

# Olga L. Reed School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Olga L. Reed School
<b>Street</b>	480 Centennial Street, P.O. Box 318
<b>City, State, Zip</b>	Los Alamos, CA 93440
<b>Phone Number</b>	805-960-5530
<b>Principal</b>	Jared Banks
<b>Email Address</b>	<a href="mailto:jbanks@orcutt-schools.net">jbanks@orcutt-schools.net</a>
<b>School Website</b>	<a href="https://www.orcuttschools.net/olga-reed/">https://www.orcuttschools.net/olga-reed/</a>
<b>County-District-School (CDS) Code</b>	42-69237-6045702

## 2022-23 District Contact Information

<b>District Name</b>	Orcutt Union School District
<b>Phone Number</b>	805-938-8900
<b>Superintendent</b>	Holly Edds, Ed.D.
<b>Email Address</b>	<a href="mailto:hedds@orcutt-schools.net">hedds@orcutt-schools.net</a>
<b>District Website Address</b>	<a href="http://www.orcuttschools.net">www.orcuttschools.net</a>

## 2022-23 School Overview

Olga Reed School, home of the Broncos, is a small, rural school located in the town of Los Alamos and is named after a former teacher/principal. The school's vision statement is driven by the words Preparation, Encouragement, and Inspiration ... which we seek to deliver to our students each and every day. As of this writing, the school has a student population of 165 in grades TK-8. The information on these pages is designed to inform you of the many programs and achievements of our school.

Olga Reed has a terrific team of dedicated educators serving our students. Some of our staff are relatively new (in their first, second, or third year) to this school, while others are Olga Reed veterans -- and all staff are collaborating closely to provide the strongest possible educational program. Meanwhile, our Parent Teacher Student Association (PTSA) and Parents in Action (Padres en Acción) group continue to be a strong venues for parent involvement, and we receive strong support from our community. We are doing exciting things, and we invite you to contact us directly for more information. Go, Broncos! Once a Bronco ... ALWAYS a Bronco!!!

Jared Banks, Principal

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	19
Grade 1	18
Grade 2	16
Grade 3	24
Grade 4	26
Grade 5	21
Grade 6	11
Grade 7	26
Grade 8	22
Total Enrollment	183

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.7
Male	50.3
American Indian or Alaska Native	1.6
Asian	0.0
Black or African American	0.5
Filipino	0.0
Hispanic or Latino	82.5
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.2
White	12.6
English Learners	42.6
Foster Youth	0.0
Homeless	1.6
Migrant	0.5
Socioeconomically Disadvantaged	84.7
Students with Disabilities	10.9



## **A. Conditions of Learning State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	5.10	73.71	186.60	88.31	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.47	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.00	0.95	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.60	4.07	12115.80	4.41
<b>Unknown</b>	1.80	26.14	13.10	6.20	18854.30	6.86
<b>Total Teaching Positions</b>	7.00	100.00	211.40	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>	6.60	78.32	185.90	86.58	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.80	1.33	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.00	3.76	11953.10	4.28
<b>Unknown</b>	1.80	21.68	17.80	8.33	15831.90	5.67
<b>Total Teaching Positions</b>	8.40	100.00	214.70	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.

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

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

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

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

### 2021-22 Class Assignments

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

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Olga L. Reed Elementary School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 14, 2022, the Orcutt Union Elementary's Board held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 4 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. Orcutt Union Elementary did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Year and month in which the data were collected

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades TK-5: McGraw-Hill, Wonders California Adoption Year 2016  Grades 6-8: Houghton Mifflin Harcourt, Collections for California 2017 Adoption Year 2016	Yes	0
<b>Mathematics</b>	Grades K-5 Houghton Mifflin Harcourt, Math Expressions Adoption Year 2015  Grades 6-8: CPM, Core Connections Courses 1-3, Core Connections Algebra Adoption Year 2015	Yes	0
<b>Science</b>	Grades K-6: McGraw-Hill, CA Inspire Science Adoption Year 2021  Grades 7-8: Amplify, Amplify Science Science Adoption Year 2021	Yes	0
<b>History-Social Science</b>	Grades K-5: Studies Weekly, California Adoption Year 2019  Grades 6-8: Teachers' Curriculum Institute (TCI), History Alive Adoption Year 2019	Yes	0
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	Grade 7: Positive Prevention PLUS, Sexual Health Education for America's Youth	Yes	N/A

	Adoption Year 2017		
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

## School Facility Conditions and Planned Improvements

Olga Reed continually works to improve its campus. The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. During the spring and summer of 2020, the cafeteria, kitchen, and adjoining restrooms were fully modernized.

The principal communicates with the custodial staff daily concerning maintenance and school safety issues. A work order process is used by school and district staff to communicate non-routine maintenance requests.

The day custodian is responsible for:

Cafeteria/Multi-Use Room setup/cleanup

Grounds keeping

Restrooms and the cleaning of various rooms

Office cleaning

Restrooms and high touch areas are checked regularly throughout the day for cleanliness and subsequently cleaned and disinfected as needed.

The evening custodian is responsible for:

Classroom cleaning

Restroom cleaning

Regular disinfecting

**Year and month of the most recent FIT report**

December 2022

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	stained ceiling tiles, broken floor tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			gopher damage
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			wall and tile damage
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



**Overall Facility Rate**

Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	31	N/A	49	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	22	N/A	35	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	126	126	100.00	0.00	30.95
<b>Female</b>	61	61	100.00	0.00	34.43
<b>Male</b>	65	65	100.00	0.00	27.69
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	110	110	100.00	0.00	27.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	52	52	100.00	0.00	11.54
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	108	108	100.00	0.00	25.93
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	13	13	100.00	0.00	53.85

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	126	126	100.00	0.00	22.22
<b>Female</b>	61	61	100.00	0.00	21.31
<b>Male</b>	65	65	100.00	0.00	23.08
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0.00	0.00	0.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	110	110	100.00	0.00	19.09
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	52	52	100.00	0.00	5.77
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	108	108	100.00	0.00	18.52
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	13	13	100.00	0.00	30.77

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	19.51	NT	28.76	28.5	29.47

## 2021-22 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>	41	41	100	0	19.51
<b>Female</b>	16	16	100	0	25
<b>Male</b>	25	25	100	0	16
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	34	34	100	0	14.71
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	18	18	100	0	5.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	35	35	100	0	14.29
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.1%	94.1%	94.1%	94.1%	94.1%
Grade 7	100.0%	100.0%	100.0%	100.0%	100.0%

## 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.

#### 2022-23 Opportunities for Parental Involvement

Our school recognizes parents as valuable partners in the success of our students. We strongly encourage parents to be involved in the school and meet with their child's teacher. We have a required parent conference in the fall at which time teachers meet with parents to establish and review goals for the year, discuss academic progress, and take up any other pertinent topics. Parent attendance at these meetings is critical. We also give teachers and parents the option to request a conference to touch base in the early spring.

The school's Parent Teacher Student Association (PTSA) is a member of the California and National Parent Teacher Association (PTA). The PTSA is a venue in which all stakeholders at Olga Reed can come together in support of the school. The PTSA plans family events, parent education, fund-raising, and other activities that support the school. The two main PTSA events are the school's Harvest Festival in October and the school's Cinco de Mayo celebration in May. The PTSA partners with the Orcutt Academy PTSA on the Harvest Festival and Family Movie Nights.

The school also has a Parents In Action (Padres en Acción) group of predominantly Spanish-speaking parents that is facilitated by Community Liaison Brenda Galvez. The group meets weekly to take up parent education topics, discuss school programs with the principal, plan service projects for the school, and enjoy parent-to-parent fellowship.

Olga Reed is an active member of its community. The school takes a prominent role in community events such as Old Days and the Christmas Stroll; the school also receives generous support from community businesses and organizations, including the Los Alamos Valley Men's Club, Los Alamos Business Association, Martian Vineyard, and more.

Our parents are encouraged to be involved in local school governance activities, including the School Site Council and the English Learners' Advisory Committee. Contact Jared Banks, Principal; Kathleen Stevenson, Office Manager; or Brenda Galvez, Community Liaison, at 805-960-5530 to help you get started.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	190	187	71	38.0
Female	93	92	32	34.8
Male	97	95	39	41.1
American Indian or Alaska Native	3	3	2	66.7
Asian	0	0	0	0.0
Black or African American	2	2	1	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	153	151	53	35.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	2	50.0
White	26	25	11	44.0
English Learners	78	78	17	21.8
Foster Youth	2	2	2	100.0
Homeless	5	4	1	25.0
Socioeconomically Disadvantaged	164	163	60	36.8
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	22	22	9	40.9

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety



## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.97	2.88	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	4.74	0.16	4.38	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.74	0.00
Female	1.08	0.00
Male	8.25	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	5.23	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.64	0.00

## 2022-23 School Safety Plan

Staff and parents on the School Site Council have worked together to update the Safe Schools Plan, most recently on January 20, 2023. The plan includes specific concerns and recommended actions in the areas of personal characteristics of staff and students, the school's physical environment, the school's social environment, and the school's culture.

Emergency preparedness has been an emphasis. Fire drills are held monthly, earthquake drills are held quarterly, a campus evacuation drill is held annually, and a campus lockdown and shelter in place drills held annually. The district holds a school bus emergency drill each year. The school is fortunate to have a Santa Barbara County Fire Department substation just down Centennial Street from the campus.

Campus safety has been improved by the addition of perimeter fencing and gates funded by Measure G, a school bond measure approved by Orcutt Union School District voters in November 2016. The fencing and gates enable the campus to be secured during the school day.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	9	2		
1	24		1	
2	13	1	1	
3	11	2		
4	15	1		
5	28		1	
6	13	1	1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	2		
1	16	1		
2	11	2		
3	14	2		
4	22		1	
5	14	1		
6	14	2		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	2		
1	18	1		
2	8	2		
3	12	2		
4	13	2		
5	21		1	
6	11	1		

## 2021-22 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	610

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.2
Resource Specialist (non-teaching)	
Other	0.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$16,559	\$4,850	\$11,709	\$78,747.82
District	N/A	N/A	\$9,515	\$78,288
Percent Difference - School Site and District	N/A	N/A	20.7	0.6
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	55.9	-7.2

## 2021-22 Types of Services Funded

### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Olga Reed and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability.

### Public Internet Access Location

Parents may access Olga Reed's SARC and access the internet at any of the county's public libraries. The closest public library to Orcutt Academy is the Orcutt Library, a branch of Santa Maria Public Library.

Address: 405 Helena St, Los Alamos, CA 93440

Phone number: 805-344-1025.

WebSite: <https://www.cityofsantamaria.org/city-government/departments/library>

### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Orcutt Union School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available.

Programs and supplemental services enhanced at Olga Reed School through categorical funds or other sources include three hourly support teachers, a music/band teacher, a physical education teacher, and an instructional assistant. These personnel are provided through Title I and LCAP Supplemental funds. These personnel support the goal of Olga Reed School to support every student in reaching their highest potential. In addition to Core Services such as English learner support and specialized instruction for students qualifying for Special Education Services, Olga Reed School also offers designated time within the school day for targeted intervention. Students on or above grade level receive enrichment or challenge activities during this time. All students also receive weekly music and art education along with physical education instruction from a fully credentialed teacher. Students without access to a computer and/or internet in the home are invited to complete homework in the computer lab or with a teacher that can help support them in gaining access.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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>	\$46,459	\$51,591
<b>Mid-Range Teacher Salary</b>	\$73,924	\$79,620
<b>Highest Teacher Salary</b>	\$101,044	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$124,465	\$131,473
<b>Average Principal Salary (Middle)</b>	\$127,455	\$135,064
<b>Average Principal Salary (High)</b>	\$137,030	\$137,679
<b>Superintendent Salary</b>	\$195,700	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	33%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Investing in the continued growth and quality of our staff is one of the most important things we can do to improve the achievement of our students. This year, an emphasis for the school and district has been continued teacher training in best practices for initial classroom instruction and follow-up academic intervention in English/language arts and mathematics. The Orcutt Union School District has scheduled time for teachers to meet in Professional Learning Communities to take up these topics, and Olga Reed teachers are full participants in this. In addition, staff from Olga Reed have participated in site and district-led professional development on Professional Learning Communities, Multi-tiered Systems of Support, Distance Learning, Best Practices for Using Technology, Safety During COVID times, Social Emotional Well-Being, and Positive Behavior Interventions & Supports.

During the 2021-2022 school year, Olga Reed Elementary School's teachers attended the following events hosted by the site, Orcutt Union School District Educational Services Department or workshops:

- Assessment Planning
- Music/Physical Education
- California State Standards
- Differentiated Instruction
- English Language Arts
- English Learners
- Examining Student Achievement
- Language Development
- Math
- Positive Behavioral Interventions and Supports
- Professional Learning Communities
- Multi-tier System of Supports
- Science
- Social Studies
- Social Emotional Support Activities
- Trauma Informed Instruction
- Student Achievement
- Technology

Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement and social/emotional learning for all students and specific sub-groups. These opportunities were offered after school by the TOSA team and educational consultants. All district staff attended presentations on how to support students through the transition from distance to in-person learning and trauma informed practices. The district also provided on-going staff development focused on building mathematical conceptual understanding and procedural fluency.

Olga Reed Elementary School offers support to new and veteran teachers through peer coaching and mentoring. All staff are encouraged to attend professional workshops and conferences. Instructional Aides and hourly certificated teachers are provided targeted training focused on teaching strategies, safety, intervention methods and/or curriculum content. Substitute teachers are invited to participate in designated staff development activities. Classified support staff receive job-related training from department supervisors and district representatives.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3