

# Orcutt School for Independent Study

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)

### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Orcutt School for Independent Study
<b>Street</b>	1220 Oak Knoll Road
<b>City, State, Zip</b>	Santa Maria, CA 93455
<b>Phone Number</b>	805-960-5572
<b>Principal</b>	Cher Manich
<b>Email Address</b>	cmanich@orcutt-schools.net
<b>School Website</b>	<a href="https://www.orcuttschools.net/osis/">https://www.orcuttschools.net/osis/</a>
<b>County-District-School (CDS) Code</b>	42-69260-0141168

## 2022-23 District Contact Information

<b>District Name</b>	Orcutt Union School District
<b>Phone Number</b>	805-938-8900
<b>Superintendent</b>	Dr. Holly Edds
<b>Email Address</b>	hedds@orcutt-schools.net
<b>District Website Address</b>	<a href="http://www.orcuttschools.net/">http://www.orcuttschools.net/</a>

## 2022-23 School Overview

The Orcutt School for Independent Study (OSIS) is in its first year as an Orcutt Union School District school offering independent study options to students in grades K-8. Prior to 2021-2022, the school was affiliated with the Orcutt Academy Charter School as an independent study program. In the wake of the alterations to independent study brought on by AB 130, District Superintendent Dr. Holly Edds on August 6 made the decision to once again affiliate the independent study program with the district (not the charter) and to work toward establishing the program as a separate district school.

The school's format is independent study and it adheres to AB 130 and all state laws, Board Policies, and Administrative Regulations that pertain to that educational option. Grade levels served are kindergarten through eighth grade. The campus location is at 1220 Oak Knoll Road, Orcutt, CA 93455.

**Vision:**  
To be a benchmark independent study program, recognized for effective student-centered learning environments, a welcoming community that promotes mutual respect and the appreciation of the diversity of experiences that make up its population, with an unwavering emphasis on preparing students to be leaders equipped as thriving citizens in the 21st-century global society.

**Mission:**  
Orcutt School for Independent Study provides innovative avenues of study and educational options that place a premium on academic learning, with caring relationships at its core. As partners, students, parents, staff, and the community work together to ensure a nurturing, caring environment where students achieve their potential.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	20
Grade 1	14
Grade 2	14
Grade 3	14
Grade 4	14
Grade 5	16
Grade 6	16
Grade 7	16
Grade 8	16
Grade 9	161
Grade 10	150
Grade 11	176
Grade 12	137
<b>Total Enrollment</b>	<b>764</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	55.2
Male	44.6
American Indian or Alaska Native	0.1
Asian	2.0
Black or African American	1.3
Filipino	2.1
Hispanic or Latino	43.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.9
White	42.1
English Learners	3.4
Foster Youth	0.4
Homeless	0.3
Migrant	0.0
Socioeconomically Disadvantaged	26.2
Students with Disabilities	9.3

## **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

## 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)	31.00	90.86	186.60	88.31	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.47	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.00	0.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.10	6.18	8.60	4.07	12115.80	4.41
Unknown	1.00	2.93	13.10	6.20	18854.30	6.86
<b>Total Teaching Positions</b>	<b>34.10</b>	<b>100.00</b>	<b>211.40</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	2.10	
<b>Total Out-of-Field Teachers</b>	2.10	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Orcutt School for Independent Study are aligned to the California Content Standards and Frameworks. 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 14, 2022, 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. 4 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, and (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.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. Orcutt Union Elementary did not offer visual/performing arts classes and therefore did not require the distribution of respective textbooks and instructional materials.

Year and month in which the data were collected

November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Grades TK-5: McGraw-Hill, Wonders California Adoption Year 2016  Grades 6-8: Houghton Mifflin Harcourt, Collections for California 2017 Adoption Year 2016	Yes	0.0%
<b>Mathematics</b>	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	Yes	0.0%
<b>Science</b>	Grades K-6: McGraw-Hill, CA Inspire Science Adoption Year 2021  Grades 7-8: Amplify, Amplify Science Science Adoption Year 2021	Yes	0.0%
<b>History-Social Science</b>	Grades K-5: Studies Weekly, California Adoption Year 2019  Grades 6-8: Teachers' Curriculum Institute (TCI), History Alive Adoption Year 2019	Yes	0.0%

## 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. Orcutt School for Independent Study is housed on the Ralph Dunlap Elementary School campus. Ralph Dunlap's original facilities were built in 1962. 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 and responds to staff concerns as they arise. A work order process is used by school and district staff to communicate non-routine maintenance requests. 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 Ralph Dunlap Elementary School.

The day custodian is responsible for:

- Classroom cleaning
- Grounds-keeping
- Lunch area setup/cleanup
- Restroom 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
- Office area cleaning
- Restroom cleaning
- Regular disinfecting

Year and month of the most recent FIT report

December 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	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 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	63	N/A	49	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	45	N/A	35	N/A	33

## 2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	249	237	95.18	4.82	63.29
<b>Female</b>	134	124	92.54	7.46	73.39
<b>Male</b>	115	113	98.26	1.74	52.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	100	98	98.00	2.00	55.10
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	16	15	93.75	6.25	66.67
<b>White</b>	119	111	93.28	6.72	68.47
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	69	63	91.30	8.70	53.97
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	27	26	96.30	3.70	19.23

## 2021-22 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.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	251	239	95.22	4.78	44.77
<b>Female</b>	135	125	92.59	7.41	41.60
<b>Male</b>	116	114	98.28	1.72	48.25
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	100	98	98.00	2.00	30.61
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	16	15	93.75	6.25	46.67
<b>White</b>	121	113	93.39	6.61	54.87
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0.00	0.00	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	69	63	91.30	8.70	23.81
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	27	26	96.30	3.70	19.23

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	49.3	NT	28.76	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	165	142	86.06	13.94	49.3
<b>Female</b>	101	88	87.13	12.87	50
<b>Male</b>	63	54	85.71	14.29	48.15
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	67	54	80.6	19.4	38.89
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	78	71	91.03	8.97	60.56
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	39	30	76.92	23.08	30
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	19	7	36.84	63.16	--

## 2021-22 Career Technical Education Programs

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	48
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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.84
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	74.10

## 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.

## 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--

## 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.

## 2022-23 Opportunities for Parental Involvement

Our school recognizes parents as valuable partners in the success of our students. Our K-8 Independent Study campus has a required parent conference prior to signing the master agreement at which time teachers or designees meet with parents to

## 2022-23 Opportunities for Parental Involvement

establish and review goals for the year regarding the expectations of the program. This onboarding meeting reviews the curriculum (including digital components), schedules, technology support, hybrid versus virtual learning, and provides opportunities for parents to ask questions and share relevant information for the reasoning behind choosing OSIS. Additionally, the school schedules curriculum-based "open house" events each spring. These are opportunities for parents, family members, and friends to see what students have accomplished.

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

Parents stay informed on upcoming events and school activities through email, phone calls, the school website, school newsletters, school bulletin boards, and classroom websites (Google Classroom). Contact the school's main office (805) 960-5572) for more information on how to become involved in your child's learning environment.

## 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		98.5	3.7		98.5	3.7		8.9	7.8
Graduation Rate		1.5	95.6		1.5	95.6		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	136	130	95.6
<b>Female</b>	84	80	95.2
<b>Male</b>	52	50	96.2
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	--	--	--
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	55	53	96.4
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	64	61	95.3
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	0	0	0.0
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	59	57	96.6
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	--	--	--



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	776	769	187	24.3
Female	427	423	117	27.7
Male	347	344	69	20.1
American Indian or Alaska Native	1	1	0	0.0
Asian	15	15	0	0.0
Black or African American	10	10	2	20.0
Filipino	16	16	3	18.8
Hispanic or Latino	335	332	85	25.6
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	53	53	13	24.5
White	330	326	80	24.5
English Learners	27	27	10	37.0
Foster Youth	4	4	2	50.0
Homeless	2	2	2	100.0
Socioeconomically Disadvantaged	215	213	70	32.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	77	22	28.6

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.68	0.16	4.38	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.68	0.00
Female	0.94	0.00
Male	2.59	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	2.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.52	0.00
English Learners	3.70	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.26	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.28	0.00

## 2022-23 School Safety Plan

A Safe Schools Plan for Orcutt School for Independent Study has been updated and discussed with staff and the School Site Council on January 17, 2023. Emergency Flipcharts and backpacks have been updated or replenished and distributed to every classroom. An emergency exit map is posted in every room. The staff has responsibilities, such as on-site emergency teams. OSIS has regular drills to allow students and staff to practice responses to a range of possible situations, including fire, earthquake, intruder, and more.

OSIS places a high priority on maintaining a safe and supportive classroom environment. Orcutt School for Independent Study Handbook clearly outlines behavioral expectations and the consequences for violations. The book is reviewed and updated annually by the principal and staff.

During the summer of 2022, the site was moved to a new campus shared with Ralph Dunlap Elementary. This move helped to improve campus safety by utilizing Dunlap's security fencing and cameras, as well as being in closer proximity to local emergency services. This move also helped to improve communication access from ground-based phone systems to wireless to consistent wifi for internet access.

## 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.

## 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		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	10	2		
1	14	1		
2	14	1		
3	14	1		
4	14	1		
5	16	1		
6	16	1		

## 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

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	25	6	17	3
Mathematics	23	10	15	4
Science	27	3	18	
Social Science	27	3	12	3

## 2021-22 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	318.33

## 2021-22 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)	2.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	0.1
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	0.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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				\$60,037.76
District	N/A	N/A	\$9,515	\$78,288
Percent Difference - School Site and District	N/A	N/A		-26.4
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A		-34.0

## 2021-22 Types of Services Funded

Orcutt School for Independent Study utilizes funding it receives to support every student in reaching their potential. In its School Plan for Student Achievement, OSIS prioritizes professional development, alignment of classroom instruction with state standards, monitoring of student progress, academic intervention, and student support such as counseling and social-emotional learning.

### DataQuest

DataQuest is an online data tool located at <https://data1.cde.ca.gov/dataquest/> that contains additional information about OSIS 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 School for Independent Study's SARC and access the internet at any of the county's public libraries. The closest public library to OSIS is the Orcutt Library, a branch of the Santa Maria Public Library.

Address: 175 S. Broadway, Orcutt CA

Phone Number: 805-937-6483

Website: <https://www.cityofsantamaria.org/city-government/departments/library>

### 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.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$46,459	\$51,591
<b>Mid-Range Teacher Salary</b>	\$73,924	\$79,620
<b>Highest Teacher Salary</b>	\$101,044	\$104,866
<b>Average Principal Salary (Elementary)</b>	\$124,465	\$131,473
<b>Average Principal Salary (Middle)</b>	\$127,455	\$135,064
<b>Average Principal Salary (High)</b>	\$137,030	\$137,679
<b>Superintendent Salary</b>	\$195,700	\$205,661
<b>Percent of Budget for Teacher Salaries</b>	33%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	27.5
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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	2
English	3
Fine and Performing Arts	2
Foreign Language	2
Mathematics	3
Science	1
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	13

## 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.

Staff members had the opportunity to participate in targeted professional growth opportunities to support academic achievement and social/emotional learning for all students and specific sub-groups. These opportunities were offered after school by the TOSA team and educational consultants. All district staff attended presentations on how to support students through the transition from distance to in-person learning and trauma informed practices. The district also provided on-going staff development focused on building mathematical conceptual understanding and procedural fluency.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3