

School Accountability Report Card Reported for School Year 2007-08 Published During 2008-09

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

Contact Information (School Year 2008-09)

This section provides the school's contact information.

| School | | District | |
|-------------------------|----------------------------|-----------------------|----------------------------|
| School Name | Olga L. Reed Elementary | District Name | Los Alamos School District |
| Street | 480 Centennial Street | Phone Number | (805) 344-2401 |
| City, State, Zip | Los Alamos, CA 93440 | Web Site | www.losalamosschool.org |
| Phone Number | (805) 344-2401 | Superintendent | Ron Barba |
| Principal | Ron Barba | E-mail Address | rbarba@losalamosschool.org |
| E-mail Address | rbarba@losalamosschool.org | CDS Code | 42-69237-6045702 |

School Description and Mission Statement (School Year 2007-08)

This section provides information about the school, its programs and its goals.

Welcome to Olga Reed School, and home of the Broncos. Olga Reed is a small rural school located in the town of Los Alamos and is named after a former teacher. Our Vision Statement is driven by the words preparation, encouragement and inspiration. Those concepts are what Olga Reed School is about. The school has a student population of 234 students in grades K-8. The information on these pages is designed to inform you of the many programs and achievements of our school. A School Accountability Report Card is a result of Proposition 98, an initiative passed by the voters of California in November, 1988. Proposition 98 increased school funding while also requiring greater school accountability for programs and services. Part of that accountability requires that each public school in the state annually provide its parents and other interested community members with specifically required information about the school.

The faculty and staff are made up of ten certificated teachers and fifteen full or part-time support staff, including four instructional aides, two cafeteria staff, a library/computer lab director, three custodians and two secretarial positions. Mr. Paul Osiboid serves as the district superintendent and school principal. The district is a direct services district and receives support from the Santa Barbara County Education Office through the part-time positions of school psychologist, resource teacher, school nurse, migrant education aide, adaptive PE aide and speech therapist. Two county operated Special Day Classes are also housed on the campus. The Special Day Class/Resource Specialist Program is staffed with two teachers and four instructional assistants.

The Special Day Class for students with severe handicaps is staffed by a classroom teacher and four instructional assistants. Olga Reed School maintains a comprehensive After School Program on campus in which 50% of the students are enrolled daily until 6pm. There is also a Family Resource Center available to students and their families through tutoring, counseling, medical services and family support are offered. A Youth Program for programs are funded through state grants and jointly maintained through a community partnership with People Helping people. Olga Reed Elementary School qualifies for federal and state categorical funds in the following areas: Title I, Title II, Title VI, Migrant Education, Economic Impact and School Improvement Funds.

We invite you to visit our campus any time. We know that all students, given the preparation, encouragement, and inspiration needed, can be successful. That's our dream and our mission.

[Opportunities for Parental Involvement \(School Year 2007-08\)](#)

This section provides information about opportunities for parents to become involved with school activities.

Our school recognizes parents as valuable partners in the success of our students. We strive to work together cohesively to promote academic, social and civic values.

Olga Reed School has strong parental and community support. Our PTF (Parents, Teachers and Friends) is an integral part of the school, planning and implementing the various fundraisers throughout the year, which make it possible for our students to experience activities not ordinarily offered in the regular scope of the classroom.

Our parents are involved in many school activities, including School Site Council, ELAC,DELAC, and the Los Alamos Educational Foundation, as well as activities in the specific classrooms.

[Student Enrollment by Grade Level \(School Year 2007-08\)](#)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 29 |
| Grade 1 | 28 |
| Grade 2 | 15 |
| Grade 3 | 26 |
| Grade 4 | 32 |
| Grade 5 | 22 |
| Grade 6 | 29 |
| Grade 7 | 26 |
| Grade 8 | 20 |
| Total Enrollment | 227 |

[Student Enrollment by Group \(School Year 2007-08\)](#)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | 0.44% | White (not Hispanic) | 37.89% |
| American Indian or Alaska Native | 1.32% | Multiple or No Response | 0% |
| Asian | 3.52% | Socioeconomically Disadvantaged | 65% |
| Filipino | 0% | English Learners | 26% |
| Hispanic or Latino | 56.83% | Students with Disabilities | 3% |
| Pacific Islander | 0% | | |

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | 2005-06 | | | 2006-07 | | | 2007-08 | | | | | |
|-------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 21 | | 1 | | 16.5 | 2 | | | 14.5 | 2 | | |
| 1 | 16 | 1 | | | 22 | | 1 | | 21 | | 1 | |
| 2 | 18 | 1 | | | | | | | 15 | 1 | | |
| 3 | 19 | 1 | | | 20 | 1 | | | 18 | 1 | | |
| 4 | 15.5 | 2 | | | 22 | | 1 | | 24 | | 1 | |
| 5 | 19 | 1 | | | 28 | | 1 | | 22 | | 1 | |
| 6 | 29 | | 1 | | 22 | | 1 | | 29 | | 1 | |
| K-3 | 20 | 1 | | | 17.5 | 2 | | | | | | |
| 3-4 | | | | | | | | | 16 | 1 | | |

III. School Climate

School Safety Plan (School Year 2007-08)

This section provides information about the school's comprehensive safety plan.

Olga Reed School is fortunate to have very few serious discipline problems. Teachers and staff maintain structured procedures that all students follow. The environment is calm and peaceful, a place conducive to learning. Assertive discipline is used throughout the campus. The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspensions and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) school wide dress codes, (7) procedures for safe entry and exit from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted by pursuant to Ed Code Sections 35291 and 35291.5.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Suspensions | 11.2 | 0.0 | 4.4 | 11.2 | 0.0 | 4.4 |
| Expulsions | 0.0 | 0.4 | 0.0 | 0.0 | 0.4 | 0.0 |

IV. School Facilities

[School Facility Conditions and Planned Improvement \(School Year 2008-09\)](#)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Olga Reed School constantly seeks to improve all of its facilities. A five year Deferred Maintenance Plan is updated as necessary. Olga Reed School continues to place great emphasis on providing its students and staff with a safe, clean, attractive, and well-maintained campus.

[School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|--|
| | Good | Fair | Poor | |
| Gas Leaks | [X] | [] | [] | Will schedule local gas company to check appliances. |
| Mechanical Systems | [X] | [] | [] | |
| Windows/Doors/Gates (interior and exterior) | [] | [X] | [] | Will replace 3 broken windows in the gym, library and will repair library door during summer break. |
| Interior Surfaces (walls, floors, and ceilings) | [] | [X] | [] | Interior and exterior needs painting. |
| Hazardous Materials (interior and exterior) | [X] | [] | [] | |
| Structural Damage | [X] | [] | [] | |
| Fire Safety | [] | [X] | [] | Check needed by Simplex. |
| Electrical (interior and exterior) | [X] | [] | [] | Lighting conduit in front of school in need of repair. |
| Pest/Vermin Infestation | [] | [X] | [] | Ground squirrels are a problem. Black widow spiders have been seen. Exterminators will be contacted. |
| Drinking Fountains (inside and outside) | [X] | [] | [] | |
| Restrooms | [] | [X] | [] | Needs paint and tile repair. |
| Sewer | [X] | [] | [] | |
| Playground/School Grounds | [X] | [] | [] | |
| Roofs | [] | [X] | [] | |
| Overall Cleanliness | [] | [X] | [] | |

[Overall Summary of School Facility Good Repair Status \(School Year 2008-09\)](#)

This table displays the overall summary of the results of the most recently completed school site inspection.

| Item Inspected | Facility Condition | | | |
|-----------------|--------------------|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Summary | [] | [X] | [] | [] |

V. Teachers

[Professional Development](#)

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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. Olga Reed School is committed to the goal of helping each student achieve and provides professional development that is part of a comprehensive effort to improve teacher quality at all stages: preparation, induction, support, and ongoing professional development. Olga Reed provides 3 full days of professional development to teachers each year in order to help improve the success of our students. The school encourages teachers to participate in trainings throughout the year pertinent to curriculum to help students achieve success.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2005-06 | 2006-07 | 2007-08 | 2007-08 |
| With Full Credential | 11 | 11 | 11 | 11 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | N/A |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

| Indicator | 2006-07 | 2007-08 | 2008-09 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2006-07)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the NCLB Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 100% | 0% |
| All Schools in District | 100% | 0% |
| High-Poverty Schools in District | 0% | 0% |
| Low-Poverty Schools in District | | |

VI Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|----------------------------------|---|
| Academic Counselor | 0 | 0 |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | | N/A |
| Other | | N/A |

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2008-09)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|----------------------------|---|---|
| Reading/Language Arts | K-5 Open Court 6-8 Holt, Rinehart, Winston 6-8 Holt Handbook | 0 |
| Mathematics | K-5 Saxon Math 6th Grade - Saxon Intermediate 6 7th Grade -Saxon Algebra 1/2 8th Grade- Algebra 1 | 0 |
| Science | Good quality books and materials are available. 6th-8th Grade-Holt, Rinehart, Winston | 0 |
| History-Social Science | 6th Grade-Prentice Hall Ancient Civilizations 7th Grade-Prentice Hall Medieval and Modern Times 8th Grade-Prentice Hall American Nation | 0 |
| Foreign Language | N/A | N/A |
| Health | N/A | N/A |
| Visual and Performing Arts | N/A | N/A |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$7,808 | \$1,387.57 | \$6,420.43 | \$61,461 |
| District | --- | --- | \$6,420.43 | \$61,461 |
| Percent Difference – School Site and District | --- | --- | 0% | 0% |
| State | --- | --- | \$5,300 | \$54,322 |
| Percent Difference – School Site and State | --- | --- | 17.5% | 12% |

Types of Services Funded (Fiscal Year 2007-08)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Programs and supplemental services enhanced at Olga Reed School through categorical funds or other sources include: instructional aides, and instructional materials, Title 1 and Title 5 funding, GATE, EIA, School Safety and Violence Prevention Programs, Safe and Drug-Free School, EETT (Enhancing Education Through Technology), Art and Music Grants, NCLB Teacher Quality Program, ELAC, and DELAC.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Percent of Budget for Teacher Salaries | 40.5% | 37.6% |
| Percent of Budget for Administrative Salaries | 4.9% | 6.4% |

IX. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8, and 9 through 11; and history-social science in grades 8, and 10 through 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| English-Language Arts | 44 | 42 | 47 | 44 | 42 | 47 | 42 | 43 | 46 |
| Mathematics | 59 | 56 | 63 | 59 | 56 | 63 | 40 | 40 | 43 |
| Science | 68 | 35 | 64 | 68 | 35 | 64 | 35 | 38 | 46 |
| History-Social Science | 55 | 32 | 45 | 55 | 32 | 45 | 33 | 33 | 36 |

CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English- Language Arts | Mathematics | Science | History-Social Science |
| African American | | | | |
| American Indian or Alaska Native | * | * | | |
| Asian | * | * | * | * |
| Filipino | | | | |
| Hispanic or Latino | 36 | 58 | 59 | 57 |
| Pacific Islander | | | | |
| White (not Hispanic) | 63 | 72 | 77 | * |
| Male | 44 | 62 | 61 | 45 |
| Female | 52 | 66 | 68 | * |
| Economically Disadvantaged | 37 | 57 | 63 | 50 |
| English Learners | 12 | 24 | * | |
| Students with Disabilities | * | * | * | |
| Students Receiving Migrant Education Services | 33 | 62 | 67 | * |

California Physical Fitness Test Results (School Year 2007-08)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

| Grade Level | Percent of Students Meeting Fitness Standards |
|-------------|---|
| 5 | 38.9 |
| 7 | 16.0 |

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2005-06 | 2006-07 | 2007-08 |
|-----------------|---------|---------|---------|
| Statewide | 7 | 7 | 5 |
| Similar Schools | 10 | 10 | 8 |

API Changes by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

| Group | Actual API Change | | | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2005-06 | 2006-07 | 2007-08 | 2008 |
| All Students at the School | 4 | -22 | 41 | 807 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | -12 | -13 | 46 | 772 |
| Pacific Islander | | | | |
| White (not Hispanic) | 37 | -39 | 31 | 863 |
| Socioeconomically Disadvantaged | -1 | -6 | 22 | 770 |
| English Learners | -30 | 60 | | |
| Students with Disabilities | | | | |

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page <http://www.cde.ca.gov/ta/ac/ay/>.

[AYP Overall and by Criteria \(School Year 2007-08\)](#)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|---|---------------|-----------------|
| Overall | Yes | Yes |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | Yes |
| Percent Proficient - Mathematics | Yes | Yes |
| API | Yes | Yes |
| Graduation Rate | N/A | N/A |

[Federal Intervention Program \(School Year 2008-09\)](#)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|--|---------------|-----------------|
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | N/A | |
| Percent of Schools Currently in Program Improvement | N/A | |