

Olga L. Reed Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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.

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Olga L. Reed Elementary School
Street	480 Centennial Street, P.O. Box 318, Los Alamos, CA 93440
City, State, Zip	Los Alamos, CA 93440
Phone Number	(805) 344-2401
Principal	Joe Dana
E-mail Address	jdana@orcutt-schools.net
Web Site	http://olgareed.orcuttschools.net/
CDS Code	42-69237-6045702

District Contact Information	
District Name	Orcutt Union School District
Phone Number	805.938.8900
Superintendent	Deborah Blow, Ed.D.
E-mail Address	dblow@orcutt-schools.net
Web Site	www.orcutt-schools.net

School Description and Mission Statement (School Year 2016-17)

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 207 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 -- but all staff are collaborating closely to provide the strongest possible educational program. Meanwhile, our Parent Teacher Student Association (PTSA) continues to be a strong venue for parent involvement. We are doing exciting things, and we invite you to contact us directly for more information. Go, Broncos!

Joe Dana, Principal

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	24
Grade 1	28
Grade 2	22
Grade 3	20
Grade 4	24
Grade 5	25
Grade 6	25
Grade 7	24
Grade 8	23
Total Enrollment	215

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1.4
Asian	0
Filipino	0
Hispanic or Latino	76.7
Native Hawaiian or Pacific Islander	0
White	20
Two or More Races	1.9
Socioeconomically Disadvantaged	81.9
English Learners	55.8
Students with Disabilities	12.6
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	8	8.9	9	
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	98.9	1.1
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 1, 2016

On Wednesday, October 14, 2015, the Orcutt Union Elementary's Board of Education 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.7 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. During the 2012-2013 school year, Orcutt Union Elementary did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5 McGraw-Hill WONDERS CA Comprehensive System Adoption Year 2016 Grades 6-8 Houghton Mifflin, COLLECTIONS for California 2017 Adoption Year 2016	Yes	0
Mathematics	Houghton Mifflin Harcourt Publishing Expressions K-5 CPM grade 6 Core Connections Course 1 Core Connections Course 2 Core Connections Course 3 Adoption Year 2015	Yes	0
Science	MacMillan/McGraw-Hill: Macmillan/McGraw-Hill California Science - Adoption Year 2006 Holt, Rinehart and Winston, Earth, Life, and Physical Science - Adoption Year 2007	Yes	0
History-Social Science	Harcourt School Publishers, Reflections: California Series. Adoption Year 2005 Pearson Scott Foresman, Scott Foresman History-Social Science for California - Adoption Year 2005 Glencoe/McGraw-Hill, Glencoe Discovering our Past - Adoption Year 2005	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Olga Reed continually works to improve its campus. Since it became part of the Orcutt Union School District, the district has devoted time and resources to learning about the grounds and facilities and to making needed improvements.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: January 4, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
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 Rating (Most Recent Year)

Year and month of the most recent FIT report: January 4, 2016				
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	31	32	46	51	44	48
Mathematics	24	27	36	42	34	36

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	21	21	100.0	14.3
	4	23	23	100.0	17.4
	5	25	25	100.0	28.0
	6	26	26	100.0	30.8
	7	24	24	100.0	37.5
	8	23	23	100.0	65.2
Male	3	14	14	100.0	7.1
	4	13	13	100.0	15.4
	5	14	14	100.0	28.6
	6	--	--	--	--
	7	13	13	100.0	23.1
	8	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	27.3
	6	16	16	100.0	31.3
	7	11	11	100.0	54.5
	8	14	14	100.0	64.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Black or African American	3	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
	7	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	3	16	16	100.0	18.8
	4	19	19	100.0	10.5
	5	21	21	100.0	28.6
	6	20	20	100.0	20.0
	7	15	15	100.0	20.0
	8	17	17	100.0	58.8
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	17	17	100.0	11.8
	4	14	14	100.0	14.3
	5	21	21	100.0	28.6
	6	22	22	100.0	22.7
	7	20	20	100.0	25.0
	8	19	19	100.0	57.9
English Learners	3	12	12	100.0	8.3
	4	16	16	100.0	12.5
	5	17	17	100.0	17.6
	6	17	17	100.0	17.6
	7	11	11	100.0	9.1
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: 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 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.

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	21	21	100.0	19.1
	4	23	23	100.0	13.0
	5	25	25	100.0	16.0
	6	26	26	100.0	26.9
	7	24	24	100.0	33.3
	8	23	23	100.0	56.5
Male	3	14	14	100.0	14.3
	4	13	13	100.0	15.4
	5	14	14	100.0	14.3
	6	--	--	--	--
	7	13	13	100.0	38.5
	8	--	--	--	--
Female	3	--	--	--	--
	4	--	--	--	--
	5	11	11	100.0	18.2
	6	16	16	100.0	18.8
	7	11	11	100.0	27.3
	8	14	14	100.0	42.9
Black or African American	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	5	--	--	--	--
	7	--	--	--	--
Filipino	6	--	--	--	--
Hispanic or Latino	3	16	16	100.0	18.8
	4	19	19	100.0	5.3
	5	21	21	100.0	14.3
	6	20	20	100.0	15.0
	7	15	15	100.0	26.7
	8	17	17	100.0	58.8
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	17	17	100.0	17.6
	4	14	14	100.0	7.1
	5	21	21	100.0	14.3
	6	22	22	100.0	18.2
	7	20	20	100.0	30.0
	8	19	19	100.0	52.6
English Learners	3	12	12	100.0	8.3
	4	16	16	100.0	6.3
	5	17	17	100.0	5.9
	6	17	17	100.0	11.8
	7	11	11	100.0	18.2
	8	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students Receiving Migrant Education Services	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: 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 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.

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

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	50	38	51	72	68	72	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	48	47	97.9	51.1
Male	23	23	100.0	52.2
Female	25	24	96.0	50.0
Hispanic or Latino	38	37	97.4	48.7
Socioeconomically Disadvantaged	40	39	97.5	48.7
English Learners	24	23	95.8	34.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.7	29.2	12.5
7	21.7	13	13

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Our school recognizes parents as valuable partners in the success of our students. We strongly encourage parents to visit their child's classroom and meet with their child's teacher. We have parent conferences twice a year at which time teachers meet with students 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.

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 also partners with the Orcutt Academy PTSA on a Family Dance Night in February.

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, 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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.3	0.9	4.4	3.1	2.4	3.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Staff and parents on the School Site Council have worked together to update the Safe Schools Plan. 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 drill is held annually. The district holds a school bus emergency drill each year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement*	Year 3	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	29		1		32		1		32		1	
2	27		1		26		1		26		1	
3	26		1		25		1		25		1	
4	29		1		25		1		25		1	
5	29		1		32		1		32		1	
6	24		1		24		1		24		1	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	1	1		21	1		1	21	1		1
Mathematics	9	4			15	1			15	1		
Science	18	2			21	2			21	2		
Social Science	18	2			14	3			14	3		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	1.2	N/A
Other	0	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$ 9057.00	\$ 2606.00	\$ 6451.00	\$ 69,699.00
District	N/A	N/A	\$6,420	\$75,999
Percent Difference: School Site and District	N/A	N/A	-100.0	-100.0
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-100.0	-100.0

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Orcutt Academy 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 Orcutt Academy'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: 1157 East Clark Avenue, Ste. K, Orcutt

Phone Number: (805) 937-6483

WebSite:

<http://www.ci.santa-maria.ca.us/210.shtml>

Number of Computers Available: 2

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. Data to prepare the Orcutt Academy 2015-16 School Accountability Report Card instructional materials section were acquired in October 2016. Data to prepare the school facilities section were acquired in January 2016.

Programs and supplemental services enhanced at Olga Reed School through categorical funds or other sources include an intervention teacher, a physical education teacher, and an instructional assistant. These personnel are provided through Title I funds.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,896	\$44,507
Mid-Range Teacher Salary	\$66,665	\$68,910
Highest Teacher Salary	\$88,250	\$88,330
Average Principal Salary (Elementary)	\$117,271	\$111,481
Average Principal Salary (Middle)	\$114,490	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$189,000	\$169,821
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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 has been teacher training in the new California Content Standards in English/language arts and mathematics. The Orcutt Union School District has organized frequent districtwide grade-level collaboration teachers, and Olga Reed teachers are full participants in this. In addition, staff from Olga Reed have participated in district-led professional development on Professional Learning Communities.