

Orcutt Academy K-8 Campus

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 | Orcutt Academy K-8 Campus |
| Street | 480 Centennial Street, P.O. Box 161, Los Alamos, CA 93440 |
| City, State, Zip | Casmalia, CA 93429 |
| Phone Number | 805-960-1000 |
| Principal | Joe Dana |
| E-mail Address | jdana@orcutt-schools.net |
| Web Site | http://orcuttacademy.orcuttschools.net/ |
| CDS Code | 4269260 0116434 |

| District Contact Information | |
|-------------------------------------|------------------------------|
| District Name | Orcutt Union School District |
| Phone Number | 805-938-8900 |
| Superintendent | Debra Blow |
| E-mail Address | dblow@orcutt-schools.net |
| Web Site | |

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

The Orcutt Academy Charter School is a grade K-12 dependent charter school. The high school (grades 9-12) is situated in the semi-rural community of Orcutt, California, an unincorporated area immediately south of Santa Maria, California. The K-8 is located in the town of Los Alamos, approximately thirteen miles from the high school. The Orcutt Academy is fully accredited by the Western Association of Schools and Colleges (WASC).

The Orcutt Academy is chartered and operated by the Board of Trustees of the Orcutt Union School District, allowing the students and staff access to the district's powerful educational resources. Students take the same statewide assessments and the school is subject to the same accountability measures as other public schools and districts. The school opened its doors in August of 2008 and currently is in its sixth school year.

Mission Statement:

The mission of the Orcutt Academy is to create a learning community that values the application of academic learning in the "real world" while promoting intercultural understanding and respect for others. The creation of new knowledge is encouraged and expected, thereby equipping graduates for successful academic and workforce experiences . . . as lifelong learners.

The Orcutt Academy's Expected Schoolwide Learning Results (ESLRs):

Orcutt Academy students will:

- Demonstrate good citizenship through personal integrity, responsibility, and community service.
- Demonstrate progress toward achieving California's state standards in all academic areas.
- Engage in active learning and apply academic knowledge in real life situations.
- Acquire and use the technical and critical thinking skills that enable lifelong learning.
- Demonstrate intercultural and global understanding through individual and schoolwide projects.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 23 |
| Grade 1 | 22 |
| Grade 2 | 26 |
| Grade 3 | 15 |
| Grade 4 | 17 |
| Grade 5 | 15 |
| Grade 6 | 18 |
| Grade 7 | 16 |
| Grade 8 | 16 |
| Grade 9 | 150 |
| Grade 10 | 151 |
| Grade 11 | 142 |
| Grade 12 | 150 |
| Total Enrollment | 761 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.8 |
| American Indian or Alaska Native | 0.7 |
| Asian | 3.3 |
| Filipino | 1.1 |
| Hispanic or Latino | 35.1 |
| Native Hawaiian or Pacific Islander | 0.5 |
| White | 55.8 |
| Two or More Races | 2.5 |
| Socioeconomically Disadvantaged | 26.5 |
| English Learners | 3.2 |
| Students with Disabilities | 5.4 |
| Foster Youth | 0.3 |

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 | | | | |
| Without Full Credential | | | | |
| Teaching Outside Subject Area of Competence (with full credential) | | | | |

Teacher Misassignments and Vacant Teacher Positions

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

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 16, 2016

All textbooks used in the core curriculum at Orcutt Academy are aligned to the California Content Standards and Frameworks. Standards-based instructional materials are approved by the district's Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

On Wednesday, October 16, 2013, 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. 4 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (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, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4)

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 2012-13 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 | 0.0% |
| Mathematics | Harcourt School Publishers, Harcourt Math © 2002. Adoption Year 2009 Holt, CA Geometry. Adoption Year 2009 Holt, Rinehart and Winston, Holt California Mathematics: Course 1, Course 2, Algebra I. Adoption Year 2009 Pearson Scott Foresman, Scott Foresman - Addison Wesley enVisionMath California. Adoption Year 2009 | Yes | 0.0% |
| Science | Holt, Rinehart and Winston, Earth, Life and Physical Science. Adoption Year 2007 Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science. Adoption Year 2006 | Yes | 0.0% |

| Subject | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------------------------------|
| History-Social Science | Glencoe/McGraw-Hill, Glencoe Discovering our Past. Adoption Year 2005 Harcourt School Publishers, Reflections: California Series. Adoption Year 2005 Pearson Scott Foresman, Scott Foresman History-Social Science for California. Adoption Year 2005 | Yes | 0.0% |

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Orcutt Academy's original facilities were built in 1970. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and no evening custodians are assigned to Orcutt Academy. The day custodian is responsible for:

- Classroom cleaning
- Groundskeeping
- Lunch area setup/cleanup
- Restroom cleaning

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

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 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 | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|------------------------------------------------------------------|---------------|------|------|-------------------------------------------|
| Year and month of the most recent FIT report: January 2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| 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 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 | 63 | 69 | 46 | 51 | 44 | 48 |
| Mathematics | 38 | 48 | 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 | 13 | 12 | 92.3 | 41.7 |
| | 4 | 16 | 14 | 87.5 | 42.9 |
| | 5 | 14 | 12 | 85.7 | 58.3 |
| | 6 | 18 | 16 | 88.9 | 31.3 |
| | 7 | 21 | 18 | 85.7 | 61.1 |
| | 8 | 18 | 16 | 88.9 | 68.8 |
| | 11 | 139 | 137 | 98.6 | 80.3 |
| Male | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | 57 | 57 | 100.0 | 66.7 |
| Female | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | 12 | 10 | 83.3 | 80.0 |
| | 8 | 11 | 10 | 90.9 | 90.0 |
| | 11 | 82 | 80 | 97.6 | 90.0 |
| Black or African American | 7 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| American Indian or Alaska Native | 6 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Asian | 3 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Filipino | 11 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | 37 | 37 | 100.0 | 81.1 |
| Native Hawaiian or Pacific Islander | 11 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| White | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | 12 | 10 | 83.3 | 80.0 |
| | 8 | -- | -- | -- | -- |
| | 11 | 85 | 84 | 98.8 | 81.0 |
| Two or More Races | 4 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | 30 | 29 | 96.7 | 75.9 |
| English Learners | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |

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 | 13 | 12 | 92.3 | 33.3 |
| | 4 | 16 | 14 | 87.5 | 21.4 |
| | 5 | 14 | 12 | 85.7 | 41.7 |
| | 6 | 18 | 16 | 88.9 | 31.3 |
| | 7 | 21 | 18 | 85.7 | 50.0 |
| | 8 | 18 | 16 | 88.9 | 43.8 |
| | 11 | 139 | 137 | 98.6 | 55.5 |
| Male | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | 57 | 57 | 100.0 | 45.6 |
| Female | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | 12 | 10 | 83.3 | 60.0 |
| | 8 | 11 | 10 | 90.9 | 50.0 |
| | 11 | 82 | 80 | 97.6 | 62.5 |
| Black or African American | 7 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| American Indian or Alaska Native | 6 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Asian | 3 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Filipino | 11 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |

| Student Group | Grade | Number of Students | | Percent of Students | |
|--------------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| | 11 | 37 | 37 | 100.0 | 54.0 |
| Native Hawaiian or Pacific Islander | 11 | -- | -- | -- | -- |
| White | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | 12 | 10 | 83.3 | 50.0 |
| | 8 | -- | -- | -- | -- |
| | 11 | 85 | 84 | 98.8 | 57.1 |
| Two or More Races | 4 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | 30 | 29 | 96.7 | 44.8 |
| English Learners | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Students with Disabilities | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |
| Foster Youth | 3 | -- | -- | -- | -- |
| | 4 | -- | -- | -- | -- |
| | 5 | -- | -- | -- | -- |
| | 6 | -- | -- | -- | -- |
| | 7 | -- | -- | -- | -- |
| | 8 | -- | -- | -- | -- |
| | 11 | -- | -- | -- | -- |

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) | 83 | 80 | 81 | 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 | 179 | 176 | 98.3 | 81.3 |
| Male | 94 | 93 | 98.9 | 78.5 |
| Female | 85 | 83 | 97.7 | 84.3 |
| Hispanic or Latino | 64 | 61 | 95.3 | 67.2 |
| White | 101 | 101 | 100.0 | 89.1 |
| Socioeconomically Disadvantaged | 50 | 49 | 98.0 | 69.4 |

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.

Career Technical Education Programs (School Year 2015-16)

The Orcutt Academy uses thematic learning strategies in grades K-8 that bridge into career technical education/college prep and Advanced Placement opportunities at the high school level.

Curricular themes at the K-8 include Visual and Performing Arts, Environmental Education, Alternative Forms of Energy, and Agriculture.

Career Technical Education Participation (School Year 2015-16)

| Measure | CTE Program Participation |
|-----------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of pupils participating in CTE | n/d |
| % of pupils completing a CTE program and earning a high school diploma | |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | |

Courses for University of California (UC) and/or California State University (CSU) Admission

| UC/CSU Course Measure | Percent |
|----------------------------------------------------------------------------------|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 78.47 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 16.6 |

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 |
| 7 | 40 | 5 | 20 |
| 9 | 15.8 | 20.5 | 55.5 |

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)

Parents are encouraged to get involved in their child's learning environment by volunteering in the classroom, helping with extracurricular activities (clubs, ASB, electives), participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through email, the school website, weekly school newsletters, school bulletin boards, and classroom websites. Contact the school's main office at (805) 938-8550 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Chaperone
- Classroom Helper
- Volunteer for Special Activities
- Library Helper
- School Garden

Committees:

- Parent Teacher Student Association (PTSA)
- School Advisory Council (SAC)
- Supporting Orcutt Academy's Academic Resources (SOAAR) Foundation

School Activities:

- Back to School Night
- Open House
- Special Events

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 0.90 | 0.00 | 0.00 | 0.90 | 0.00 | 0.00 | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 99.13 | 100.00 | 100.00 | 99.13 | 100.00 | 100.00 | 80.44 | 80.95 | 82.27 |

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Group | Graduating Class of 2015 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 99 | 99 | 86 |
| Black or African American | 100 | 100 | 78 |
| American Indian or Alaska Native | 100 | 100 | 78 |
| Asian | 100 | 100 | 93 |
| Filipino | 100 | 100 | 93 |
| Hispanic or Latino | 100 | 100 | 83 |
| Native Hawaiian/Pacific Islander | 0 | 0 | 85 |
| White | 99 | 99 | 91 |
| Two or More Races | 100 | 100 | 89 |
| Socioeconomically Disadvantaged | 100 | 100 | 66 |
| English Learners | 50 | 50 | 54 |
| Students with Disabilities | 100 | 100 | 78 |

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 | 1.5 | 0.9 | 1.8 | 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)

The Orcutt Academy maintains separate Safe Schools Plans for its K-8 and high school campuses. All emergency notebooks and backpacks were updated or replenished and distributed to every classroom at that time. An emergency exit map is posted in every room, as well as in the "red" emergency binders. Every faculty member has been assigned a responsibility on the Emergency Operations Center (EOC) using SEMS. Our plan details procedures for the following situations: Drills, Lockdowns, Bomb Threats, Campus Unrest, Chemical Accidents, Earthquakes, fire, Earthquakes, and Gas Leaks. The school has regular practice drills to insure all stakeholders know what to do in an emergency.

Orcutt Academy places a high priority on maintaining a safe and supportive campus environment. The K-8 campus has a part-time nutrition and lunch supervisor. The high school campus has two part-time nutrition and lunch supervisors who are accompanied by the principal, the school counselor, and a rotating schedule of faculty while on duty.

The Orcutt Academy Student Handbook clearly outlines behavior expectations and the consequences for violations. The book is reviewed and updated annually by principals and staff and subsequently approved by the School Advisory Council.

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 | | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement* | | |
| 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 | 26 | | 1 | | 27 | | 1 | | 27 | | 1 | |
| 5 | 27 | | 1 | | 27 | | 1 | | 27 | | 1 | |
| 6 | 9 | 1 | | | 9 | 1 | | | 9 | 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 | 28 | 4 | 15 | 5 | 27 | 5 | 18 | 2 | 27 | 5 | 18 | 2 |
| Mathematics | 22 | 12 | 10 | 6 | 23 | 10 | 13 | 2 | 23 | 10 | 13 | 2 |
| Science | 24 | 8 | 13 | 3 | 24 | 8 | 15 | 1 | 24 | 8 | 15 | 1 |
| Social Science | 25 | 6 | 8 | 5 | 25 | 5 | 12 | 2 | 25 | 5 | 12 | 2 |

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 | | |
| Counselor (Social/Behavioral or Career Development) | .1 | N/A |
| Library Media Teacher (Librarian) | 0 | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | .1 | N/A |
| Social Worker | 0 | N/A |
| Nurse | .1 | N/A |
| Speech/Language/Hearing Specialist | .05 | N/A |
| Resource Specialist | 0 | 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 | 3270 | 20 | 3250 | 53934 |
| District | N/A | N/A | \$5,267 | \$75,999 |
| Percent Difference: School Site and District | N/A | N/A | -38.3 | -25.0 |
| State | N/A | N/A | \$5,677 | \$71,610 |
| Percent Difference: School Site and State | N/A | N/A | -41.3 | -19.0 |

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, including but not limited to API, AYP, STAR results, enrollment, and staffing.

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 Guadalupe 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 2012-13 School Accountability Report Card instructional materials section were acquired in October 2013. Data to prepare the school facilities section were acquired in November 2013.

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/>.

Advanced Placement (AP) Courses (School Year 2015-16)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | | N/A |
| English | 2 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | | N/A |
| Mathematics | 4 | N/A |
| Science | 3 | N/A |
| Social Science | 4 | N/A |
| All courses | 13 | 1.1 |

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Orcutt Academy revolve around the California State Content Standards and Frameworks. During the 2012-13 school year, Orcutt Academy held three staff development days devoted to:

- Data Analysis
- Instructional Strategies
- AVID Strategies
- Understanding by Design

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Orcutt Academy supports ongoing professional growth throughout the year on minimum days. Teachers met in both grade level and department level teams to conduct data analysis to identify areas of need.

Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2012-13 school year, Orcutt Academy's teachers attended the following events hosted by the Orcutt Union Elementary:

- Professional Learning Communities
- Examining Student Achievement
- Differentiated Instruction
- Addressing the Needs of English Learners

Orcutt Academy offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.