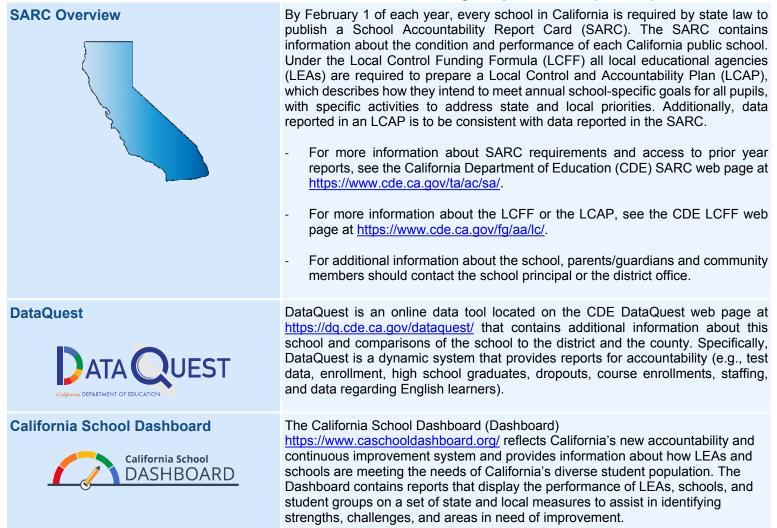# Orcutt Academy Charter School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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.

2023-24 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	9-12: Rhett Carter TK-8: Jared Banks
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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 staff as well as each other.
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 strong 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

2023-24 School Description and Mission Statement

and co-curricular activities.

About this School

2022-23 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	188
Grade 10	152
Grade 11	132
Grade 12	155
Total Enrollment	767

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1%
Male	48.4%
American Indian or Alaska Native	0.4%
Asian	2.1%
Black or African American	1.8%
Filipino	2.1%
Hispanic or Latino	41.6%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	7.8%
White	41.9%
English Learners	2.9%
Foster Youth	0.5%
Homeless	0.8%
Socioeconomically Disadvantaged	29.2%
Students with Disabilities	8.9%

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
Total Teaching Positions	34.10	100.00	211.40	100.00	274759.10	100.00

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)	31.30	90.77	185.90	86.58	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.80	5.35	2.80	1.33	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.30	0.95	8.00	3.76	11953.10	4.28
Unknown	1.00	2.89	17.80	8.33	15831.90	5.67
Total Teaching Positions	34.50	100.00	214.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Misassignments	0.00	0.80
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	2.10	0.30
Total Out-of-Field Teachers	2.10	0.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.5
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	0.4

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 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, (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.

Orcutt Academy High School worked together to adopt new Science curriculum and Textbooks in 2023 to begin use in 2024.

Year and month in which the data were collected	November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades TK-5: McGraw-Hill, Wonders California Adoption Year 2016 Grades 6-8: Houghton Mifflin Harcourt, Collections for California 2017 Adoption Year 2016 Grades 9-12: Holt Rinehart & Winston: Holt Literature and Language Arts, Third Course 2008 Holt Rinehart & Winston: Holt Literature and Language Arts, 4th Course 2009 Holt Rinehart & Winston: Holt Literature and Language Arts, 5th Course 2009 Holt Rinehart & Winston: Holt Elements of Literature, 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, Thin, 2010 Grades 9-12 English classes utilize core literature and entire pieces of literature in lieu of textbook anthologies. Teachers regularly revisit the selections of literature for English courses.	Yes	0
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	Yes	0

	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		
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 McDougal Littell, The Americans: Reconstruction to the 21st Century, California Edition 2005 Wadsworth, Cengage, American Pageant AP, 14th Edition 2010 Prentice Hall: Economics: Principles in Action, 2010 Prentice Hall, MacGruder's American Government 2010 McGraw Hill Education: Brinkley Unfinished Nation: Concise History Vol 1, 8th Edition 2016 McGraw Hill Education: Brinkley Unfinished Nation: Concise History Vol 2, 8th Edition 2016 Bedford, Freeman & Worth: American Government Stories of a Nation 2019 Bedford, Freeman & Worth: Launchpad for American Government Stories of a Nation 2019	Yes	0
Foreign Language	Grades 9-12: Holt McDougal: Avancemos 2013 Level 1 2013 Holt McDougal: Avancemos 2013 Level 2 2013 Holt McDougal: Avancemos 2013 Level 3 2013 Vista Higher Learning: Temas: AP Spanish & Culture 2014	Yes	0

| Health | Positive Prevention PLUS, Sexual Health Education for America's Youth
Adoption Year 2017
Goodheart-Wilcox: Comprehensive Health HS | 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 |

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. The funding has helped Orcutt Academy High School obtain a new Gymnasium/Multi use Room which will be finished in 2024 and will be a game changer for 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	12/28/2023

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			22: stained ceiling tiles 28: stained ceiling tiles 9: stained ceiling tiles
Cleanliness:	X			

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X		11: electrical receptical damage	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X		27: ramp damage	
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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	63	61	49	45	47	46
Mathematics (grades 3-8 and 11)	45	42	35	37	33	34

2022-23 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
All Students	222	205	92.34	7.66	61.19
Female	111	99	89.19	10.81	65.98
Male	110	105	95.45	4.55	57.28
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	102	96	94.12	5.88	53.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	22	91.67	8.33	59.09
White	80	73	91.25	8.75	69.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	11	84.62	15.38	36.36
Socioeconomically Disadvantaged	61	57	93.44	6.56	48.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	23	85.19	14.81	31.82

2022-23 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
All Students	222	204	91.89	8.11	42.16
Female	111	100	90.09	9.91	44.00
Male	110	103	93.64	6.36	40.78
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	102	95	93.14	6.86	35.79
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	20	83.33	16.67	40.00
White	80	74	92.50	7.50	55.41
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	13	10	76.92	23.08	--
Socioeconomically Disadvantaged	61	56	91.80	8.20	26.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	22	81.48	18.52	18.18

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	49.30	47.06	28.76	29.45	29.47	30.29

2022-23 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
All Students	185	171	92.43	7.57	47.06
Female	101	88	87.13	12.87	48.86
Male	84	83	98.81	1.19	45.12
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	72	94.74	5.26	26.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	10	83.33	16.67	--
White	84	76	90.48	9.52	64.47
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	33.33
Socioeconomically Disadvantaged	52	47	90.38	9.62	34.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	17	94.44	5.56	18.75

2022-23 Career Technical Education Programs

OAHS has three CTE pathways in place. The first is in the industry field of Information Communications and Technology (Networking) and includes courses in AP Computer Science Principles and Cybersecurity. The Cybersecurity course enables students to obtain industry certifications at its conclusion. The second is in the industry of Arts, Media, and Entertainment (Professional Theatre) and includes courses in Drama, Technical Theatre, and Advanced Drama Production. Third, is our Early Childhood Studies pathway. Additionally, OAHS in 2022-2023 implemented an Early College Cadre in partnership with Allan Hancock Community College. Participating students have the opportunity to earn an associate's degree from Hancock by the time they graduate from OAHS. OAHS has worked with Hancock to establish concurrent enrollment for several OAHS courses; this has been well received by students, families, and staff.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	109
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	67.46

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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 7	--	--	--	--	--
Grade 9	91.9	94.2	95.9	94.8	95.3

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.

2023-24 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 (Parent Square), 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/School Dances
- Harvest Festival
- Multicultural Day

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	6.3	3.7	2	6.3	3.7	2	9.4	7.8	8.2
Graduation Rate	93.7	95.6	98	93.7	95.6	98	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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	153	150	98.0
Female	83	83	100.0
Male	70	67	95.7
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	61	60	98.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	73	71	97.3
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	65	63	96.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	15	15	100.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	795	780	133	17.1
Female	407	398	85	21.4
Male	384	378	47	12.4
Non-Binary	4	4	1	25.0
American Indian or Alaska Native	3	3	0	0.0
Asian	16	16	2	12.5
Black or African American	14	14	0	0.0
Filipino	16	16	1	6.3
Hispanic or Latino	336	327	56	17.1
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	62	61	15	24.6
White	330	325	57	17.5
English Learners	24	23	4	17.4
Foster Youth	4	4	2	50.0
Homeless	7	7	1	14.3
Socioeconomically Disadvantaged	247	242	56	23.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	72	72	16	22.2

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.68	2.89	0.16	4.38	4.66	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.89	0
Female	0.98	0
Male	4.95	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.17	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.23	0
White	2.12	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.64	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.17	0

2023-24 School Safety Plan

A Safe Schools Plan for each Orcutt Academy campus has been updated and discussed with staff on January 19, 2023. 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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	15	4	0	0
1	14	1	0	0
2	14	1	0	0
3	14	1	0	0
4	14	1	0	0
5	16	1	0	0
6	16	1	0	0
Other	29	0	6	0

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	17	12	2
Mathematics	21	11	14	7
Science	22	11	11	4
Social Science	19	10	12	2

2022-23 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	333.48

2022-23 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)	2.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	0.3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	$7,475	$1,014	$6461	$83,334
District	N/A	N/A	$6461	$82,891
Percent Difference - School Site and District	N/A	N/A	0.0	6.2
State	N/A	N/A	$7,607	$88,288
Percent Difference - School Site and State	N/A	N/A	-2.0	-1.5

Fiscal Year 2022-23 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 academic as well as social emotional 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 the 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$48,850	$54,046
Mid-Range Teacher Salary	$77,728	$84,515
Highest Teacher Salary	$106,243	$110,867
Average Principal Salary (Elementary)	$133,974	$136,841
Average Principal Salary (Middle)	$137,195	$141,477
Average Principal Salary (High)	$142,511	$137,985
Superintendent Salary	$205,844	$217,473
Percent of Budget for Teacher Salaries	33.85%	32.43%
Percent of Budget for Administrative Salaries	6.03%	5.62%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	21.8

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	0
English	5
Fine and Performing Arts	1
Foreign Language	1
Mathematics	3
Science	3
Social Science	0
Total AP Courses Offered 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 a strong focus on campus safety and response to dangerous situations to our schools, staff, and students. Along with the two days of district wide training, there was also scheduled time for teachers to meet as a school and in Professional Learning Communities to take up these topics. Orcutt Academy teachers are full participants in this. In addition, staff from Orcutt Academy have participated in site and district-led professional development training and opportunities.
All staff members this school year have had the opportunity to participate in targeted professional growth opportunities to support consistent safety plans and procedures for all students and specific subgroups within the Orcutt Union School District.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	