

# Orcutt Academy High School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Orcutt Academy High School
<b>Street</b>	610 Pinal Avenue, Orcutt, CA 93455
<b>City, State, Zip</b>	9-12: 610 Pinal Street, Orcutt, CA 93455
<b>Phone Number</b>	805.938.8550
<b>Principal</b>	K-8: Joe Dana 9-12: Rhett Carter
<b>E-mail Address</b>	K-8: <a href="mailto:jdana@orcutt-schools.net">jdana@orcutt-schools.net</a> 9-12: <a href="mailto:rcarter@orcutt-schools.net">rcarter@orcutt-schools.net</a>
<b>Web Site</b>	<a href="http://www.orcuttacademycharter.net">www.orcuttacademycharter.net</a>
<b>CDS Code</b>	42692600116434

District Contact Information	
District Name	Orcutt Union School District
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 2016-17)

School Profile: The Orcutt Academy Charter School is a grade K-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 Expected Schoolwide Learning Results (ESLRs):

Orcutt Academy students will:

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

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

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

### Student Enrollment by Group (School Year 2015-16)

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

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27.6	30.0827.08	32.4	
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.6	0.5
High-Poverty Schools in District	98.9	1.1
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

**Year and month in which data were collected:** October 1, 2016

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

On Wednesday, October 14, 2015, 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
<b>Reading/Language Arts</b>	Grades K-5 McGraw-Hill WONDERS CA Comprehensive System Adoption Year 2016 Grades 6-8 Houghton Mifflin, COLLECTIONS for California 2017 Adoption Year 2016  Holt Rinehart & Winston: Holt Literature and Language Arts, Third Course 2008 Holt Handbook 2008	Yes	0
<b>Mathematics</b>	Holt, Rinehart & Winston, Holt California Algebra I and II 2008 Holt, Rinehart & Winston: Geometry 2009  Adopted 2015 Houghton Mifflin Harcourt Expression Grades K-5  Adopted 2015 CPM Core Connections Courses 1-3 for Grades 6-8	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Science</b>	Macmillan/McGraw-Hill, Grades K-8 Macmillan/McGraw-Hill California Science Adoption Year 2006  Prentice Hall: Earth Science 2008 Prentice Hall: Conceptual Physics 2008 Holt, Rinehart & Winston: Holt Physics 2008 Glencoe: Biology 2009	Yes	0
<b>History-Social Science</b>	Harcourt School Publishers, Reflections: Grades K-5 California Series. Adoption Year 2005  Pearson Scott Foresman, Scott Foresman Grades 6-8 History-Social Science for California. Adoption Year 2005  Prentice Hall: World History: Survey Edition 2008 Prentice Hall: World History 2009	Yes	0
<b>Foreign Language</b>	McDougal Littell: Avencemos 1 2008 McDougal Littell: Avencemos 2 2009	Yes	0
<b>Health</b>	Prentice Hall: Prentice Hall Health 2008	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. Orcutt Academy's original facilities were built in 1970. Ongoing maintenance and campus improvements ensure facilities remain up-to-date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the student bathrooms have been refitted to be appropriate for high school students. Also, the high school added four serving windows to facilitate lunch service.

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)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: February 4, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: February 4, 2016				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	63	69	46	51	44	48
Mathematics	38	48	36	42	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### CAASPP Test Results in ELA by Student Group

##### Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	13	12	92.3	41.7
	4	16	14	87.5	42.9
	5	14	12	85.7	58.3
	6	18	16	88.9	31.3
	7	21	18	85.7	61.1
	8	18	16	88.9	68.8
	11	139	137	98.6	80.3
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	57	57	100.0	66.7
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	12	10	83.3	80.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	11	10	90.9	90.0
	11	82	80	97.6	90.0
<b>Black or African American</b>	7	--	--	--	--
	11	--	--	--	--
<b>American Indian or Alaska Native</b>	6	--	--	--	--
	11	--	--	--	--
<b>Asian</b>	3	--	--	--	--
	11	--	--	--	--
<b>Filipino</b>	11	--	--	--	--
<b>Hispanic or Latino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	37	37	100.0	81.1
<b>Native Hawaiian or Pacific Islander</b>	11	--	--	--	--
<b>White</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	12	10	83.3	80.0
	8	--	--	--	--
	11	85	84	98.8	81.0
<b>Two or More Races</b>	4	--	--	--	--
	6	--	--	--	--
	11	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	30	29	96.7	75.9
<b>English Learners</b>	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	--	--	--	--
	11	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	13	12	92.3	33.3
	4	16	14	87.5	21.4
	5	14	12	85.7	41.7
	6	18	16	88.9	31.3
	7	21	18	85.7	50.0
	8	18	16	88.9	43.8
	11	139	137	98.6	55.5
Male	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	57	57	100.0	45.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	12	10	83.3	60.0
	8	11	10	90.9	50.0
	11	82	80	97.6	62.5
Black or African American	7	--	--	--	--
	11	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	11	--	--	--	--
Asian	3	--	--	--	--
	11	--	--	--	--
Filipino	11	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	37	37	100.0	54.0
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	12	10	83.3	50.0
	8	--	--	--	--
	11	85	84	98.8	57.1
Two or More Races	4	--	--	--	--
	6	--	--	--	--
	11	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	--	--	--	--
	11	30	29	96.7	44.8
English Learners	3	--	--	--	--
	4	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	7	--	--	--	--
	11	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
	11	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

#### CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	83	80	81	72	68	72	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	179	176	98.3	81.3
Male	94	93	98.9	78.5
Female	85	83	97.7	84.3
Hispanic or Latino	64	61	95.3	67.2
White	101	101	100.0	89.1
Socioeconomically Disadvantaged	50	49	98.0	69.4

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Career Technical Education Programs (School Year 2015-16)**

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 developing course sequences and partnerships that would constitute pathways to careers in engineering/advanced manufacturing, teaching and early childhood education, and software development. OAHS is closely collaborating with the Santa Barbara County Regional Occupational Program (ROP), Allan Hancock College, and other local school districts in the development of these pathways.

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	90
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

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

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

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2015-16)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	40	5	20
9	15.8	20.5	55.5

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

Parents are encouraged to get involved in their child's learning environment 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, 960-1000; OA Independent Study, 937-6515; and OAHS, 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

#### School Activities:

- College/Career Day
- Back to School Night
- Open House/Spartan Showcase
- Sports events
- ASB dances
- Harvest Festival
- Cinco de Mayo

### State Priority: Pupil Engagement

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

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

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

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

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

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

**State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.5	0.9	1.8	3.1	2.4	3.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2016-17)**

A Safe Schools Plan for each Orcutt Academy campus has been updated and discussed with staff. 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	40.0

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

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

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26		1		27		1		27		1	
5	27		1		27		1		27		1	
6	9	1			9	1			9	1		

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

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

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	4	15	5	27	5	18	2	27	5	18	2
Mathematics	22	12	10	6	23	10	13	2	23	10	13	2
Science	24	8	13	3	24	8	15	1	24	8	15	1
Social Science	25	6	8	5	25	5	12	2	25	5	12	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	
Counselor (Social/Behavioral or Career Development)	2.3	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.25	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.3	N/A
Speech/Language/Hearing Specialist	.4	N/A
Resource Specialist	2.5	N/A
Other	0	N/A

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

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

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6714.00	\$ 374.00	\$ 6340.00	\$54,895.00
District	N/A	N/A	6340	\$75,999
Percent Difference: School Site and District	N/A	N/A	-100.0	-23.6
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	-100.0	-18.4

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

### Types of Services Funded (Fiscal Year 2015-16)

#### DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Orcutt Academy and comparisons of the school to the district, the county, and the state.

DataQuest provides reports for school accountability.

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 Elementary. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the Orcutt Academy 2015-16 School Accountability Report Card instructional materials section were acquired in October 2016. Data to prepare the school facilities section were acquired in January 2016.



**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,896	\$44,507
Mid-Range Teacher Salary	\$66,665	\$68,910
Highest Teacher Salary	\$88,250	\$88,330
Average Principal Salary (Elementary)	\$117,271	\$111,481
Average Principal Salary (Middle)	\$114,490	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$189,000	\$169,821
Percent of Budget for Teacher Salaries	41%	39%
Percent of Budget for Administrative Salaries	6%	6%

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

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

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

Cells with N/A values do not require data.

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

**Professional Development (Most Recent Three Years)**

All training and curriculum development activities at Orcutt Academy revolve around the California State Content Standards and Frameworks. Current emphases of staff development are the new California Content Standards and the new Get Focused ... Stay Focused Program at OAHS. 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.