Alameda City Unified School District

Frank Otis Elementary School

2008-2009 School Accountability Report Card

Dr. Shirley Clem, Principal

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Principal's Message

Greetings from Dr. Shirley Clem:

Otis prides itself in being a neighborhood school with 21st century goals and achievements. Our teachers work with parents and community to provide all students with challenging, standards-based instruction, appropriate intervention and enrichment opportunities, and the social and developmental supports to learn interpersonal and civic skills. This dedication has resulted in us meeting state API and AYP growth goals each year. As a high-achieving school, we continue to work to improve student performance and to close the achievement gap. We draw on our collected strengths to build greater depth in our academic instruction, variety and richness in student learning experiences, and greater social awareness. We hold our focus, and stay poised for the opportunities that await us.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Otis Elementary at 510-784-4013.

School Profile

Otis Elementary School is one of 10 elementary schools in the Alameda City Unified School District. 460 K-5th grade students are enrolled at Otis for the 2009/10 school year, with classes arranged on a traditional schedule calendar. The school day is from 8:20-2:50. Students promoted typically go to Lincoln Middle School. Otis is a neighborhood school with strong traditions, extensive parental involvement and a commitment to the success of every child. Students, staff and parents support our inclusive learning community, reflecting the diverse experiences and voices of its members. All students work together to achieve proficiency of the CA Learning Standards.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	5.2%
American Indian	0.7%
Asian	24.8%
Caucasian	50.7%
Filipino	5.0%
Hispanic or Latino	12.7%
Pacific Islander	0.9%
Multiple or No Response	0.0%

Mission Statement

Our Mission: To work collaboratively with parents, students and community members to provide a caring, inclusive, safe and engaging learning environment that promotes high achievement and personal best for all students as life-long learners.

Our Vision: Our school, as one community, is preparing children to be adults and help them:

• To be friends and family members who:
o Know themselves well; empathize with others; communicate clearly and respectfully; adapt to circumstances; attend to their physical and mental health; and balance competing interests of their lives.
• To be workers who:
o Possess strong language, math and technology skills; collaborate effectively; manage conflict; identify and access resources; solve problems responsibly; set goals and complete tasks; and are flexible, life-long learners.
• To be citizens who:
o Get involved in their community; are culturally literate and personally reflective; think critically about national/global issues; and use knowledge, talent and understanding to build a healthy, just and generous society.

Parent Involvement

Otis Elementary greatly benefits from supportive parents who are involved in a variety of activities. The school has a strong base of parent volunteers who serve as room parents, field trip chaperones, art docents, reading group leaders, noon supervisors, I-Can-Read volunteers, Motor Fitness trainers, and garden mentors. Parents also participate in School Site Council, English Learner Advisory Committee, Gifted and Talented Education Advisory and the PTA. PTA coordinates volunteer and fund-raising activities and sponsors community-building activities throughout the year such as our Fall Carnival, Gingerbread Shoppe, Walk-and-Roll to School Day, Walk-a-thon and Spring Fling. Many parents contribute additional funds to "adopt" their child's classroom, providing money beyond what is available from district accounts.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Enrollment Trend by Grade Level			
	2006-07	2007-08	2008-09
K	74	74	77
1st	60	73	79
2nd	60	60	82
3rd	60	61	62
4th	67	65	58
5th	67	68	66

Discipline & Climate for Learning

Positive relationships among staff, students and community is the primary goal of Otis School's behavior management program. The school promotes Lifeskill Learning to develop responsibility, cooperation, integrity, initiative, friendship, organization, common sense, caring, courage and pride. Otis staff strive to develop an environment that supports a feeling of belonging among community members and students. Teachers review school rules with students on a regular basis. Parents receive a copy of the school rules and consequences at the beginning of each year. Additional notices regarding school climate are addressed as needed in the weekly school newsletter. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These school wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include: Success Maker computer classes in reading and math, cooking, carpentry, arts and crafts, rhythm rocks, ultimate frisbee, Tae Kwon Do, drama, and Mandarin. Otis recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during weekly morning assemblies, trimester awards assemblies and by their classroom teacher. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	2	7	20	1348	1126	1016
Suspension Rate	0.5%	1.7%	4.7%	13.2%	10.9%	9.9%
Expulsions	0	0	0	13	6	11
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students receive assistance in the classroom from parent volunteers. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	19	19	19	5	5	4	-	-	-	-	-	-
1	20	18	20	3	4	4	-	-	-	-	-	-
2	20	20	20	3	3	3	-	-	1	-	-	-
3	20	20	20	4	4	4	-	-	-	-	-	-
4	32	32	28	-	-	-	2	2	2	-	-	-
5	32	32	32	-	-	-	2	2	2	-	-	-

Safe School Plan

Safety of students and staff is a primary concern of Otis Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in 2009. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake and lockdown drills are conducted throughout the school year. Students are supervised before and after school by certificated staff and the principal. Parents and the principal share noon supervision duties during lunch time. All recesses are monitored by at least two certificated staff. Kindergarten students have a separate enclosed play yard. There is a designated area for student drop off and pick up, with kindergarten students escorted to their yard by members of the 5th grade Safety Patrol. All visitors must come to the office, sign in and wear a "Visitor" badge when on campus.

Data Sources

Data within the SARC was provided by Alameda City Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (http://data1.cde.ca.gov/dataquest). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

School Facilities

Otis (Frank) Elementary was originally constructed in 1951and is comprised of 20 classrooms, 1 multipurpose room/cafeteria, 1 library, 1staff lounge, 2 computer labs, and 1 playyards. Cleaning Process: The principal works daily with the custodial staff of 2 (2 full-time and 0 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2008/09 school year the district allocated $445,172 for deferred maintenance program. This represents .5% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 01/25/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	94.5%	5.5%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	96.7%	3.3%

Teacher Assignment

Alameda City Unified recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, Otis (Frank) Elementary had 28 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	25	22	21	522
Without Full Credentials	0	1	1	25
Working Outside Subject	0	0	0	5

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current data are reported.

Misassignments/Vacancies			
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Counseling & Support Staff

It is the goal of Otis Elementary to assist students in their social and personal development as well as academics. We have a licensed school psychologist and a therapist each week to work with students, individually or in groups, to address issues of conflict management, peer pressure, and personal and family problems. Students who struggle academically work with an intervention teacher on specific reading or math skills. Students also work on reading and math at their own level using a district supported computer software program (SME: Successmaker Enterprise.) We have support staff for Special Education, Gifted and Talented and English Language Learner programs.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	.1
Aides for Learing Handicapped	3	3.0
Health Clerk	1	.4
Instructional Aides	2	.8
Librarian/library media teacher	1	.9
Psychology Interns	1	.2
Resource Specialist Program (RSP) Teacher	1	.6
RSP Aide	1	1.0
School Psychologist	1	.2
Special Day Class (SDC) Teacher	1	1.0
Special Day Class Aides	3	3.0
Speech and Language Specialist	1	.2

Staff Development

Otis faculty build teaching skills and concepts by participating in staff development throughout the year. The district dedicates 3 days to staff development annually. Otis teachers also participate in Action Research, book studies, grade-level and cross-grade-level collaboration, observations, conferences and other activities to deepen their knowledge of pedagogy. Topics for staff development during the 2009/10 school year include:

• ACCLAIM Math training
• Houghton Mifflin Math
• Caring School Community Training
• Strategies for Differentiation in the Classroom

Curriculum Development

All curriculum development in the is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly by the Director of Curriculum and Instruction and Assessment Cooridnator to align with the state standards, district goals, and the statewide assessment program.

During the 2008/09, changes to the curriculum included:

• Adoption of new Houghton Mifflin California Math program for elementary schools, grades K- 5
• Adoption of new Houghton Mifflin California Math programs for 6-8th grade

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see http://star.cde.ca.gov.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	74	79	73	58	60	63	43	46	50
Mathematics	74	79	79	52	52	55	40	43	46
Science	55	66	73	49	56	60	38	46	50
History/Social Science	*	*	*	45	46	50	33	36	41

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	75	44	*	*
American Indian	*	*	*	*
Asian	77	86	73	*
Filipino	67	80	*	*
Hispanic or Latino	57	67	*	*
Pacific Islander	*	*	*	*
Caucasian	77	83	85	*
Males	70	79	72	*
Females	78	79	74	*
Socioeconomically Disadvantaged	57	64	61	*
English Learners	57	72	36	*
Students with Disabilities	44	59	*	*
Migrant Education	*	*	*	*

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		**District**	
Made AYP Overall	Yes		No	
Met AYP Criteria	**English - Language Arts**	**Mathematics**	**English - Language Arts**	**Mathematics**
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		Yes	

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	**District**
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.26%

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at http://nces.ed.gov/nationsreportcard/.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		**% at Each Achievement Level**		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		**National**	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	9	9	10	
Similar Schools Rank	6	7	7	
All Students				
Actual Growth	19	13	2	894
Socioeconomically Disadvantaged				
Actual Growth	-	-	-	-
Asian				
Actual Growth	42	9	-16	914
Caucasian				
Actual Growth	19	-7	7	906
English Learners				
Actual Growth	20	-	-	864

Physical Fitness

In the spring of each year, Frank Otis Elementary is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.4%	22.2%	31.7%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.			

Instructional Materials

AUSD held a Public Hearing on September 22, 2009, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. In addition, ASTI students use college texts provided in their classes at College of Alameda.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	Mathematics	Houghton Mifflin-California Math	2008	Yes	0.0%
K-5	Reading/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-5	Science	FOSS	2007	Yes	0.0%
K-5	Social Science/ History	MacMillan/ McGraw Hill	2003	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the Alameda Free Library, 1550 Oak Street, which contains numerous computer workstations.

District Revenue Sources

In addition to general state funding, Otis (Frank) Elementary receives state and federal funding for the following categorical funds and other support programs:

Class Size Reduction K-3
IASA-VI Formula Entitlements
Medi-Cal Billing Option
Lottery: Instructional Materials
School Improvement Program Grades K-6
Other Local

District Expenditures

Alameda City Unified spent an average of $7856.07 to educate each student, based on 2006-07 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$4,704
From Restricted Sources	$274
From Unrestricted Sources	$4,430
District	
From Unrestricted Sources	$362
Percentage of Variation between School & District	
State	
From Unrestricted Sources	$5,512
Percentage of Variation between School & State	19.63%

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information Teachers - Principal - Superintendent 2007-08	District	State
Beginning Teachers	$40,673	$40,917
Mid-Range Teachers	$58,529	$64,688
Highest Teachers	$77,556	$82,849
Elementary School Principals	$101,085	$102,130
Middle School Principals	$106,320	$108,050
High School Principals	$112,983	$117,805
Superintendent	$172,396	$176,845
Salaries as a Percentage of Total Budget		
Teacher Salaries	42.4%	40.3%
Administrative Salaries	5.7%	5.9%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2007-08 financial statements).

Average Teacher Salaries	
School & District	
School	$72,933
District	$62,223
Percentage of Variation	17.21%
School & State	
All Unified School Districts	$64,246
Percentage of Variation	13.52%