

# Olga L. Reed Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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 2018-19)**

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

<b>District Contact Information</b>	
<b>District Name</b>	Orcutt Union School District
<b>Phone Number</b>	(805) 938-8900
<b>Superintendent</b>	Deborah Blow, Ed.D.
<b>E-mail Address</b>	dblow@orcutt-schools.net
<b>Web Site</b>	www.orcutt-schools.net

### School Description and Mission Statement (School Year 2018-19)

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 205 in grades TK-8. The information on these pages is designed to inform you of the many programs and achievements of our school.

Olga Reed has a terrific team of dedicated educators serving our students. Some of our staff are relatively new (in their first, second, or third year) to this school, while others are Olga Reed veterans -- and all staff are collaborating closely to provide the strongest possible educational program. Meanwhile, our Parent Teacher Student Association (PTSA) and Parents in Action (Padres en Acción) group continue to be a strong venues for parent involvement. 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 2017-18)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	29
<b>Grade 1</b>	23
<b>Grade 2</b>	16
<b>Grade 3</b>	26
<b>Grade 4</b>	26
<b>Grade 5</b>	21
<b>Grade 6</b>	24
<b>Grade 7</b>	24
<b>Grade 8</b>	23
<b>Total Enrollment</b>	212

### Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.5
Asian	0.0
Filipino	0.0
Hispanic or Latino	83.0
Native Hawaiian or Pacific Islander	0.0
White	14.6
Socioeconomically Disadvantaged	80.2
English Learners	59.0
Students with Disabilities	12.7
Foster Youth	0.0

## 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.

### Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	9	9	8	222
Without Full Credential		0	0	8
Teaching Outside Subject Area of Competence (with full credential)		0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: October 2018

On Wednesday, September 12, 2018, 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. 2 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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-5: McGraw-Hill, California Science Adoption Year 2008  Grades 6-8: Holt, Rinehart, & Winston, California Science Adoption Year 2008	Yes	0
<b>History-Social Science</b>	Grades K-1: Scott Foresman, History-Social Science for California Adoption Year 2005  Grades 2-5: Harcourt School Publishers, California Reflections Adoption Year 2005  Grades 6-8: Glencoe/McGraw Hill, California Discovering our Past Adoption Year 2005	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 Adoption Year 2017	Yes	N/A
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A

**School Facility Conditions and Planned Improvements (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)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Replace ceiling & floor tiles. Repair carpet seam.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: January 2019	
Overall Rating	Good

## 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. 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); 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 Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	28.0	33.0	50.0	52.0	48.0	50.0
Mathematics (grades 3-8 and 11)	22.0	26.0	42.0	45.0	37.0	38.0

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.

Note: 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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	139	98.58	33.09
Male	75	74	98.67	25.68
Female	66	65	98.48	41.54
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	116	115	99.14	28.70
White	20	20	100.00	60.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	109	100.00	28.44
English Learners	94	93	98.94	26.88
Students with Disabilities	21	21	100.00	0.00
Students Receiving Migrant Education Services	17	17	100.00	23.53

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	141	140	99.29	26.43
Male	75	75	100	29.33
Female	66	65	98.48	23.08
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	116	115	99.14	25.22
White	20	20	100	40
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	109	109	100	22.02
English Learners	94	94	100	23.4
Students with Disabilities	21	21	100	0
Students Receiving Migrant Education Services	17	17	100	23.53

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

## 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 areas of physical education.

### California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.8	28.6	14.3
7	8.3	20.8	41.7

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 State priority: Parental Involvement (Priority 3):

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

### Opportunities for Parental Involvement (School Year 2018-19)

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 partners with the Orcutt Academy PTSA on the Harvest Festival and Family Movie Nights.

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

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

Our parents are encouraged to be involved in local school governance activities, including the School Site Council and the English Learners' Advisory Committee. Contact Joe Dana, Principal; Kathleen Stevenson, Office Manager; or Brenda Galvez, Community Liaison, at 344-2401 to help you get started.



## 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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	4.4	4.2	1.8	3.0	3.1	2.8	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

Staff and parents on the School Site Council have worked together to update the Safe Schools Plan, most recently in January 2018 (with another update scheduled for January 2019). 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. The school is fortunate to have a Santa Barbara County Fire Department substation just down Centennial Street from the campus.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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+
<b>K</b>	24		1		25		1		25		1	
<b>1</b>	24		1									
<b>2</b>	26		1		23		1					
<b>3</b>					25		1		27		1	
<b>4</b>	28		1		25		1		27		1	
<b>5</b>	27		1		25		1		28		1	
<b>6</b>	20	1	1		18	1	1		16	1	1	
<b>Other</b>									27		1	

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

\*\* "Other" category is for multi-grade level classes.

### Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.15	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.1875	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	.8	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 2016-17)

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	\$77,183
Percent Difference: School Site and District	N/A	N/A	-100.0	-100.0
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-100.0	-100.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2017-18)

#### 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 School District. 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 2018-2019 School Accountability Report Card instructional materials section were acquired in October 2018. Data to prepare the school facilities section were acquired in January 2019.

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 choir teacher, a physical education teacher, and an instructional assistant. These personnel are provided through Title I and LCAP Supplemental funds.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,855	\$48,064
Mid-Range Teacher Salary	\$71,372	\$75,417
Highest Teacher Salary	\$94,481	\$94,006
Average Principal Salary (Elementary)	\$125,475	\$119,037
Average Principal Salary (Middle)	\$118,569	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$209,731	\$183,692
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

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 California Content Standards in English/language arts and mathematics, 21st Century Learning, and reading intervention. 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, Multi-tiered Systems of Support and Positive Behavior Interventions & Supports.