

Otay Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Otay Elementary School
Street	1651 Albany Avenue
City, State, Zip	Chula Vista, CA 91911
Phone Number	(619) 425-4311
Principal	Cristina Quiroga
Email Address	cristina.quiroga@cvesd.org
School Website	https://otay.cvesd.org/
County-District-School (CDS) Code	37-68023-6095038

2023-24 District Contact Information

District Name	Chula Vista Elementary School District
Phone Number	(619) 425-9600
Superintendent	Dr. Eduardo Reyes, Superintendent
Email Address	eduardo.reyes@cvesd.org
District Website	https://www.cvesd.org/

2023-24 School Description and Mission Statement

Description

Otay School is one of 50 elementary schools in the Chula Vista Elementary School District.

Otay's instructional focus is reading. We strive to build: students' reading foundational skills, literacy across content areas and a love of reading, while supporting our English Learners with high impact language strategies. Otay teachers collaborate biweekly while students attend specialty classes in the Visual and Performing Arts (VAPA). Every other week, all students receive 2 hours of Art, Music and PE instruction. To further support students' emotional needs we have a full time Counselor who collaborates with teachers to meet with students and teachers.

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. 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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	76
Grade 1	59
Grade 2	55
Grade 3	77
Grade 4	77
Grade 5	74
Grade 6	77
Total Enrollment	495

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7%
Male	52.3%
American Indian or Alaska Native	0.4%
Asian	0.8%
Black or African American	0.4%
Filipino	3.2%
Hispanic or Latino	90.7%
Two or More Races	1.4%
White	3%
English Learners	50.9%
Foster Youth	1.4%
Homeless	3.4%
Socioeconomically Disadvantaged	81.2%
Students with Disabilities	10.9%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.30	91.06	1227.00	88.68	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	5.10	0.37	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	8.94	31.40	2.27	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.00	1.01	12115.80	4.41
Unknown	0.00	0.00	106.00	7.66	18854.30	6.86
Total Teaching Positions	22.30	100.00	1383.70	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.60	97.64	1266.50	87.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	0.48	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	22.80	1.59	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	2.36	33.90	2.36	11953.10	4.28
Unknown	0.00	0.00	109.80	7.63	15831.90	5.67
Total Teaching Positions	21.10	100.00	1440.10	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.50
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
Mathematics	iReady Math Curriculum - adopted July 2023	Yes	0%
Science	TWIGs Science Curriculum - adopted July 2023	Yes	0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

11/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		400 Girls RR: Ceramic Floors treated as recommended / Work in Progress in restoration process VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. 400 Womens RR: Ceramic Floors treated as recommended / Work in Progress in restoration process VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. Admin Restrooms - Men: Ceramic Floors treated as recommended / Work in Progress in restoration process - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats Admin Restrooms - Women: Ceramic Floors treated as recommended / Work in Progress in restoration process - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats CR 605: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) // Stained and Damage Ceiling tile by the door // First Lamp by Window not working (test to see if it needs bulb replacement) // Kinder 201: VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. Kinder 203: Sagging tile next to projector //VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish. Kinder 204: * Aromatherapy plug in air freshener (2) (fire and safety concern - per district policy items are not allowed) * Unapproved Devices : All appliances shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363.

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			<p>1. Ensure all power strips UL approved surge protectors.</p> <p>2. Discontinue daisy chaining power strips. Plug all surge protected power strips directly into the wall.</p> <p>CFC 604.1.1 * * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) //</p> <p>Floor finish is uneven - looks like they put less coats than required VCT Flooring needs restoring - Pro-strip Ultra heavy duty stripper , needs to be done as many time to remove all finish completely , then neutralized and after apply 4 coats of 2-1 Carefree Finish.</p> <p>Library: * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.</p> <p>Lounge: Stained Ceiling tile (Hallway)</p> <p>MPR Boys RR: Ceramic Floors treated as recommended / Work in Progress in restoration process - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats</p> <p>MPR Girls RR: Ceramic Floors treated as recommended / Work in Progress in restoration process - * Ceramic Floor cleaning recommended (Deep scrub with Pro-strip Ultra Heavy Duty Stripper (Waxie/Diversey) and sealed with 2 in one Carefree finish 3 coats</p> <p>Work room: Stained Ceiling tile (Cubbies Wall))</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>300 Custodian: Dirty // * General cleaning recommended</p> <p>801 CR: Cleaning detail missing // room still needs more work // All floors need more restoration work</p> <p>802 CR: Cleaning detail missing // room still needs more work // All floors need more restoration work</p> <p>803 CR: Cleaning detail missing // room still needs more work // All floors need more restoration work</p> <p>804 CR: Cleaning detail missing // room still needs more work // All floors need more restoration work</p> <p>805 CR: Cleaning detail missing // room still needs more work // All floors need more restoration work</p> <p>805 Mechanical Closet: Cleaning detail missing // room still needs more work // All floors need more restoration work</p> <p>Admin: Cleaning detail missing // room still needs more work // Windows seals are degraded and need to be replaced (work order needed) //All floors need more restoration work</p>

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			<p>Boys RR: Cleaning detail missing // room still needs more work // All floors need more restoration work</p> <p>Girls RR: Cleaning detail missing // room still needs more work // All floors need more restoration work</p> <p>Lunch Arbor /Shelter: * Concrete needs to be scrubbed and sealed</p> <p>Main Elec Rm: * Electrical Panels Clearance under 36 inches (panels partially blocked or obstructed) Provide Clearance for Electrical Panel</p> <p>A clear and unobstructed means of access with a minimum width of 30 inches, 36 inches in depth and a minimum height of 78 inches shall be maintained from the operating face of the panel to an aisle or corridor. Remove obstructions from the front and around the panel.</p> <ol style="list-style-type: none"> 1. Maintain 36" clearance around electrical panels. 2. Remove all combustible items from Electrical room. <p>CFC Section 604.3 // Used as a storage area (safety Hazard) // * Needs general cleaning</p> <p>Otay Annex - School Readiness: *** Alarm panel not working - Reported several times and still does not activates de alarm // Cleaning detail missing // room still needs more work</p> <p>Otay Annex Elec. Rm: Cleaning detail missing // room still needs more work // All floors need more restoration work</p> <p>Stretch Office: Needs to be deep cleaned and declutter // There are roaches in the room (moving to Kitchen) * The carpet is heavily stained and saturated with cleaning agent and need reconditioning. It is recommended that is extracted just with hot water as many times as necessary to eliminate chemical saturation (no foam should be seen in the extracting machine), allow to dry. Second Face is to dry foam-stained areas and remove dirtiness from carpet. The third step will be to pretreat carpet with heavy duty prepay in a dilution 12oz. - 1 gal. and come behind with the extractor just with plain water to remove chemical and left dirt.</p>
Electrical	X		<p>CR 503: Loose data ports in data rail // door stop missing in the wall connecting with 504</p> <p>CR 605: * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, etc. in use (fire and safety concern - per district policy items are not allowed) // Stained and Damage Ceiling tile by the door // First Lamp by Window not working (test to see if it needs bulb replacement) //</p> <p>Otay Annex - School Readiness: *** Alarm panel not working - Reported several times and still does not activates de alarm // Cleaning detail missing // room still needs more work</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials		X	<p>300 Tech Office: Needs general Cleaning and declutter // *** Fire Extinguisher Missing Locate Fire Extinguisher Fire Extinguishers shall be installed so that the top of the extinguisher is no higher than 5 feet</p>

(3.5 feet if weighing more than 40lbs) and the clearance between the finished floor to the bottom of the extinguisher is a minimum of 4 inches. Unless installed in dedicated cabinets, fire extinguishers shall be installed/mounted on supplied brackets. CFC Section 906.9; section 906.7 and CCR, Title 19 Re-mount fire extinguisher in accordance with correct height maximums. CR 302: Storage Above the cabinets (fire Safety) Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 // * Household wipes, insecticides, disinfecting sprays, spray paints and cleaning products (no MSDS present on site - health hazard) CR 303: Storage Above the cabinets (fire Safety) Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 // * Hanging cable/string/wire/yarn across windows or classroom (if across window 6-12 inches away from blind slats are needed) Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 304: Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other

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decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.

Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4.

Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.

Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 305:

Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2.

Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached” (CFC, Section 807.5.2.3) 3.

Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7.

Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See <https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title> 19 Div. 1, Section 3.08 CR 306:

Storage Above the cabinets (fire Safety) Ceiling clearance Storage shall be maintained a minimum of 24 inches below the ceiling in non-sprinklered buildings and 18 inches below sprinkler deflectors in sprinklered buildings. Multiple storage rooms noted to have storage above 24 inches from ceiling. Remove or

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			<p>reduce storage to not impede the 24 inches below the ceiling. This shall be enforced throughout the campus. CFC Section 315.3.1 CR 401: Drape // * Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A LICENSED CSFM APPROVED APPLICATOR with a flame retardant and A CERTIFICATE WITH A CSFM SEAL IS REQUIRED. 1. All decorative materials, all drapes, hanging curtains, drops, and all other decorative material, shall be non-flammable material or be treated. (CFC Title 19, Div. 1, Section 1273.1) 2. Artwork and teaching materials shall be limited on walls of classrooms to not more than 50 percent of the specific wall area to which they are attached" (CFC, Section 807.5.2.3) 3. Artwork and teaching materials shall be limited on walls of classrooms (no windows) 4. Removing all items hanging from ceilings, provide certificate with CSFM for light filter coverings. 5. Multiple classrooms found to have bulletin boards and decorative material not provided by the district. Provide documentation that drapes, and decorations are flame resistant. This shall be enforced in all classrooms. 6. Remove Christmas lights. 7. Fabric on walls - Untreated fabric on walls (proof of fire-retardant treatment) 8. Any type of non-school furniture CFC, Section 807.5.2.3 See https://osfm.fire.ca.gov/divisions/fire-engineering-and-investigations/flame-retardant-chemicals-and-fabrics/Title 19 Div. 1, Section 3.08 CR 405: * String of Lights and Seasonal decorations (fire and safety concern - per district policy items are not allowed) Decorative Material In Educational occupancies all drapes, hanging curtains, drops, and all other decorative material, including x-mas trees, shall be non-flammable material or be treated by A</p>
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Admin: Cleaning detail missing // room still needs more work // Windows seals are degraded and need to be repalce (work order needed) //All floors need more restoration work CR 503: Loose data ports in data rail // door stop missing in the wall connecting with 504 Kitchen: Door sweep needed in the entry door from the loading dock</p>

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).

College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	38	32	54	53	47	46
Mathematics (grades 3-8 and 11)	25	26	41	43	33	34

2022-23 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	302	297	98.34	1.66	32.32
Female	150	145	96.67	3.33	32.41
Male	152	152	100.00	0.00	32.24
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	279	274	98.21	1.79	31.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	138	134	97.10	2.90	10.45
Foster Youth	--	--	--	--	--
Homeless	15	14	93.33	6.67	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	242	238	98.35	1.65	30.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	42	100.00	0.00	19.05

2022-23 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	301	300	99.67	0.33	26.00
Female	150	149	99.33	0.67	17.45
Male	151	151	100.00	0.00	34.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	278	277	99.64	0.36	24.91
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	138	138	100.00	0.00	13.77
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	241	240	99.59	0.41	24.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	42	100.00	0.00	16.67

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	16.18	24.66	36.97	34.95	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	74	73	98.65	1.35	24.66
Female	30	29	96.67	3.33	10.34
Male	44	44	100.00	0.00	34.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	70	69	98.57	1.43	26.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	34	34	100.00	0.00	5.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	58	98.31	1.69	24.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	15.38

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90.41%	90.41%	91.78%	86.30%	89.04%

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.

2023-24 Opportunities for Parental Involvement

Contact person: Principal Cristina Quiroga
Contact Person Phone Number: 619-425-4311

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

We believe that parents and members of the community are an integral part of our school success. Parent Volunteers are being welcomed back for the first time since the pandemic. Our Parent Volunteer Center provides a unique way for parents to help meet the needs of our students and school. Otay parents also serve as members of the School Site Council, ELAC, DAC/DELAC, PTO, as members of IEP teams, and in our Positive Behavior Committees. Parents and community members worked collaboratively with Otay staff to create a Vision and Mission Statement. They are an integral part in planning school activities.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	560	544	195	35.8
Female	267	259	81	31.3
Male	293	285	114	40.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	6	6	1	16.7
Black or African American	4	3	2	66.7
Filipino	17	16	0	0.0
Hispanic or Latino	502	489	184	37.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	12	12	2	16.7
White	17	16	6	37.5
English Learners	282	275	109	39.6
Foster Youth	8	7	1	14.3
Homeless	37	37	20	54.1
Socioeconomically Disadvantaged	459	448	161	35.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	76	35	46.1

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.37	3.21	0.02	0.68	1.16	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.21	0
Female	2.62	0
Male	3.75	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.39	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	2.84	0
Foster Youth	0	0
Homeless	5.41	0
Socioeconomically Disadvantaged	3.7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.95	0

2023-24 School Safety Plan

Student safety and well being is promoted by activities including emergency and earthquake preparedness drills, bus evacuation drills, playground supervision, Social and Emotional Learning, Safety Patrol, drug and alcohol abuse prevention education programs, child abuse awareness, and bullying prevention. The School Site Council approved the School Safety Plan on December 14, 2023. A public copy of the Safety Plan is available in the main office. Our school safety committee meets quarterly to review the Safety Plan, and we discuss the plan in our School Site Council as well.

Students are supervised before school and during lunch recess by yard supervisors. The traffic patterns are monitored by the administration and classified staff, and assisted by the Chula Vista Police Department as necessary. During the school day, the school perimeter is secured so that all visitors must enter and egress through the main office. Gates open at 7:15 am, are locked by 8:05 am and unlocked for dismissal at 2:20 pm. Otay uses the Raptor visitor management system to check-in all visitors to our campus, and visitors must wear a badge that identifies them for the duration of their visit.

Our Safety Plan goals for the year include:

Ensuring that every student at Otay feels safe, welcomed, and acknowledged on campus, by: fully implementing Positive Behavior Intervention Supports (PBIS) Tier I and Tier II to address and respond to our student's behavioral needs; practicing daily Social Emotional Learning (SEL) to promote students' self-awareness, self-management, social-awareness, relationship, and responsible decision-making skills; and improve student attitudes and beliefs about self, others, and school; Implementing Culturally Responsive Teaching practices; and Increasing the quantity and quality of supervision of students at recess and lunch.

Maintaining a safe and secure school campus throughout the school day; ensuring safe ingress and egress to campus at arrival and dismissal, providing staff training on our school's Comprehensive Safety Plan and their roles during Emergency Situations, and following COVID 19 guidelines in order to reduce and prevent the spread of COVID.

The Board of Education approval date for the CSSP is January 17, 2024.

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.

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	20	2		
1	23		3	
2	19	3	1	
3	14	4	1	
4	22	1	2	
5	16	3	2	
6	44	1		2

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	26		2	
1	25		2	
2	17	3	1	
3	14	4	1	
4	23	1	2	
5	22	1	2	
6	20	1	3	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	3	1	0
1	20	3	0	0
2	18	3	0	0
3	34	1	0	3
4	43	0	1	2
5	49	0	0	3
6	51	0	0	3
Other	0	0	0	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1.4
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	14,860.78	5,755.88	9,104.90	80,688
District	N/A	N/A	8,864.49	\$87,887
Percent Difference - School Site and District	N/A	N/A	2.7	-5.8
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	32.0	-7.8

Fiscal Year 2022-23 Types of Services Funded

The site supports a Full Time day Counselor to provide Social Emotional and Counseling Support to students. Students meet with the counselor one on one or in groups, and she provides training to staff and supporting students well-being,

In the Visual and Performing Arts, Otay has 1 full time Music teacher, a half time Art Teacher and and a half time PE Teacher. This gives teachers a biweekly opportunity to collaborate, ensures students receive biweekly arts enrichment, and 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.

Otay has three part-time Instructional Assistants who support primary grade students with reading foundational skills in small groups, and we have a full time English Learner Instructional Assistant who specifically supports our English Learners.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	\$54,003	\$54,215
Mid-Range Teacher Salary	\$81,474	\$86,843
Highest Teacher Salary	\$108,524	\$111,440
Average Principal Salary (Elementary)	\$147,193	\$140,851
Average Principal Salary (Middle)	\$0	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$270,400	\$252,466
Percent of Budget for Teacher Salaries	36.2%	33.16%
Percent of Budget for Administrative Salaries	4.69%	5.15%

Professional Development

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 Plan for Student Achievement. Staff development topics over the last 3 years include but is not limited to:

Professional Development on CCSS in ELA, Math, and Writing
 Balanced Literacy
 Small group instruction, focus on Guided Reading
 Close Reading with annotation
 Accountable Talk with Text Dependent Questions
 GLAD strategies
 Reading Comprehension
 Gradual Release of Responsibility- The Focus Lesson, Guided Instruction, and Collaborative Group Work
 Integrated ELD and Designated ELD
 3-reads Math strategy
 Conceptual Math and Algebraic thinking
 Writers' Workshop
 Collaborative Conversations and discussions

Social & Emotional topics
 MTSS (Multi Tiered Systems of Support)
 Positive Behavior Intervention Strategies (PBIS)
 School-wide Behavior Expectations
 Morning Meeting strategies
 Learning and the brain
 Mindfulness
 Restorative Practice
 Trauma-informed practices
 Classroom management
 Social Justice, equity and anti-racist education
 Supporting LGBTQ+ students

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	6