Orcutt Academy Charter School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.
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.

2021-22 School 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: Jared Banks 9-12: Rhett Carter
Email Address	TK-8: jbanks@orcutt-schools.net 9-12: rcarter@orcutt-schools.net
School Website	https://www.orcuttschools.net/oahs/
County-District-School (CDS) Code	42692600116434

2021-22 District Contact Information

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

2021-22 School Overview

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. Both campuses, 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	35
Grade 1	20
Grade 2	33
Grade 3	28
Grade 4	22
Grade 5	29
Grade 6	24
Grade 7	26
Grade 8	29
Grade 9	154
Grade 10	187
Grade 11	142
Grade 12	142
Total Enrollment	871

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.2
Male	45.8
American Indian or Alaska Native	0.2
Asian	2.3
Black or African American	0.8
Filipino	2.3
Hispanic or Latino	38.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6.4
White	47.4
English Learners	3.3
Foster Youth	0.3
Homeless	0.3
Socioeconomically Disadvantaged	27.6
Students with Disabilities	8.6

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.0	90.9	186.6	88.3	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	1.0	0.5	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	2.0	0.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.1	6.2	8.6	4.1	12115.8	4.4
Unknown	1.0	2.9	13.1	6.2	18854.3	6.9
Total Teaching Positions	34.1	100.0	211.4	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.1
Total Out-of-Field Teachers	2.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 8, 2021, the Orcutt Union Elementary's Board 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. 5 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.

Year and month in which the data were collected	November 2021

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	Yes	0

	Holt Rinehart & Winston: Holt Literature and Language Arts, 5th Course 2009 Holt Rinehart & Winston: Holt Elements of Literature, 6th Course 2009 Bedford/St. Martins: The Language of Composition: Reading, Writing, Rhetoric, 2nd Edition 2013 Bedford/St. Martins: The Language of Composition: Reading, Writing, Rhetoric, 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.		
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 W. H. Freeman and Company, Calculus 2014 W. H. Freeman and Company, The Practice of Statistics, 4th Edition 2012 Adopted 2016: CPM Core Connections Courses in Algebra I, Geometry, and Algebra 2 for Grades 9-12	Yes	0
Science	Grades K-6: McGraw-Hill, CA Inspire Science Adoption Year 2021 Grades 7-8: Amplify, Amplify Science Science Adoption Year 2021 Grades 9-12: Prentice Hall: Earth Science 2009 Prentice Hall: Conceptual Physics 2008 McGraw Hill Glencoe: Biology California Edition 2007 Holt, Chemistry California 2007 McGraw-Hill, Hole's Essentials of Human Anatomy, 11th Edition 2012 Bedford, Freeman & Worth: Environmental Science: for the AP Course, 3rd Edition 2019 Pearson: College Physics: A Strategic Approach, 3rd Edition 2015	Yes	0
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	Yes	0

	McDougal Littell, The Americans: Reconstruction to the 21st Century, California Edition 2005 Wadsworth, Cengage, American Pageant AP, 14th Edition 2010 Savvas, Economics: Principles in Action, California Edition 2019 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		
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
Visual and Performing Arts	McGraw-Hill, Art in Focus 2006 Worth Publishers, Exploring Psychology, 8th Edition 2011 Pearson, Child Development, 7th Edition 2016 Cengage, Those Who Can Teach, 14th Edition 2016 Pearson, News Now 2012	Yes	0
Science Laboratory Equipment (grades 9-12)		Yes	0

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.

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

Year and month of the most recent FIT report	December 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace floor tiles, missing carpet in one room, stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Gopher damage in fields
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	292	123	42.12	57.88	82.11
Female	170	76	44.71	55.29	88.16
Male	122	47	38.52	61.48	72.34
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	131	54	41.22	58.78	81.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	6	31.58	68.42	--
White	126	54	42.86	57.14	83.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	33	36.26	63.74	69.7
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	8	28.57	71.43	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	292	118	40.41	59.59	49.15
Female	170	73	42.94	57.06	52.05
Male	122	45	36.89	63.11	44.44
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	131	52	39.69	60.31	38.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	6	31.58	68.42	--
White	126	51	40.48	59.52	58.82
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	30	32.97	67.03	36.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	8	28.57	71.43	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	152	122	80.26%	19.74%	50.00%
Female	80	68	85.00%	15.00%	58.75%
Male	72	54	75.00%	25.00%	40.28%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	4	3	75.00%	25.00%	50.00%

Black or African American	1	1	100.00%	0.00%	100.00%
Filipino	2	2	100.00%	0.00%	100.00%
Hispanic or Latino	72	56	77.78%	22.22%	45.83%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	11	11	100.00%	0.00%	63.64%
White	61	49	80.33%	19.67%	50.82%
English Learners	10	10	100.00%	0.00%	50.00%
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	52	40	76.92%	23.08%	40.38%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	22	14	63.64%	36.36%	18.18%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA MAP Student Groups	NWEA MAP Total Enrollment	NWEA MAP Number Tested	NWEA MAP Percent Tested	NWEA MAP Percent Not Tested	NWEA MAP Percent At or Above Grade Level
All Students	152	132	86.84%	13.16%	32.89%
Female	80	68	85.00%	15.00%	33.75%
Male	72	54	75.00%	25.00%	31.94%
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	4	3	75.00%	25.00%	50.00%
Black or African American	1	1	100.00%	0.00%	0.00%
Filipino	2	2	100.00%	0.00%	100.00%
Hispanic or Latino	72	56	77.78%	22.22%	23.61%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	11	11	100.00%	0.00%	45.45%
White	61	49	80.33%	19.67%	39.34%
English Learners	10	10	100.00%	0.00%	10.00%
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	52	39	75.00%	25.00%	15.38%
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

| Students with Disabilities | 22 | 14 | 63.64% | 36.36% | 18.18% |

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	200	NT	NT	NT	NT
Female	107	NT	NT		
Male	93	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	68	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	99	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	43	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

During the 2020-2021 school year, Orcutt Academy High School did not have any CTE courses offered. During the 2021-2022 school year, OAHS launched a CTE pathway in the industry of Information Communications and Technology. The pathway started with an AP Computer Science Principles course and will evolve to include a second course (to be determined) in 2022-2023. Meantime, 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 with Allan Hancock on an Early College Cadre option for students to begin in 2022-2023.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.68
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	56.0

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 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, 805-960-5530, 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

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	2.8	98.5	6.3	2.8	98.5	6.3	9.0	8.9	9.4
Graduation Rate	97.2	1.5	93.7	97.2	1.5	93.7	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	143	134	93.7
Female	77	72	93.5
Male	66	62	93.9
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	39	38	97.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	81	77	95.1
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	37	35	94.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	906	883	29	3.3
Female	487	478	15	3.1
Male	419	405	14	3.5
American Indian or Alaska Native	2	2	0	0.0
Asian	20	20	0	0.0
Black or African American	7	7	0	0.0
Filipino	21	20	1	5.0
Hispanic or Latino	356	350	14	4.0
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	59	56	3	5.4
White	427	415	11	2.7
English Learners	30	30	1	3.3
Foster Youth	6	5	0	0.0
Homeless	6	6	1	16.7
Socioeconomically Disadvantaged	257	250	16	6.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	85	84	3	3.6

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.24	0.00	3.89	0.16	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.46	2.88	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 School Safety Plan

A Safe Schools Plan for each Orcutt Academy campus has been updated and discussed with staff (most recently in January 2021, with an update scheduled for January 2022). 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. 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

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1		
1				
2	28		1	
3				
4	28		1	
5				
6	30		1	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	7	3		
1	11	2		
2	10	2		
3	8	2		
4	9	2		
5	10	2		
6	10	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	3		
1	10	2		
2	8	4		
3	14	2		
4	11	2		
5	15	2		
6	8	3		

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	5	11	8
Mathematics	22	15	13	2
Science	24	7	14	2
Social Science	24	6	11	2

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	14	4
Mathematics	24	7	19	3
Science	24	8	15	
Social Science	24	6	10	3

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	16	3
Mathematics	25	10	14	5
Science	26	6	10	7
Social Science	25	6	9	5

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	395.9

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.2
Psychologist	0.7
Social Worker	0
Nurse	0.1
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	0
Other	1.6

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,107	$302	$9805	$74,311
District	N/A	N/A	$7,679	$78,933
Percent Difference - School Site and District	N/A	N/A	24.3	-6.0
State			$8,444	$82,431
Percent Difference - School Site and State	N/A	N/A	14.9	-10.4

2020-21 Types of Services Funded

Orcutt Academy utilizes the funding it receives to support every student in reaching their potential. In its School Plan for Student Achievement, OA prioritizes professional development, teacher collaboration in Professional Learning Communities, alignment of classroom instruction with state standards, monitoring of student progress, academic intervention, and student supports such as counseling.

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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,999	$51,450
Mid-Range Teacher Salary	$73,192	$80,263
Highest Teacher Salary	$100,043	$101,012
Average Principal Salary (Elementary)	$124,373	$128,082
Average Principal Salary (Middle)	$132,023	$132,453
Average Principal Salary (High)	$133,758	$134,792
Superintendent Salary	$214,240	$197,968
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	38.0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	3
Fine and Performing Arts	2
Foreign Language	2
Mathematics	3
Science	1
Social Science	5
Total AP Courses Offered	17

Professional Development

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, Trauma-Informed Practice in Schools, Distance Learning Best Practices, Safety During COVID Times, and Positive Behavioral Interventions & Supports.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3