Alice Shaw Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 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.

2023-24 School Contact Information

School Name	Alice Shaw Elementary School
Street	759 Dahlia Place
City, State, Zip	Santa Maria, CA 93455
Phone Number	(805) 938-8850
Principal	Julie Kozel
Email Address	jkozel@orcutt-schools.net
School Website	https://www.orcuttschools.net/aliceshawelementary/
County-District-School (CDS) Code	42 69260 6045736

2023-24 District Contact Information

District Name	Orcutt Union School District
Phone Number	(805) 938-8901
Superintendent	Holly Edds, Ed. D.
Email Address	hedds@orcutt-schools.net
District Website	www.orcuttschools.net

2023-24 School Description and Mission Statement

Alice Shaw Elementary School is located in the northern region of Santa Maria on the California Central Coast and serves students in grades transitional kindergarten (TK) through six following a traditional calendar. The school is located in a predominantly single-family home neighborhood with limited busing. In 2023-24 the school's overall ethnic make-up is as follows: 67.9% Hispanic, 0.2% American Indian/Alaskan Native, 0.2% Asian, 0.6% Filipino, 0.8% Black/African American, 24.4% White, 2.3% Two or More Races, and 3.6% declined to state. For the 2023-24 school year, 525 students are enrolled including 20% classified as English Language Learners, 14% students with disabilities, 59% socioeconomically disadvantaged, 2% foster youth, and 8% students experiencing homelessness.

The District's vision, "As the heart of the communities we serve, the Orcutt Union School District will foster high levels of student success through multiple pathways of learning. By offering a world-class education, our district will lead the way in innovation and creativity, and will be known for its caring, collaborative and inclusive culture," is embodied in the faculty and staff of Alice Shaw School. We provide a warm, stimulating environment where students are actively involved in learning academic content as well as positive values. Students receive standards-based curriculum, presented by dedicated

2023-24 School Description and Mission Statement

professionals based on the individual needs of the students. We constantly seek the most promising practices that support student learning. Professional Learning Community school teams work interdependently to achieve common goals linked to the purpose of learning for all students. Educational decisions and programs are based on current research and practice to meet the needs of all students. Implementation of a standards-based curriculum provides students with meaningful, real-world experiences. Ongoing evaluation of student progress and achievement helps us refine the instructional program to enable students to achieve academic proficiency. Technology is used in the classroom to support and enhance effective teaching and learning.

Mission: To ensure that all students learn by creating a community that focuses on student learning, by working collaboratively and maintaining high expectations.

Vision: At Alice Shaw, we are committed to structured collaboration with one another in an effort to meet the needs of all students. Every member believes that every student is capable of academic proficiency in all subject areas. We believe collaboration is the vehicle to increase student success and achievement. We will work to neutralize the challenges students bring with them to school. We will practice targeted instruction to build the intellectual ability of our students to do rigorous work. We will address challenges through candid collaboration as a team. We will work together to provide all of our students a school community that provides a positive, safe environment where children feel empowered to achieve high levels of learning. Students are recognized for their character, academic achievement and attendance. We believe that the driving force of our school's success is through the collaboration of our administration, teachers, staff, students, parents, and the community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	62
Grade 1	62
Grade 2	70
Grade 3	72
Grade 4	79
Grade 5	77
Grade 6	89
Total Enrollment	511

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2%
Male	46.8%
Asian	0.4%
Black or African American	1.8%
Filipino	0.8%
Hispanic or Latino	67.5%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.7%
White	23.5%
English Learners	18%
Foster Youth	0.8%
Homeless	2.9%
Migrant	0.8%
Socioeconomically Disadvantaged	53.4%
Students with Disabilities	13.1%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.10	91.71	186.60	88.31	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.47	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.14	2.00	0.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.60	4.07	12115.80	4.41
Unknown	1.00	4.14	13.10	6.20	18854.30	6.86
Total Teaching Positions	24.10	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	90.43	185.90	86.58	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.80	1.33	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	8.00	3.76	11953.10	4.28
Unknown	2.00	9.57	17.80	8.33	15831.90	5.67
Total Teaching Positions	20.80	100.00	214.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.7	0
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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Alice Shaw 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
Reading/Language Arts	Grades TK-5: McGraw-Hill, Wonders California Adoption Year 2016 Grades 6-8: Houghton Mifflin Harcourt, Collections for California 2017 Adoption Year 2016	Yes	0.0%
Mathematics	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	0.0%
Science	Grades K-6: McGraw-Hill, CA Inspire Science Adoption Year 2021 Grades 7-8: Amplify, Amplify Science Science Adoption Year 2021	Yes	0.0%
History-Social Science	Grades K-5: Studies Weekly, California Adoption Year 2019 Grades 6-8: Teachers' Curriculum Institute (TCI), History Alive Adoption Year 2019	Yes	0.0%

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Alice Shaw Elementary School's original facilities were built in 1961 and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. 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.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Alice Shaw Elementary School.

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.

The evening custodian is responsible for:
- Classroom cleaning
- Restroom cleaning
- Regular disinfecting

Year and month of the most recent FIT report	12/19/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		2: STAINED CEILING TILES 22: STAINED CEILING TILES 24: STAINED/DAMAGED CEILING TILES 29: STAINED CEILING TILES 30: broken floor tiles CAFETERIA: STAINED CEILING TILES KITCHEN:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			7: DAMAGED PLUG COVER
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	32	49	45	47	46
Mathematics (grades 3-8 and 11)	26	28	35	37	33	34

2022-23 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
All Students	311	306	98.39	1.61	32.35
Female	172	172	100.00	0.00	33.72
Male	139	134	96.40	3.60	30.60
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	211	206	97.63	2.37	29.13
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	47.06
White	73	73	100.00	0.00	38.36
English Learners	52	52	100.00	0.00	5.77
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08
Military	31	31	100.00	0.00	38.71
Socioeconomically Disadvantaged	176	174	98.86	1.14	24.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	46	93.88	6.12	4.35

2022-23 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
All Students	311	306	98.39	1.61	28.43
Female	172	172	100.00	0.00	26.16
Male	139	134	96.40	3.60	31.34
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	211	206	97.63	2.37	26.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	41.18
White	73	73	100.00	0.00	32.88
English Learners	52	52	100.00	0.00	5.77
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08
Military	31	31	100.00	0.00	19.35
Socioeconomically Disadvantaged	176	174	98.86	1.14	21.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	46	93.88	6.12	0.00

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	21.43	27.40	28.76	29.45	29.47	30.29

2022-23 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
All Students	77	75	97.40	2.60	26.67
Female	40	40	100.00	0.00	20.00
Male	37	35	94.59	5.41	34.29
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	49	47	95.92	4.08	21.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	36.36
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	36	97.30	2.70	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	15	88.24	11.76	13.33

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, 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	97.4	100	100	100	100

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.

2023-24 Opportunities for Parental Involvement

Alice Shaw parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Fall and winter conferences promote collaboration between teachers and parents. Parents stay informed on upcoming events and school activities through email, the school marquee, Parent Square communication program, the school website and PTA notifications.

Alice Shaw Parent Teacher Association (PTA) sponsors many social activities throughout the school year to facilitate the school community getting to know each other. PTA provides opportunities for night events to enable parents, students, and staff members to feel connected to the school (e.g., family nights, movie night, bingo and much more).

Call the school office at (805) 938-8850 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:
- Classroom Helper
- Chaperone
- Campus Volunteers
- Prepare Classroom Materials
- PTA sponsored activities
- Family Fun Nights
- Campus Beautification Projects

Committees:
- Parent Teacher Association
- School Site Council
- English Language Advisory Council
- PBIS
- Health and Wellness

2023-24 Opportunities for Parental Involvement

School Activities:
- Back-to-School Night
- Open House Night
- School Assemblies
- Book Fair
- PTA Bingo
- PTA Family Activities
- PTA APEX Jog-a-thon
- PTA Family Nights

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	551	538	110	20.4
Female	291	285	52	18.2
Male	260	253	58	22.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	2	2	1	50.0
Black or African American	9	9	2	22.2
Filipino	4	4	1	25.0
Hispanic or Latino	374	366	73	19.9
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	14	14	4	28.6
White	128	125	25	20.0
English Learners	107	99	11	11.1
Foster Youth	7	7	1	14.3
Homeless	36	33	9	27.3
Socioeconomically Disadvantaged	319	312	77	24.7
Students Receiving Migrant Education Services	9	9	0	0.0
Students with Disabilities	94	92	30	32.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.33	2.90	0.16	4.38	4.66	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.9	0
Female	1.03	0
Male	5	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.67	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.91	0
English Learners	3.74	0
Foster Youth	0	0
Homeless	5.56	0
Socioeconomically Disadvantaged	3.45	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.26	0

2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Alice Shaw Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff and parents on January 18, 2023.

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.

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	30		2	
1	23		3	
2	27		2	
3	25		2	
4	29		2	
5	31		2	
6	30		3	
Other	20	2	3	

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	17	1	2	
1	28		2	
2	18	2	2	
3	17	2	2	
4	22	1	2	
5	21	2	2	
6	28		3	
Other	5	1		

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	17	3	1	1
1	16	2	2	0
2	18	2	2	0
3	18	2	2	0
4	20	2	2	0
5	19	2	2	0
6	22	1	1	0
Other	0	0	0	0

2022-23 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	1022

2022-23 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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$13,130	$3,792	$9,338	$85,602.11
District	N/A	N/A	$9,515	$82,891
Percent Difference - School Site and District	N/A	N/A	-1.9	8.9
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	34.4	1.2

Fiscal Year 2022-23 Types of Services Funded

The goal of Alice Shaw Elementary School is 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, Alice Shaw Elementary 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.

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about Alice Shaw Elementary School 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 Alice Shaw Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Alice Shaw Elementary School is Orcutt Library, a branch of Santa Maria Public Library.

Address: 175 South Broadway, Orcutt CA
Phone Number: (805) 937-6483
WebSite: http://www.ci.santa-maria.ca.us/210.shtml

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$48,850	$54,046
Mid-Range Teacher Salary	$77,728	$84,515
Highest Teacher Salary	$106,243	$110,867
Average Principal Salary (Elementary)	$133,974	$136,841
Average Principal Salary (Middle)	$137,195	$141,477
Average Principal Salary (High)	$142,511	$137,985
Superintendent Salary	$205,844	$217,473
Percent of Budget for Teacher Salaries	33.85%	32.43%
Percent of Budget for Administrative Salaries	6.03%	5.62%

Professional Development

All training and curriculum development activities at Alice Shaw Elementary School revolve around the California State Content. Alice Shaw Elementary School held staff development days in 2022-2023 devoted to:

- California Common Core State Standards
- Instructional Strategies
- Multi-tier System of Supports and PLC/Teacher Collaboration
- Social and Emotional Learning

Decisions concerning selection of staff development activities are performed by the principal, district office personnel and the school's leadership team using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Alice Shaw Elementary School supports ongoing professional growth throughout the year on minimum days. Teachers collaborate in both grade-level and department-level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2022-2023 school year, Alice Shaw 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
- Mathematics
- Positive Behavioral Interventions and Supports
- Professional Learning Communities
- Multi-tier System of Supports for ELA and Math
- Science

Professional Development

- 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 and the school also provided on-going staff development focused on building mathematical conceptual understanding and procedural fluency.

Alice Shaw Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional Aides and Teacher Tutors were 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. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors, district representatives and outside approved agencies.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	