

# Olga L. Reed 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

<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

## 2023-24 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</b>	<a href="http://www.orcuttschools.net">www.orcuttschools.net</a>

## 2023-24 School Description and Mission Statement

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 152 in grades TK-8. The information on these pages is to 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) continues 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

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	20
Grade 1	13
Grade 2	16
Grade 3	16
Grade 4	24
Grade 5	26
Grade 6	18
Grade 7	13
Grade 8	23
Total Enrollment	169

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1%
Male	47.9%
American Indian or Alaska Native	1.8%
Hispanic or Latino	82.8%
Two or More Races	1.8%
White	13%
English Learners	41.4%
Foster Youth	1.2%
Migrant	0.6%
Socioeconomically Disadvantaged	84.6%
Students with Disabilities	11.8%

## 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

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	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	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.

## 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

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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	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 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	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**

12/19/2023

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		11: stained ceiling tiles 12: carpet seam seperating 15: stained ceiling tiles 17: stained ceiling tiles 20: stained ceiling tiles/carpet seam seperating 21: stained ceiling tiles 9: stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			GYM: wall & tile damage
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b>	X			

## School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/  
Doors/Gates/Fences

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	31	37	49	45	47	46
<b>Mathematics</b> (grades 3-8 and 11)	22	25	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
<b>All Students</b>	118	118	100.00	0.00	37.29
<b>Female</b>	63	63	100.00	0.00	41.27
<b>Male</b>	55	55	100.00	0.00	32.73
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<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>	102	102	100.00	0.00	36.27
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100.00	0.00	33.33
<b>English Learners</b>	45	45	100.00	0.00	15.56
<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>	97	97	100.00	0.00	32.99
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	21	100.00	0.00	14.29

## 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
<b>All Students</b>	118	118	100.00	0.00	24.58
<b>Female</b>	63	63	100.00	0.00	22.22
<b>Male</b>	55	55	100.00	0.00	27.27
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<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>	102	102	100.00	0.00	22.55
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	12	100.00	0.00	41.67
<b>English Learners</b>	45	45	100.00	0.00	11.11
<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>	97	97	100.00	0.00	16.49
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	21	100.00	0.00	4.76

## 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)	19.51	16.67	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	48	48	100.00	0.00	16.67
Female	25	25	100.00	0.00	16.00
Male	23	23	100.00	0.00	17.39
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	43	43	100.00	0.00	13.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	17	17	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	38	100.00	0.00	10.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 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	100	100	100	100	100
Grade 7	100	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

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 in hosting campus-wide events, student recognition opportunities, and assemblies and presentations.

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

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.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	176	175	50	28.6
Female	93	92	28	30.4
Male	83	83	22	26.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	146	145	38	26.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	4	4	3	75.0
White	22	22	8	36.4
English Learners	71	71	7	9.9
Foster Youth	2	2	1	50.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	150	149	43	28.9
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	31	31	11	35.5

### 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	4.74	3.98	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	3.98	0
Female	3.23	0
Male	4.82	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	4.11	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	4.55	0
English Learners	4.23	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.33	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.23	0

## 2023-24 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.

## 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		

## 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	15	4	0	0
1	13	1	0	0
2	8	2	0	0
3	16	1	0	0
4	24	0	3	0
5	26	0	3	0
6	18	2	0	0
Other	23	0	4	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
<b>Pupils to Academic Counselor</b>	563.33

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0.3
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.3
<b>Social Worker</b>	
<b>Nurse</b>	0.4
<b>Speech/Language/Hearing Specialist</b>	0.3
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.3

## 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
<b>School Site</b>	\$16,559	\$4,850	\$11,709	\$78,747.82
<b>District</b>	N/A	N/A	\$9,515	\$82,891
<b>Percent Difference - School Site and District</b>	N/A	N/A	20.7	0.6
<b>State</b>	N/A	N/A	\$7,607	\$88,288
<b>Percent Difference - School Site and State</b>	N/A	N/A	55.9	-7.2

## Fiscal Year 2022-23 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.

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

## 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

## Professional Development

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, Best Practices for Using Technology, Social Emotional Well-Being, and Positive Behavior Interventions & Supports.

During the 2022-2023 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. Staff attended presentations on behavior support for students, curricular supports, emergency response practices, and essential standards. 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3