Orcutt Academy Charter School
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Orcutt Academy Charter School
Street	500 Dyer St.
City, State, Zip	Orcutt, CA 93455
Phone Number	805-938-8934
Principal	TK-8: Joe Dana 9-12: Rhett Carter
Email Address	TK-8: jdana@orcutt-schools.net 9-12: rcarter@orcutt-schools.net
Website	www.orcuttacademycharter.net
County-District-School (CDS) Code	42692600116434

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Orcutt Union School District
Phone Number	805-938-8900
Superintendent	Holly Edds, Ed.D.
Email Address	hedds@orcutt-schools.net
Website	www.orcuttschools.net

School Description and Mission Statement (School Year 2020-2021)

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. All three campuses of the Orcutt Academy, Transitional Kindergarten through 12th grade, are 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 2019-2020)

Grade Level	Number of Students
Kindergarten	21
Grade 1	22
Grade 2	19
Grade 3	16
Grade 4	18
Grade 5	20
Grade 6	20
Grade 7	19
Grade 8	24
Grade 9	181
Grade 10	155
Grade 11	142
Grade 12	128
Total Enrollment	785

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	2.9
Filipino	2.7
Hispanic or Latino	38.1
Native Hawaiian or Pacific Islander	0.8
White	48.3
Two or More Races	5.1
Socioeconomically Disadvantaged	29.3
English Learners	3.7
Students with Disabilities	7
Foster Youth	0.1
Homeless	0.1

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	33	30	27.4	187.08
Without Full Credential	1	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: November 2020

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 9, 2020, 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	Grades TK-5: McGraw-Hill, Wonders California Adoption Year 2016 Grades 6-8: Houghton Mifflin Harcourt, Collections for California 2017 Adoption Year 2016 Grades 9-12: Holt Rinehart & Winston: Holt Literature and Language Arts, Third Course 2008 Holt Rinehart & Winston: Holt Literature and Language Arts, 4th Course 2009 Holt Rinehart & Winston: Holt Literature and Language Arts, 5th Course 2009 Holt Rinehart & Winston: Holt Elements of Literature, 4th Course 2009 Bedford/St. Martins: The Language of Composition: reading, writing, rhetoric, 2nd Edition 2013 Bedford/St. Martins: The Language of Composition: reading, writing, thinking 2010 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
Mathematics	Grades K-5 Houghton Mifflin Harcourt, Math Expressions Adoption Year 2015 Grades 6-8: CPM, Core Connections Courses 1-3, Core Connections Algebra Adoption Year 2015 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 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 CPM Educational Program: Precalculus, 3rd Edition 2018	Yes	0
Science	Grades K-5: McGraw-Hill, California Science Adoption Year 2008 Grades 6-8: Holt, Rinehart, & Winston, California Science Adoption Year 2008 Grades 9-12: Prentice Hall: Earth Science 2008 Prentice Hall: Conceptual Physics 2008 Glencoe: Biology 2009 Holt, Chemistry California 2007 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 Pearson: Biology in Focus, 2014 Bedford, Freeman & Worth: Environmental Science: for the AP Course, 3rd Edition 2019 Pearson: College Physics: A Strategic Approach, 3rd Edition 2015	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Grades K-5: Studies Weekly, California Adoption Year 2019 Grades 6-8: Teachers' Curriculum Institute (TCI), History Alive Adoption Year 2019 Grades 9-12: 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 McGraw Hill Education: Brinkley Unfinished Nation: Concise History Vol 1, 8th Edition 2016 McGraw Hill Education: Brinkley Unfinished Nation: Concise History Vol 2, 8th Edition 2016 Bedford, Freeman & Worth: American Government Stories of a Nation 2019 Bedford, Freeman & Worth: Launchpad for American Government Stories of a Nation 2019	Yes	0
Foreign Language	Grades 9-12: Holt McDougal: Avancemos 2013 Level 1 2013 Holt McDougal: Avancemos 2013 Level 2 2013 Holt McDougal: Avancemos 2013 Level 3 2013 Vista Higher Learning: Temas: AP Spanish & Culture 2014	Yes	0
Health	Positive Prevention PLUS, Sexual Health Education for America's Youth Adoption Year 2017 Prentice Hall, Health 2007	Yes	NA

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Visual and Performing Arts	McGraw-Hill, Art in Focus 2006 Holt-McDougal, Study of Relationships 2010 Worth Publishers, Exploring Psychology, 8th Edition 2011		0

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

School Facility Conditions and Planned Improvements

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. The principal communicates with the custodial staff daily concerning maintenance and school safety issues. 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. 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. As of this writing, the bond has funded perimeter fencing at the K-8 and high school sites, cafeteria modernization at the K-8 site, and the modernization and reconfiguration of the office complex at the high school.

One day custodian and one day custodian are assigned to Orcutt Academy K-8 and Orcutt Academy High School campuses. Orcutt Academy Independent Study has one night custodian.

The day custodian is responsible for:
- Cafeteria setup/cleanup
- Grounds-keeping
- Restroom cleaning
- Office cleaning

Restrooms and high touch areas are checked throughout the day for cleanliness and subsequently cleaned and disinfected as needed.

The evening custodian is responsible for:
- Classroom cleaning
- Restroom cleaning
- Office cleaning
- Regular disinfecting

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Replace floor tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

• **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

• The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	64	N/A	54	N/A	50	N/A
Mathematics (grades 3-8 and 11)	48	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	43	N/A	33	N/A	30	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

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) to be implemented in 2021-2022.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	33
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
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	69.01

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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

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 (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
Spartatroniks Foundation
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 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
Dropout Rate	5.7	0.7	2.8	5.7	0.7	2.8	9.1	9.6	9
Graduation Rate	93.6	97.8	97.2	93.6	97.8	97.2	82.7	83	84.5

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
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.8	3.2	2.7	3.9	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

A Safe Schools Plan for each Orcutt Academy campus has been updated and discussed with staff (most recently in January 2020, with an update scheduled for January 2021). 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 Handbooks clearly outline behavioral expectations and the consequences for violations. The book is reviewed and updated annually by principals and staff.

Campus safety at the K-8 and high school sites 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 campuses to be secured during the school day.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	19	1			20	1			7	3		
1									11	2		
2	28		1		28		1		10	2		
3									8	2		
4	28		1		28		1		9	2		
5									10	2		
6	28		1		30		1		10	2		

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English Language Arts	27	5	18	1	28	5	11	8	26	8	14	4
Mathematics	21	15	14	1	22	15	13	2	24	7	19	3
Science	23	9	15	1	24	7	14	2	24	8	15	
Social Science	24	5	14		24	6	11	2	24	6	10	3

*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	356.8

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.1

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12,616	$0	$12,616	$76,587
District	N/A	N/A	$11,607	$75,773
Percent Difference - School Site and District	N/A	N/A	8.3	1.1
State	N/A	N/A	$7,750	$80,565
Percent Difference - School Site and State	N/A	N/A	47.8	-5.1

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

Types of Services Funded (Fiscal Year 2019-2020)

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: 175 S. Broadway, Orcutt CA
Phone Number: 805-937-6483
WebSite: http://www.ci.santa-maria.ca.us/210.shtml

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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$44,855	$50,574
Mid-Range Teacher Salary	$71,372	$76,649
Highest Teacher Salary	$97,555	$98,993
Average Principal Salary (Elementary)	$121,755	$125,150
Average Principal Salary (Middle)	$120,464	$129,394
Average Principal Salary (High)	$129,513	$122,053

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	$214,240	$193,925
Percent of Budget for Teacher Salaries	35.0	34.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	4	N/A
Fine and Performing Arts	1	N/A
Foreign Language	4	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	4	N/A
All courses	17	36.4

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
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 site and district-led professional development on Professional Learning Communities, Multi-tiered Systems of Support, Social Emotional Well-Being, Distance Learning Best Practices, Safety During COVID Times, and Positive Behavior Interventions & Supports.