

# Otis Elementary School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

### Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

### Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

## 2024-25 School Contact Information

<b>School Name</b>	Otis Elementary School
<b>Street</b>	3010 Fillmore Ave
<b>City, State, Zip</b>	Alameda, CA 94501
<b>Phone Number</b>	(510) 748-4013
<b>Principal</b>	Brian Dodson
<b>Email Address</b>	bdodson@alamedaunified.org
<b>School Website</b>	<a href="https://otis.alamedaunified.org/">https://otis.alamedaunified.org/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	01 61119 6090021

## 2024-25 District Contact Information

<b>District Name</b>	Alameda Unified School District
<b>Phone Number</b>	(510) 337-7000
<b>Superintendent</b>	Pasquale Scuderi
<b>Email Address</b>	pscuderi@alamedaunified.org
<b>District Website</b>	<a href="https://www.alamedaunified.org">https://www.alamedaunified.org</a>

## 2024-25 School Description and Mission Statement

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make meaningful, positive impact in their lives, the lives of others, and the world around them. Alameda Unified School District is committed to upholding our community's core values of equity and excellence for every student by providing inclusive and safe conditions for learning that challenge and support every student to be culturally competent and prepared for college, career, and community participation.

Principal's Message: Otis Elementary School is a very special place. We are a community where everyone is welcome and

## 2024-25 School Description and Mission Statement

everyone plays an important role in maintaining our strong and supportive environment. Our students receive high quality and rigorous instruction in a nurturing atmosphere. Our families are recognized for their partnership and the role that they play in not only their children's success, but in success for all. Otis teachers believe in the power of education and see the potential in all children. Our support staff are active participants in the fostering of our happy school community. We are a proud PBIS school, and we LOVE owls!

**Mission:** Otis Elementary School provides a joyful, holistic, and rigorous educational experience that fosters enthusiasm for learning, encourages a growth mindset, and nurtures both cognitive and socio-emotional development of all students. The school recognizes and supports diverse learning styles, emphasizes personal and social responsibility, and encourages leadership and self-advocacy.

**Vision:** The students at Otis Elementary will emerge as empathetic, resilient, independent, socially conscious learners, who acquire the 21st century skills of creativity, collaboration, communication, critical thinking and problem-solving.

**About our school:** Otis Elementary is a Kindergarten through Fifth grade school serving 567 students and their families. We are located in Alameda California where the student/family population reflects the diversity of the larger community. Children are seen and celebrated as individuals, therefore a holistic approach is taken to teaching and learning. Otis offers a rigorous and enriching program. Students have access to the latest technology so that they develop 21st century learning skills. Art, science, community-building, and social emotional development are tethered to all we do.

The Otis culture is welcoming and embracing to all families regardless of life circumstance, family structure, or culture. School staff work in partnership with families to ensure that children remain on a trajectory to meet their full potential. In addition, families are seen as key stakeholders, and are instrumental in the decision making process. Family committees include the PTA, SSC, ELAC, and the Equity and Inclusion Committee. There are many opportunities to volunteer throughout the school and in the classroom, as well as community and culture-building events.

Otis teachers are highly qualified, creative, and devoted to their students and their practice. We see ourselves as lifelong learners and remain engaged in the latest research regarding child development and best instructional practices.

Otis is an equity-centered school where we are committed to strategic allocation of resources, individualized instruction, and physical and emotional safety for all.

We are a Positive Behavior Intervention School, receiving Platinum Status by the California PBIS Coalition.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	77
Grade 2	76
Grade 3	98
Grade 4	99
Grade 5	99
<b>Total Enrollment</b>	<b>524</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
Asian	17.7
Black or African American	1.7
Filipino	2.5
Hispanic or Latino	12.4
Two or More Races	18.1
White	41.6
English Learners	4.8
Foster Youth	0.2
Homeless	0.4
Socioeconomically Disadvantaged	24.2
Students with Disabilities	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.00	91.99	448.70	83.21	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	9.40	1.75	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.16	48.90	9.07	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.50	4.81	17.80	3.32	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	14.20	2.64	18854.30	6.86
<b>Total Teaching Positions</b>	31.60	100.00	539.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.30	93.62	432.20	83.39	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	3.19	9.90	1.93	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	3.19	37.10	7.17	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.80	2.48	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	26.00	5.03	15831.90	5.67
<b>Total Teaching Positions</b>	31.30	100.00	518.40	100.00	279044.80	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.50	81.18	398.80	82.08	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	3.00	11.29	8.20	1.69	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	7.53	29.80	6.14	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	15.50	3.20	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	33.40	6.89	14303.80	5.15
<b>Total Teaching Positions</b>	26.50	100.00	485.80	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	1.00	0.00	2
<b>Misassignments</b>	0.00	1.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	1.00	1.00	2

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0.00	0
<b>Local Assignment Options</b>	0.50	0.00	0
<b>Total Out-of-Field Teachers</b>	1.50	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	4.3	0
<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)	2.20	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
<b>Mathematics</b>	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
<b>Science</b>	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	0
<b>History-Social Science</b>	Elementary Social Studies, InquirED, Digital (2023) (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	Yes	0
<b>Foreign Language</b>	N/A	Yes	0
<b>Health</b>	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program.	Yes	0
<b>Visual and Performing Arts</b>	We use the VAPA standards to guide our arts programming.	No	0

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

## School Facility Conditions and Planned Improvements

Otis Elementary was built in 1952 on a 2.72 acres. The Building A, B, C were constructed together. Building D was built in 1956. Building 300 was built in 2018. The new restrooms were built in 2019. The school is next to Krusi Park which serves as part of the play field. The school has a new fence installed in 2019. The school is fairly clean.

Year and month of the most recent FIT report

8/13/2024

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			119: Floor missing a tile
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			113: Soap dispenser needs to be replaced. 331: Faucet not working. Elevator door not working.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			331: Faucet not working. Elevator door not working. 332: Emergency light needs to be repaired.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			102B: Door not closing. 110: Door not closing. 225: Door not closing. Multiple Purpose: Graffiti on lunch tables.

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	68	74	63	64	46	47
<b>Mathematics</b> (grades 3-8 and 11)	67	79	54	54	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	295	289	97.97	2.03	73.70
Female	144	143	99.31	0.69	77.62
Male	151	146	96.69	3.31	69.86
American Indian or Alaska Native	0	0	0	0	0
Asian	57	57	100.00	0.00	80.70
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	32	88.89	11.11	46.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	68	68	100.00	0.00	76.47
White	124	122	98.39	1.61	77.87
English Learners	16	14	87.50	12.50	35.71
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	81	79	97.53	2.47	63.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	38	95.00	5.00	26.32

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	295	289	97.97	2.03	78.55
<b>Female</b>	144	143	99.31	0.69	77.62
<b>Male</b>	151	146	96.69	3.31	79.45
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	57	57	100.00	0.00	82.46
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	36	32	88.89	11.11	68.75
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	68	68	100.00	0.00	80.88
<b>White</b>	124	122	98.39	1.61	78.69
<b>English Learners</b>	16	14	87.50	12.50	57.14
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	81	79	97.53	2.47	63.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	40	38	95.00	5.00	44.74

## 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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	63.16	66.33	51.49	53.22	30.29	30.73

## 2023-24 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
<b>All Students</b>	100	98	98.00	2.00	66.33
<b>Female</b>	45	45	100.00	0.00	62.22
<b>Male</b>	55	53	96.36	3.64	69.81
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	17	17	100.00	0.00	52.94
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	11	10	90.91	9.09	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	26	26	100.00	0.00	65.38
<b>White</b>	41	40	97.56	2.44	80.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	27	26	96.30	3.70	53.85
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	15	93.75	6.25	40.00

## 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.

#### 2023-24 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 requires only participation results 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	92.0%	96.0%	98.0%	97.0%	98.0%

## 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.

#### 2024-25 Opportunities for Parental Involvement

AUSD Schools greatly benefit from supportive parents, guardians and community members who get involved in a variety of activities. We believe in partnering with our families to create the best school for our students. Families have many opportunities to partner with the school based on parents' schedules and interests. We also partner with our local Community Based Organizations and especially our school's Parent Teacher Association (PTA).

We encourage participation in all aspects of the school's program. Here are activities that parents, guardians and community members can engage in throughout the year:

- Volunteering as a Room Parent
- Field Trip Chaperones
- Noon Supervisors

All parent input in decision-making is welcome through the following committees at a school site:

- School Site Council (SSC)
- English Language Advisory Committee (ELAC)

Parent input at a district level can happen at, but not limited to:

- Equity Round Tables
- Alameda Mosaic
- Alcance/Latino Achievement Round Table
- Asian and Pacific Islander Round Table
- LGBTQ Round Table
- District English Language Advisory Committee

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	540	531	37	7.0
Female	262	259	20	7.7
Male	278	272	17	6.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	99	97	1	1.0
Black or African American	--	--	--	--
Filipino	13	13	1	7.7
Hispanic or Latino	71	68	7	10.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	97	95	6	6.3
White	220	219	19	8.7
English Learners	36	33	2	6.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	144	138	19	13.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	60	59	4	6.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.17	0.18	0.56	1.76	2.71	2.42	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0.00
Female	0.00	0.00
Male	1.08	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.36	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.33	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 School Safety Plan

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed and yearly approved by School Site Council and the Board of Education. Each year the school sets goals for the school to continually improve in three areas: School Climate (students, parents, and programs), Emergency Preparedness (disasters and crisis),



## 2024-25 School Safety Plan

and School Environment (facilities and campus). The plan addresses various safety issues, including creating procedures that detect and prevent social-emotional barriers/challenges, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held two times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training yearly.

To ensure safety of student; Teachers, staff and administrators supervise students on campus from bell to bell. Our school is a majority closed campus, and permission is always required to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must always wear the proper identification badge.

## 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.

### 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	32		2	1
1	24		4	
2	19	1	4	
3	24		4	
4	32		3	
5	23	1	4	

### 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	39		1	2
1	25		3	
2	25		4	
3	25		4	
4	43		2	1
5	32		3	
Other	3	2		

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	25		3	
1	25		3	
2	25		3	
3	23		4	
4	32		3	
5	32		3	
Other	7	2		

## 2023-24 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

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
<b>School Site</b>	\$17,665.96	\$7,613.32	\$10,052.64	\$89,100.75
<b>District</b>	N/A	N/A	\$10,628.33	\$93,934
<b>Percent Difference - School Site and District</b>	N/A	N/A	-5.6	-5.3
<b>State</b>	N/A	N/A	\$10,771	\$94,694
<b>Percent Difference - School Site and State</b>	N/A	N/A	-6.9	-6.1

## Fiscal Year 2023-24 Types of Services Funded

AUSD Schools are primarily funded by the Local Control Funding Formula (LCFF). These funds are applied toward the cost of salaries, benefits, energy, supplies, technology, training, and all other aspects of school operations. The Alameda Unified School District also receives federal, special education, and other state funding. Our school utilizes funding to provide:

- Response To Intervention (RTI) Universal Blocking
- 1:1 Devices (1st – 12th)
- Targeted supports for servicing students
- Continuous Staff Development
- Social Emotional Supports for all students
- Coordination of Services (COST)
- Positive Behavior Intervention Systems
- Music and Library at the Elementary level
- Electives at the Secondary level

The school also receives additional support from local community partners including the Parent Teacher Association (PTA), Alameda Educational Foundation, and various organizations, businesses, and community groups.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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>	\$63,770	\$58,855
<b>Mid-Range Teacher Salary</b>	\$89,417	\$92,519
<b>Highest Teacher Salary</b>	\$116,748	\$114,665
<b>Average Principal Salary (Elementary)</b>	\$136,238	\$142,791
<b>Average Principal Salary (Middle)</b>	\$164,600	\$151,078
<b>Average Principal Salary (High)</b>	\$163,726	\$167,094
<b>Superintendent Salary</b>	\$293,891	\$281,086
<b>Percent of Budget for Teacher Salaries</b>	31.08	30.99
<b>Percent of Budget for Administrative Salaries</b>	6.39	5.37

## Professional Development

Equity is a priority at Otis, and our professional development reflects this. We are currently working to deepen our knowledge of culturally and linguistically responsive practices. During vertical and horizontal collaboration we focus on dismantling barriers that lead to disproportionate outcomes for students of color and English learner. Our goal is that all students, regardless of race, language, or zip code have the essential literacy skills to become fluent readers and critical thinkers. Thus we are looking at literacy practices, how we teach reading fundamentals, and asking ourselves if the books we chose represent the experiences of all of our students and families. We are also deeply committed to closing the equity gap for our English Learners and have been engaging in PD surrounding the quantity and quality of student discourse happening in the classroom.

We have also been focused on the rollout and implementation of our Rtl (response to Intervention) block schedule which allows targeted and explicit intervention to happen for students who need the additional support without having them miss core instruction. Teachers have been meeting weekly to review student data and establish plans and goals for supporting these students in their Rtl groups.

Finally, student academic discourse continues to be at the center of all things that we do. Reviewing walkthrough data focused on the quantity and quality of student discourse observed in the classrooms is guiding the professional development designed by our Site Leadership Team.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4