

Olga L. Reed School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Olga L. Reed 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
Email Address	jdana@orcutt-schools.net
Website	http://olgareed.orcuttschools.net/
County-District-School (CDS) Code	42-69237-6045702

Entity	Contact Information
District Name	Orcutt Union School District
Phone Number	805.938.8900
Superintendent	Deborah Blow, Ed.D.
Email Address	dblow@orcutt-schools.net
Website	www.orcutt-schools.net

School Description and Mission Statement (School Year 2019-20)

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 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) and Parents in Action (Padres en Acción) group continue to be a strong venues for parent involvement, and we receive strong support from our community. We are doing exciting things, and we invite you to contact us directly for more information. Go, Broncos!

Joe Dana, Principal

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	24
Grade 1	26
Grade 2	22
Grade 3	15
Grade 4	28
Grade 5	23
Grade 6	19
Grade 7	21
Grade 8	22
Total Enrollment	200

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1
Hispanic or Latino	84
White	12
Two or More Races	2
Socioeconomically Disadvantaged	81.5
English Learners	59.5
Students with Disabilities	10.5
Homeless	

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	9	8	8	210
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2019-20)

Year and month in which data were collected: December 2019

On Wednesday, September 11, 2019, the Orcutt Union School District's board of trustees 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-5: McGraw-Hill, Wonders California Adoption Year 2016 Grades 6-8: Houghton Mifflin Harcourt, Collections for California 2017 Adoption Year 2016	Yes	0
Mathematics	Grades K-5 Houghton Mifflin Harcourt, Math Expressions Adoption Year 2015 Grades 6-8: CPM, Core Connections Courses 1-3, Core Connections Algebra Adoption Year 2015	Yes	0
Science	Grades K-5: McGraw-Hill, California Science Adoption Year 2008 Grades 6-8: Holt, Rinehart, & Winston, California Science Adoption Year 2008	Yes	0
History-Social Science	Grades K-5: Studies Weekly, California Adoption Year 2019 Grades 6-8: Teachers' Curriculum Institute (TCI), History Alive Adoption Year 2019	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	N/A		N/A
Health	Grade 7: Positive Prevention PLUS, Sexual Health Education for America's Youth Adoption Year 2017	Yes	N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	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

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Replace ceiling & floor tiles. Repair carpet seam. Replace HVAC enclosures.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Repair damaged porcelain. Replace plaster & partitions.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	33	40	52	54	50	50
Mathematics (grades 3-8 and 11)	26	26	45	44	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	131	98.50	1.50	39.69
Male	75	74	98.67	1.33	31.08
Female	58	57	98.28	1.72	50.88
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	109	107	98.17	1.83	39.25
Native Hawaiian or Pacific Islander					
White	19	19	100.00	0.00	52.63
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	105	103	98.10	1.90	36.89
English Learners	84	82	97.62	2.38	40.24
Students with Disabilities	17	16	94.12	5.88	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	133	132	99.25	0.75	25.76
Male	75	74	98.67	1.33	25.68
Female	58	58	100.00	0.00	25.86
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Filipino					
Hispanic or Latino	109	109	100.00	0.00	22.02
Native Hawaiian or Pacific Islander					
White	19	18	94.74	5.26	50.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	105	105	100.00	0.00	23.81
English Learners	84	84	100.00	0.00	23.81
Students with Disabilities	17	17	100.00	0.00	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.2	9.1	9.1
7	9.1	13.6	18.2

Note: 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.

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 2019-20)

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 a required parent conference in the fall at which time teachers meet with parents to establish and review goals for the year, discuss academic progress, and take up any other pertinent topics. Parent attendance at these meetings is critical. We also give teachers and parents the option to request a conference to touch base in the early spring.

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

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

Olga Reed is an active member of its community. The school takes a prominent role in community events such as Old Days and the Christmas Stroll; the school also receives generous support from community businesses and organizations, including the Los Alamos Valley Men's Club, 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.2	1.8	2.9	3.1	2.7	3.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Staff and parents on the School Site Council have worked together to update the Safe Schools Plan, most recently in January 2019 (with another update scheduled for January 2020). 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.

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

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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		1		25		1		24		1	
1									26		1	
2	23		1						22		1	
3	25		1		27		1					
4	25		1		27		1		26		1	
5	25		1		28		1		24		1	
6	18	1	1		16	1	1		18	1	1	
Other**					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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.1875
Psychologist	.2
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.8

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,825.15	\$2,351.12	\$6,474.03	\$71,745.00
District	N/A	N/A	\$5,934.44	\$76,649.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	8.7	-6.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-14.8	-7.9

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 2018-19)

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: 1157 East Clark Avenue, Ste. K, Orcutt. Its phone number is 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 Olga Reed School 2019-2020 School Accountability Report Card instructional materials section were acquired in December 2019. Data to prepare the school facilities section were acquired in January 2020.

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. 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.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,855	\$49,378
Mid-Range Teacher Salary	\$71,372	\$77,190
Highest Teacher Salary	\$94,481	\$96,607

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$122,912	\$122,074
Average Principal Salary (Middle)	\$122,137	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$209,731	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

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