Otis Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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/.

2025-26 School Contact Information

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

2025-26 District Contact Information

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

2025-26 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 everyone plays an important role in maintaining our strong and supportive environment. Our students receive high quality and

2025-26 School Description and Mission Statement

rigorous instruction in a nurturing atmosphere. Our teachers are deeply engaged in practices that elevate student voice, build discourse routines, and ensure that every child's ideas are seen, heard, and valued. Through culturally responsive teaching and learning, students are empowered to bring their full identities into the classroom, engage in meaningful dialogue, and learn from one another. 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 joyful and inclusive 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, voice, and self-advocacy through authentic discourse and reflection.

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. Students will develop the confidence to share their thinking, listen actively, and engage in productive dialogue that builds understanding across perspectives.

About our school: Otis Elementary is a Kindergarten through Fifth grade school serving 584 students and their families. We are located in Alameda, California, where the student and 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 that emphasizes culturally and linguistically responsive teaching. Students have access to the latest technology so that they develop 21st century learning skills. Art, science, student discourse, 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, culturally responsive teaching, and high-impact instructional practices that promote equitable participation and academic discourse.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	48
Kindergarten	99
Grade 1	74
Grade 2	78
Grade 3	75
Grade 4	98
Grade 5	97
Total Enrollment	569

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.7
Non-Binary	0.2
Asian	20
Black or African American	1.2
Filipino	2.8
Hispanic or Latino	12.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	17.6
White	40.4
English Learners	6.2
Foster Youth	0.4
Socioeconomically Disadvantaged	22.5
Students with Disabilities	8.3

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.

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)	29.3	93.62	432.2	83.39	234405.2	84
Intern Credential Holders Properly Assigned	1	3.19	9.9	1.93	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.19	37.1	7.17	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	12.8	2.48	11953.1	4.28
Unknown/Incomplete/NA	0	0	26	5.03	15831.9	5.67
Total Teaching Positions	31.3	100	518.4	100	279044.8	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.

2022-23 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)	21.5	81.18	398.8	82.08	231142.4	83.24
Intern Credential Holders Properly Assigned	3	11.29	8.2	1.69	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.53	29.8	6.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	15.5	3.2	11746.9	4.23
Unknown/Incomplete/NA	0	0	33.4	6.89	14303.8	5.15
Total Teaching Positions	26.5	100	485.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	20.1	79.83	385.6	77.72	230039.4	100
Intern Credential Holders Properly Assigned	2	7.94	10	2.03	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.97	55.6	11.21	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	9.3	1.88	12112.8	4.34
Unknown/Incomplete/NA	2	8.26	35.5	7.16	13705.8	4.91
Total Teaching Positions	25.1	100	496.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	0
Misassignments	1.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	2	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.3	0	9
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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	January 2026

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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)	0
Mathematics	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)	0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	0
History-Social Science	Elementary Social Studies, InquirED, Digital (2023) (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	0
Foreign Language	N/A	0
Health	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.	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	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	10/17/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			110: 4 - floor tile missing in corner WO#1565 113: 4 - two missing ceiling tiles WO#15650. 7 - missing one diffuser WO#15657 Room 117: 4 - broken and stained ceiling tiles WO15650 Room 118: 4 - stained ceiling tile WO#15650, cove base coming off left side of entrance WO#15659
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical		X		102B: 7 - 2 sets of lights are out. WO#15649 104: 7 - 4 sets of lights are out WO#15649. 9 - faucet and bubbler not connected. WO#15653 105: 7 - 2 lights are out WO#15649 113: 4 - two missing ceiling tiles WO#15650. 7 - missing one diffuser WO#15657 222: 7 - one set of lights out WO#15649 Girls RR: 7 - middle lights are out WO#15649 Room 111: 7 - one set of lights out WO#15649 Room 116: 7 - replace batteries to NAC extender WO#15658
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			104: 7 - 4 sets of lights are out WO#15649. 9 - faucet and bubbler not connected. WO#15653 108: 9 - Water is off. Facuet and bubbler not connected. WO#15653 Boys RR: 9 - 5th urinal out of order WO#15655
Safety: Fire Safety, Hazardous Materials	X			129: 10 - Fire extinguisher is not mounted WO#15652
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	74	78	64	65	47	48
Mathematics (grades 3-8 and 11)	79	74	54	57	35	37

2024-25 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	270	267	98.89	1.11	77.90
Female	139	138	99.28	0.72	86.23
Male	131	129	98.47	1.53	68.99
American Indian or Alaska Native	0	0	0	0	0
Asian	52	52	100.00	0.00	75.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	31	93.94	6.06	61.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	62	62	100.00	0.00	83.87
White	113	112	99.12	0.88	81.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00	0.00	62.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	28.57

2024-25 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
All Students	270	267	98.89	1.11	73.78
Female	139	138	99.28	0.72	75.36
Male	131	129	98.47	1.53	72.09
American Indian or Alaska Native	0	0	0	0	0
Asian	52	52	100.00	0.00	76.92
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	31	93.94	6.06	61.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	62	62	100.00	0.00	79.03
White	113	112	99.12	0.88	73.21
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00	0.00	46.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	28.57

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	66.33	66.32	53.22	54.86	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	95	97.94	2.06	66.32
Female	52	52	100.00	0.00	71.15
Male	45	43	95.56	4.44	60.47
American Indian or Alaska Native	0	0	0	0	0
Asian	24	24	100.00	0.00	62.50
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	12	11	91.67	8.33	36.36
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	89.47
White	40	39	97.50	2.50	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

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.

2024-25 California Physical Fitness Test Participation Rates

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	92.8%	93.8%	94.8%	95.9%	95.9%

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.

2025-26 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 too:

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	582	578	37	6.4
Female	291	291	22	7.6
Male	290	286	15	5.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	119	117	6	5.1
Black or African American	--	--	--	--
Filipino	16	16	3	18.8
Hispanic or Latino	77	75	11	14.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	100	100	6	6.0
White	231	231	8	3.5
English Learners	40	39	3	7.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	142	139	18	12.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	52	52	10	19.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.18	0.56	1.03	2.71	2.42	2.57	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.01	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.03	0.00
Female	0.34	0.00
Male	1.72	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	6.25	0.00
Hispanic or Latino	1.30	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.00	0.00
White	0.87	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.69	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.

2025-26 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), 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.

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	0	1	2
1	25	0	3	0
2	25	0	4	0
3	25	0	4	0
4	43	0	2	1
5	32	0	3	0
6	0	0	0	0
Other	3	2	0	0

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	0	3	0
1	25	0	3	0
2	25	0	3	0
3	23	0	4	0
4	32	0	3	0
5	32	0	3	0
6	0	0	0	0
Other	8	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	22		2	
K	25		4	
1	24		3	
2	25	1	3	
3	25		3	
4	31		3	
5	31		3	
Other	8	1		

2024-25 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

2024-25 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)	1.2
Library Media Services Staff (Paraprofessional)	
Psychologist	.8
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.8
Resource Specialist (non-teaching)	1
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$19,572.02	$8,852.47	$10,719.55	$90,346.02
District	N/A	N/A	$11,200.53	$100,848
Percent Difference - School Site and District	N/A	N/A	-4.4	-3.9
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-0.5	-4.7

Fiscal Year 2024-25 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

Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$68,272	$62,145
Mid-Range Teacher Salary	$95,730	$97,088
Highest Teacher Salary	$124,990	$120,436
Average Principal Salary (Elementary)	$163,400	$151,343
Average Principal Salary (Middle)	$176,220	$159,514
Average Principal Salary (High)	$179,091	$177,261
Superintendent Salary	$313,771	$294,805
Percent of Budget for Teacher Salaries	32.46%	29.95%
Percent of Budget for Administrative Salaries	6.67%	5.4%

Professional Development

This year, Otis Elementary is deeply committed to providing high-quality professional learning that directly aligns with our School Plan for Student Achievement (SPSA) goals—centered on culturally and linguistically responsive teaching, equitable student discourse, and fostering a positive, inclusive school climate.

Our full-day professional development will be devoted entirely to Culturally and Linguistically Responsive Teaching (CLRT) with renowned educator and author Dr. Sharroky Hollie. This learning experience will guide staff in understanding how to validate, affirm, build, and bridge (VABB) students' cultural and linguistic assets to ensure that every learner is seen, heard, and valued in our classrooms. Teachers will engage in reflection, discussion, and practical application to strengthen instruction that promotes both academic success and cultural competence.

In addition to this full-day training, half of our staff meetings throughout the year will be dedicated to continuing our work in culturally and linguistically responsive teaching and learning. This ongoing, job-embedded professional development allows staff to collaboratively refine classroom practices, analyze student work, and deepen their implementation of discourse routines that foster equitable participation and intellectual engagement for all students.

The other half of our staff meetings will focus on building and sustaining a positive school culture and climate. These sessions will include professional learning on topics such as Sustaining a Culture of Belonging, Understanding ADHD, Executive Functioning, Emotional Regulation, and Co-Regulation. Together, these focus areas support our collective goal of nurturing a community where students and staff alike feel connected, supported, and empowered to thrive.

Through this comprehensive and intentional professional development plan, Otis Elementary continues to ensure that instructional excellence, equity, and well-being remain at the heart of all we do.

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

Subject	2023-24	2024-25	2025-26

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4