

Orcutt Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Orcutt Academy
Street	610 Pinal Avenue Orcutt, CA 93455
City, State, Zip	9-12: 610 Pinal Street, Orcutt, CA 93455
Phone Number	(805) 938-8550
Principal	TK-8: Joe Dana 9-12: Rhett Carter
E-mail Address	TK-8: jdana@orcutt-schools.net 9-12: rcarter@orcutt-schools.net
Web Site	www.orcuttacademycharter.net
CDS Code	42692600116434

District Contact Information	
District Name	Orcutt Academy Charter School
Phone Number	805.938.8900
Superintendent	Deborah Blow, Ed.D.
E-mail Address	dblow@orcutt-schools.net
Web Site	http://www.orcutt-schools.net

School Description and Mission Statement (School Year 2018-19)

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 occurricular activities.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	25
Grade 1	19
Grade 2	21
Grade 3	20
Grade 4	25
Grade 5	18
Grade 6	18
Grade 7	23
Grade 8	28
Grade 9	150
Grade 10	145
Grade 11	146
Grade 12	138
Total Enrollment	776

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.6
Asian	3.5
Filipino	1.8
Hispanic or Latino	34.8
Native Hawaiian or Pacific Islander	0.5
White	53.6
Socioeconomically Disadvantaged	28.6
English Learners	2.8
Students with Disabilities	9.1
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	32.4	32.6	33	222
Without Full Credential			1	8
Teaching Outside Subject Area of Competence (with full credential)			0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	1	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 2018-19)

Year and month in which data were collected: October 2018

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 12, 2018, 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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	<p>Grades K-5 McGraw-Hill WONDERS CA Comprehensive System Adoption Year 2016</p> <p>Grades 6-8 Houghton Mifflin, COLLECTIONS for California 2017 Adoption Year 2016</p> <p>Holt Rinehart & Winston: Holt Literature and Language Arts, Third Course 2008 Holt Handbook 2008</p> <p>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.</p>	Yes	0
Mathematics	<p>Adopted 2015 Houghton Mifflin Harcourt Expression Grades K-5</p> <p>Adopted 2015 CPM Core Connections Courses 1-3 for Grades 6-8</p> <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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	<p>Macmillan/McGraw-Hill, Grades K-8 Macmillan/McGraw-Hill California Science Adoption Year 2006</p> <p>Prentice Hall: Earth Science 2008 Prentice Hall: Conceptual Physics 2008 Holt, Rinehart & 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
History-Social Science	<p>Harcourt School Publishers, Reflections: Grades K-5 California Series. Adoption Year 2005</p> <p>Pearson Scott Foresman, Scott Foresman Grades 6-8 History-Social Science for California. Adoption Year 2005</p> <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
Foreign Language	<p>McDougal Littell: Uno Avencemos 2007 McDougal Littell, Dos Avencemos 2007 McDougal Littell, Tres Avencemos 2007 McDougal Littell, Cuatro Avencemos 2010</p>	Yes	0
Health	<p>Positive Prevention PLUS, Sexual Health Education for America's Youth Adoption Year 2017</p> <p>Prentice Hall, Health 2007</p>	Yes	NA

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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
Science Laboratory Equipment (grades 9-12)		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 and one evening custodian are assigned to Orcutt Academy. The day/evening 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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Replace ceiling & floor tiles. Repaint areas in need.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: January 2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: January 2019	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	64.0	56.0	50.0	52.0	48.0	50.0
Mathematics (grades 3-8 and 11)	49.0	45.0	42.0	45.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	280	263	93.93	56.27
Male	135	129	95.56	47.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	145	134	92.41	64.93
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	9	81.82	77.78
Filipino	--	--	--	--
Hispanic or Latino	115	112	97.39	41.96
Native Hawaiian or Pacific Islander	--	--	--	--
White	137	129	94.16	65.12
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	96	96.00	46.88
English Learners	14	14	100.00	28.57
Students with Disabilities	25	21	84.00	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	280	262	93.57	45.04
Male	135	130	96.3	40.77
Female	145	132	91.03	49.24
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	9	81.82	77.78
Filipino	--	--	--	--
Hispanic or Latino	115	112	97.39	31.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	137	129	94.16	53.49
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	95	95	34.74
English Learners	14	13	92.86	23.08
Students with Disabilities	25	21	84	14.29
Students Receiving Migrant Education Services	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

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 and partnerships that would constitute pathways to careers in engineering/advanced manufacturing, teaching and early childhood education, and software development.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	75.1
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	13.5

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.5	17.6	35.3
7	16.0	4.0	36.0
9	15.1	20.9	48.2

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 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 2018-19)

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.0	0.0	5.7	0.0	0.0	5.7	10.7	9.7	9.1
Graduation Rate	100.0	100.0	93.6	100.0	100.0	93.6	82.3	83.8	82.7

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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	95.0	95.0	88.7
Black or African American	100.0	100.0	82.2
American Indian or Alaska Native	100.0	100.0	82.8
Asian	100.0	100.0	94.9
Filipino	100.0	100.0	93.5
Hispanic or Latino	94.7	94.7	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	95.3	95.3	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	42.9	42.9	56.7
Students with Disabilities	100.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.8	1.1	1.8	3.0	3.1	2.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

A Safe Schools Plan for each Orcutt Academy campus has been updated and discussed with staff (most recently in January 2019). 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.

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	2015-16				2016-17				2017-18			
	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	27		1		20	1			19	1		
2					28		1		28		1	
4					28		1		28		1	
5	27		1									
6	9	1			28		1		28		1	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	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	28.0	3	16	5	26.0	6	15	3	27.0	5	18	1
Mathematics	21.0	12	14	1	19.0	13	15		21.0	15	14	1
Science	23.0	8	14	1	24.0	7	15	1	23.0	9	15	1
Social Science	24.0	6	12	1	25.0	7	10	2	24.0	5	14	

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 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	605
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.75	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,714.00	\$ 374.00	\$ 6,340.00	\$54,895.00
District	N/A	N/A	6,340	\$77,183
Percent Difference: School Site and District	N/A	N/A	-200.0	-36.1
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-200.0	-29.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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 2018-19 School Accountability Report Card instructional materials section were acquired in October 2018. Data to prepare the school facilities section were acquired in January 2019.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,855	\$48,064
Mid-Range Teacher Salary	\$71,372	\$75,417
Highest Teacher Salary	\$94,481	\$94,006
Average Principal Salary (Elementary)	\$125,475	\$119,037
Average Principal Salary (Middle)	\$118,569	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$209,731	\$183,692
Percent of Budget for Teacher Salaries	38.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	3	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	4	N/A
Science	3	N/A
Social Science	4	N/A
All courses	19	25.0

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. Current emphases of staff development are the California State Standards, 21st Century Learning, and the cycle of continuous school improvement promulgated by WASC (Western Association of Schools and Colleges). 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.