

Old Town Academy K-8 Charter School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Old Town Academy K-8 Charter
Street	2120 San Diego Ave.
City, State, Zip	San Diego, CA 92110-2901
Phone Number	(619) 574-6225
Principal	Jon Centofranchi
E-mail Address	jcentofranchi@oldtownacademy.org
Web Site	www.oldtownacademy.org
CDS Code	37 68338 0123778

District Contact Information	
District Name	Old Town Academy K-8 Charter
Phone Number	(619) 574-6225
Superintendent	Jon Centofranchi
E-mail Address	info@oldtownacademy.org
Web Site	www.oldtownacademy.org

School Description and Mission Statement (School Year 2017-18)

Old Town Academy (OTA) is located in the heart of historic Old Town. OTA is a K–8 public charter school that began operations during the 2011–12 school year. OTA has one class per grade level, and maximum class size is 30 students, for a total capacity of 270 students. The school employs nine classroom teachers, one STEM teacher, one physical education teacher, one Education Specialist, one Spanish teacher, one music teacher, four instructional assistants, and an art consultant. The principal and office manager comprise the administration, in addition to two staff members serving as administrative designees. The curriculum is built around a combination of Core Knowledge, Project-Based Learning, and Digital Literacy and is aligned with Common Core State Standards. Students are prepared with both the world-class core learning skills and the active learning habits of mind they will need to survive and thrive in high school and in twenty-first century society. The Old Town Academy program reinforces that students, when challenged and given the appropriate resources, can excel to the very highest standards. OTA’s mission is to graduate students who can compete anywhere in the world—surviving, and thriving, in the global economy with confidence, creativity, and competence. The school motto is: “Excellence and equity for all students.”

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	28
Grade 1	30
Grade 2	30
Grade 3	29
Grade 4	30
Grade 5	29
Grade 6	27
Grade 7	25
Grade 8	28
Total Enrollment	256

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0
Asian	5.9
Filipino	0.8
Hispanic or Latino	11.3
Native Hawaiian or Pacific Islander	0.4
White	67.2
Two or More Races	7.8
Socioeconomically Disadvantaged	10.5
English Learners	5.5
Students with Disabilities	10.2
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	12	12	13	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Core Knowledge Language Arts 2015-2016		
Mathematics	Envision Math 2016-2017 Engage New York Math 2015-2016 Holt-McDougal Pre-Algebra, Algebra 2015-2016		
Science	Next Generation Science Standards (NGSS) 2015-2016 Science K–5 Full Option Science System (FOSS), Delta Education Science 6-8 California Focus on Earth Science, Pearson Prentice Hall		
History-Social Science	History–Social Science K–5 California Reflections, Harcourt School Publishers 2014 History–Social Science 6 Holt CA Social Studies: World History Ancient Civilizations, Holt Rinehart and Winston 2014		
Foreign Language	Holt-McDougal Avancemos 2015-2016		

School Facility Conditions and Planned Improvements (Most Recent Year)

Old Town Academy selected this facility specifically because of its conduciveness to our mission of providing engaging learning for all of our students. Each classroom has desktop iMac computers, in addition to the students in 3rd-8th grade having their own Chromebook. Kindergarten to 2nd grade students have access to two full carts of iPads. All of our classrooms and labs have ample room for the number of students assigned to those areas at any given time. All of our learning environments are carpeted, and each classroom and lab has its own thermostat, so heat or air conditioning is available as necessary. Kindergarten has their own patio play area, while students in grades 1 through 8 have recess on the astroturf field or on the blacktop volleyball, four-square, kickball, and basketball courts. The school has an enclosed central atrium with a garden and large ficus, which provides students and teachers a place for outdoor work and lets sunlight into all classrooms. A separate Media Center serves all grades K–8, and grades 4–8 have access to the STEM Lab. In addition, a Music Lab serves all students in providing piano, violin, ukulele, choir, and guitar instruction. Old Town Academy employs a full-time day custodian, everyday. Twice a week, a night crew cleans the entire campus at a more detailed level. All bathrooms are cleaned and supplies replenished daily. All trash and recycling receptacles are emptied and placed in garage dumpsters daily. Kindergarten and 1st grade classrooms are vacuumed daily, and other classes as needed. Every classroom is vacuumed twice a week by the night crew. The courtyard and stairwells are swept daily. Other services, including maintenance and repairs, are provided as requested by our staff.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report:				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	72	66	54	53	48	48
Mathematics (grades 3-8 and 11)	66	67	42	43	36	37

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	169	167	98.82	66.47
Male	80	78	97.5	58.97
Female	89	89	100	73.03
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	23	100	60.87
White	113	111	98.23	69.37
Two or More Races	12	12	100	66.67
Socioeconomically Disadvantaged	24	24	100	41.67
English Learners	--	--	--	--
Students with Disabilities	23	21	91.3	33.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	169	167	98.82	67.07
Male	80	78	97.5	69.23
Female	89	89	100	65.17
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	23	100	52.17
White	113	111	98.23	68.47
Two or More Races	12	12	100	75
Socioeconomically Disadvantaged	24	24	100	50
English Learners	--	--	--	--
Students with Disabilities	23	21	91.3	57.14

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	80	72	65	59	60	56

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

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

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

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.5	44.1	17.6
7	7.1	39.3	39.3

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at OTA, including: governance committees, special events, fundraising events, parent organizations, student events, teacher appreciation luncheons, and in classrooms, and presentations of learning/projects. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home. We are committed to engaging parents as partners in their children's education. We encourage student independence in the classroom, but welcome parents to help coach students in our music and math labs, in reading groups, and in seminars. After completing the required background check procedures, parents are invited to offer their time, talents, and strengths in every aspect of the students' education, including opportunities in the classroom, labs, and seminar. Parents are encouraged to get involved in the OTA Parent Foundation, a parent-led board that facilitates parent involvement, coordinates volunteers, and helps to support our annual fundraising events. If you want to get involved, please contact the OTA Parent Foundation President at president@otafoundation.org

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.78	0.75	0.39	3.68	3.37	3.35	3.79	3.65	3.65
Expulsions	0	0	0	0.06	0.05	0.05	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

Campus safety is our school's top priority. The administration, teachers, support staff, parents, students, school police services, and community organizations work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual emergency response plan that is updated annually and posted on the school's website. School staff members participate in regular emergency-preparedness drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes. Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance. In addition, OTA is an accredited Heart Safe School, and provides CPR awareness and training for all students(K-8). We also conduct 3-4 cardiac emergencies drills per year. Old Town Academy is a secure school. The entrance is accessible only by contacting the school office through a coded keypad located outside the front door. Cameras on a live feed are situated throughout the facility. One live camera is always focused on the front door, so visitors must not only describe the nature of their visit by telephone, but are also visible on camera, and may gain entry only if allowed. All visitors and volunteers must present identification, to be scanned in the school office. The scanning system is connected to the Department of Justice, and assures all visitors are safe to be on campus. The athletic field located at the north end of the facility is fully enclosed by locked gates. At 7:40 a.m., the gates are unlocked and manned by staff members. Students enter on foot through a walk-in gate located on San Diego Avenue. The majority of our students are dropped off via our drive-through gates, where staff members assist them out of their vehicles and onto the field, where they are supervised until instruction begins at 8:00 a.m. At this time, all gates are locked and the door from the field to the facility is secured. The same procedure occurs at 3:00 p.m. for student pick-up.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	144
Percent of Schools Currently in Program Improvement	N/A	74.2

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29		1		28		1		28		1	
1	28		1		29		1		30		1	
2	28		1		30		1		30		1	
3	27		1		29		1		29		1	
4	28		1		29		1		30		1	
5	30		1		25		1		29		1	
6	30		1		28		1		27		1	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	N/A
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist	1.0	N/A
Other	0.0	N/A

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

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site				\$51,891
District	N/A	N/A		\$76,603
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A		

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

Types of Services Funded (Fiscal Year 2016-17)

The school's general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,337	\$47,808
Mid-Range Teacher Salary	\$67,371	\$73,555
Highest Teacher Salary	\$91,571	\$95,850
Average Principal Salary (Elementary)	\$126,695	\$120,448
Average Principal Salary (Middle)	\$129,317	\$125,592
Average Principal Salary (High)	\$143,347	\$138,175
Superintendent Salary	\$267,334	\$264,457
Percent of Budget for Teacher Salaries	37%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

The administration and staff has set a high priority on professional development, with the goal of providing targeted professional development to build capacity and knowledge to support student learning and academic success. The administration and Leadership Team collaborate to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners. In addition to professional development, the principal identifies a schoolwide focus each year for professional development and also determines areas of individual need. Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. The principal also receives the ongoing training needed to be a professional site manager. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.