provide coaching support in the area of Language Arts and English Language Development. To support daily, robust and rigorous reading, our district office has adopted the American Reading Company. All teachers continue to receive coaching support on the implementation and best practices used for IRLA assessments, and ARC resources in SchoolPace and ARC Bookshelf. 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, 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 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	26	20	19

# National School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	National School District
<b>Phone Number</b>	(619) 336-7500
<b>Superintendent</b>	Dr. Leighangela Brady
<b>Email Address</b>	lbrady@nsd.us
<b>District Website Address</b>	www.nsd.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2815	2	0.07	99.93	--
<b>Female</b>	1375	0	0.00	100.00	--
<b>Male</b>	1438	2	0.14	99.86	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	47	0	0.00	100.00	--
<b>Black or African American</b>	34	0	0.00	100.00	--
<b>Filipino</b>	219	0	0.00	100.00	--
<b>Hispanic or Latino</b>	2345	1	0.04	99.96	--
<b>Native Hawaiian or Pacific Islander</b>	19	0	0.00	100.00	--
<b>Two or More Races</b>	91	1	1.10	98.90	--
<b>White</b>	58	0	0.00	100.00	--
<b>English Learners</b>	1412	1	0.07	99.93	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	320	0	0.00	100.00	--
<b>Military</b>	13	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	2021	2	0.10	99.90	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	379	2	0.53	99.47	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2815	2	0.07	99.93	--
Female	1375	0	0.00	100.00	--
Male	1438	2	0.14	99.86	--
American Indian or Alaska Native	--	--	--	--	--
Asian	47	0	0.00	100.00	--
Black or African American	34	0	0.00	100.00	--
Filipino	219	0	0.00	100.00	--
Hispanic or Latino	2345	1	0.04	99.96	--
Native Hawaiian or Pacific Islander	19	0	0.00	100.00	--
Two or More Races	91	1	1.10	98.90	--
White	58	0	0.00		--
English Learners	1412	1	0.07	99.93	--
Foster Youth	--	--	--	--	--
Homeless	320	0	0.00	100.00	--
Military	13	0	0.00	100.00	--
Socioeconomically Disadvantaged	2021	2	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	379	2	0.53	99.47	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



