

# Orcutt Academy Charter 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
<b>School Name</b>	Orcutt Academy Charter School
<b>Street</b>	TK-8: 480 Centennial St., P.O. Box 318, Los Alamos, CA 93440      9-12: 610
<b>City, State, Zip</b>	9-12: 610 Pinal Street, Orcutt, CA 93455
<b>Phone Number</b>	TK-8: 805.344.2401    9-12: 805.938.8550
<b>Principal</b>	TK-8: Joe Dana    9-12: Rhett Carter
<b>Email Address</b>	TK-8: jdana@orcutt-schools.net    9-12: rcarter@orcutt-schools.net
<b>Website</b>	www.orcuttacademycharter.net
<b>County-District-School (CDS) Code</b>	42692600116434

Entity	Contact Information
<b>District Name</b>	Orcutt Academy Charter School
<b>Phone Number</b>	805.938.8900
<b>Superintendent</b>	Deborah Blow, Ed.D.
<b>Email Address</b>	dblow@orcutt-schools.net
<b>Website</b>	<a href="http://www.orcutt-schools.net">http://www.orcutt-schools.net</a>

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

School Profile: The Orcutt Academy Charter School is a grades TK-12 charter school that was founded and is governed by the board of trustees of the Orcutt Union School District. The high school (grades 9-12) is situated in the semi-rural community of Orcutt, an unincorporated area immediately south of Santa Maria. The K-8 campus is located in the town of Los Alamos, approximately 15 miles south of Orcutt. The K-8 independent study program is located in Casmalia, approximately seven miles west of Orcutt. The Orcutt Academy is fully accredited by the Western Association of Schools and Colleges (WASC).

### 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 Schoolwide Learner Outcomes (SLOs):

Generate strong relationships. OA students will capitalize on a nurturing, inclusive environment to build strong relationships with each other and with staff.

Refine academic and life skills. OA students will develop and apply academic and life skills. OA will provide high academic expectations and rigor while also providing timely interventions to ensure the success of all students.

Exhibit a plan for the future. OA will prepare its students for college and career success. Students will graduate with a plan for postsecondary success that reflects individual goals and interests.

Attitude rooted in responsibility and character. OA students are challenged to make moral and ethical decisions and to give back to their community.

Total connection with school. OA students become affiliated with the school through involvement in a variety of extracurricular and cocurricular activities.

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

Grade Level	Number of Students
Kindergarten	27
Grade 1	19
Grade 2	16
Grade 3	19
Grade 4	18
Grade 5	22
Grade 6	19
Grade 7	18
Grade 8	24
Grade 9	164
Grade 10	158
Grade 11	138
Grade 12	145
<b>Total Enrollment</b>	<b>787</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	3.6
Filipino	1.8
Hispanic or Latino	37.6
Native Hawaiian or Pacific Islander	0.6
White	49.4
Two or More Races	4.8
Socioeconomically Disadvantaged	27.8
English Learners	3.3
Students with Disabilities	8.1
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	32.6	33	30	210
Without Full Credential	0	1	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

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, September 11, 2019, the Orcutt Union Elementary's Board of Education held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Education adopted Resolution No. 7 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Rinehart & Winston: Holt Literature and Language Arts, Third Course 2008 Holt Handbook 2008  Grades 9-12 English classes utilize core literature and entire pieces of literature in lieu of textbook anthologies. Teachers regularly revisit the selections of literature for English courses.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	<p>Previously Adopted for Grades 9-12  Houghton Mifflin, Precalculus with Limits 2007  Prentice Hall, Calculus AP, 3rd Edition 2007  Bedford/St. Martin, The Practice of Statistics, 4th Edition 2012</p> <p>Adopted 2016  CPM Core Connections Courses in Algebra I, Geometry, and Algebra 2 for Grades 9-12  W.H. Freeman, Modeling with Mathematics: A Bridge to Algebra 2</p>	Yes	0
<b>Science</b>	<p>Prentice Hall: Earth Science 2008  Prentice Hall: Conceptual Physics 2008  Holt, Rinehart &amp; Winston: Holt Physics 2008  Glencoe: Biology 2009  Holt, Chemistry California 2007  Holt, Physics 2009  Wiley Plus, Advanced Edition Physics, 8th Edition 2009  Pearson, Physics for Scientists and Engineers: A Strategic Approach with Modern Physics 2013  McGraw Hill, Biology, 10th Edition 2010  McGraw-Hill, Essentials of Human Anatomy 2012</p>	Yes	0
<b>History-Social Science</b>	<p>Prentice Hall: World History: Survey Edition 2008  Prentice Hall: World History 2009</p> <p>McDougal Littell, Modern World History 2006  Bedford-St. Martin, Ways of the World with Global History 2011  McDougal Littell, The Americans: Reconstruction to the 21st Century, California Edition 2005  Wadsworth, Cengage, American Pageant AP, 14th Edition 2010  Prentice Hall, Economics: Principles in Action 2010  Prentice Hall, MacGruder's American Government 2010  Pearson, Government in America: People, Politics and Policy, 15th Edition 2011</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Foreign Language</b>	McDougal Littell: Uno Avencemos 2007 McDougal Littell, Dos Avencemos 2007 McDougal Littell, Tres Avencemos 2007 McDougal Littell, Cuatro Avencemos 2010	Yes	0
<b>Health</b>	Positive Prevention PLUS, Sexual Health Education for America's Youth Adoption Year 2017  Prentice Hall, Health 2007	Yes	NA
<b>Visual and Performing Arts</b>	McGraw-Hill, Art in Focus 2006 Holt-McDougal, Study of Relationships 2010 Worth Publishers, Exploring Psychology, 8th Edition 2011		0
<b>Science Laboratory Equipment (grades 9-12)</b>		Yes	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. 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. In November 2016, district voters approved a school bond measure that will be utilized in the years to come for repairs, modernization, and improvements to facilities.

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 is assigned to Orcutt Academy. The custodian is responsible for:

- Classroom cleaning
- Grounds keeping
- 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)

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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Replace ceiling & floor tiles. Replace outlet covers & electrical track caps.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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)	56	64	52	54	50	50
Mathematics (grades 3-8 and 11)	45	48	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	260	245	94.23	5.77	64.08
Male	125	121	96.80	3.20	57.85
Female	135	124	91.85	8.15	70.16
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	12	11	91.67	8.33	72.73
Filipino	--	--	--	--	--
Hispanic or Latino	112	105	93.75	6.25	54.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	111	104	93.69	6.31	70.19



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	13	13	100.00	0.00	76.92
Socioeconomically Disadvantaged	84	81	96.43	3.57	45.68
English Learners	18	18	100.00	0.00	27.78
Students with Disabilities	32	28	87.50	12.50	25.00
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	260	246	94.62	5.38	48.37
Male	125	121	96.80	3.20	48.76
Female	135	125	92.59	7.41	48.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	12	11	91.67	8.33	63.64
Filipino	--	--	--	--	--
Hispanic or Latino	112	106	94.64	5.36	38.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	111	104	93.69	6.31	56.73
Two or More Races	13	13	100.00	0.00	46.15
Socioeconomically Disadvantaged	84	82	97.62	2.38	21.95
English Learners	18	18	100.00	0.00	16.67
Students with Disabilities	32	28	87.50	12.50	14.29
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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.

**Career Technical Education Programs (School Year 2018-19)**

Orcutt Academy High School has worked closely with Allan Hancock Community College to establish concurrent enrollment for selected OAHS courses; this gives students college credit for taking high school classes. In addition, OAHS is working to develop course sequences in Career Technical Education (CTE).

**Career Technical Education Participation (School Year 2018-19)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	93
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	76.74
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	55.97

### 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	12.5	31.2	31.2
7	36.8	15.8	10.5
9	13.5	25.0	54.7

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. Our K-8 campus has 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. Our K-8 independent study program schedules teacher-parent meetings every two weeks. Our high school has evenings in the fall and spring in which parents may visit the campus to meet with teachers.

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

Parents stay informed on upcoming events and school activities through email, telephone all call, the school website, weekly school newsletters, school bulletin boards, and classroom websites. Contact the school's main office at (OAK-8, 805-960-1000; OA Independent Study, 805-937-6515; and OAHs, 805-938-8550) for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer:

- Chaperone (High School)
- Athletic events (High School)
- Science/math Events (High School)
- Library set-up (High School)
- Art and choir shows (High School)
- Robotics competitions/Events (High School)
- Electives (K-8)
- Field trips (K-8)
- School garden (K-8)

Committees:

- Parent Teacher Student Association (PTSA)

School Advisory Council (SAC)  
 Supporting Orcutt Academy's Academic Resources Foundation (SOAAR)  
 OAHS Athletic Boosters  
 Orcutt Children's Arts Foundation

School Activities:  
 College/Career Day  
 Back to School Night  
 Open House/Spartan Showcase  
 Sports events  
 ASB dances  
 Harvest Festival

**State Priority: Pupil Engagement**

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	0	5.7	0.7	0	5.7	0.7	9.7	9.1	9.6
<b>Graduation Rate</b>	100	93.6	97.8	100	93.6	97.8	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

**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
<b>Suspensions</b>	1.1	1.8	3.2	3.1	2.7	3.9	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2019-20)**

A Safe Schools Plan for each Orcutt Academy campus has been updated and discussed with staff (most recently in January 2019, with updates planned for January 2020). Emergency flipcharts and backpacks have been updated or replenished and distributed to every classroom. An emergency exit map is posted in every room. Staff have responsibilities on site emergency teams. Sites have regular drills to allow students and staff to practice responses to a range of possible situations, including fire, earthquake, intruder, and more.

Orcutt Academy places a high priority on maintaining a safe and supportive campus environment. The Orcutt Academy Student Handbook clearly outlines behavioral expectations and the consequences for violations. The book is reviewed and updated annually by principals and staff.

Campus safety at the K-8 site 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. Similar improvements are planned for the high school for Summer 2020.

## 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	20	1			19	1			20	1		
2	28		1		28		1		28		1	
4	28		1		28		1		28		1	
6	28		1		28		1		30		1	
Other**												

\*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.

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

Subject	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 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	26	6	15	3	27	5	18	1	28	5	11	8
Mathematics	19	13	15		21	15	14	1	22	15	13	2
Science	24	7	15	1	23	9	15	1	24	7	14	2
Social Science	25	7	10	2	24	5	14		24	6	11	2

\*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.

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

Title	Ratio
Academic Counselors*	302.5

\*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

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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	\$7,441.34	\$901.69	\$6,539.65	\$70,122.00
District	N/A	N/A	\$5,934.44	\$76,649.00
Percent Difference - School Site and District	N/A	N/A	9.7	-8.9
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-13.8	-10.1

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 Orcutt Academy and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability.

Public Internet Access Location Parents may access Orcutt Academy's SARC and access the internet at any of the county's public libraries. The closest public library to Orcutt Academy is the Orcutt Library, a branch of Santa Maria Public Library.

Address: 1157 East Clark Avenue, Ste. K, Orcutt

Phone Number: 805-937-6483

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

Number of Computers Available: 2

#### Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Orcutt Union School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the Orcutt Academy School Accountability Report Card instructional materials section were acquired in December 2019. Data to prepare the school facilities section were acquired in January 2020.

### 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
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/>.

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	4	N/A
Science	1	N/A
Social Science	4	N/A
All courses	17	28.2

Note: 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)

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 Orcutt Academy teachers are full participants in this. In addition, staff from Orcutt Academy have participated in district-led professional development on Professional Learning Communities, Multi-tiered Systems of Support, and Positive Behavior Interventions & Supports.