

Orcutt Junior High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or 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).

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Orcutt Junior High School
Street	608 Pinal Street
City, State, Zip	Orcutt, CA 93455
Phone Number	(805) 938-8700
Principal	Kelly Osborne
Email Address	kosborne@orcutt-schools.net
Website	http://ojhs.orcuttschools.net/
County-District-School (CDS) Code	42-69260-6045785

Entity	Contact Information
District Name	Orcutt Union School District
Phone Number	(805) 938-8900
Superintendent	Deborah Blow, Ed.D.
Email Address	dblow@orcutt-schools.net
Website	http://www.orcutt-schools.net

School Description and Mission Statement (School Year 2019-20)

Principal's Message

Orcutt Junior High School is located in the northern region of Santa Maria and serves students in grades seven through eight following a traditional calendar. At the beginning of the 2019-2020 school year, 526 students were enrolled, including 13% in special education, 15% qualifying for English Language Learner support, and 35% qualifying for free or reduced price lunch.

The culture of Orcutt Junior High School reflects a commitment that all students can learn and encourages all students to be academically successful. Our classes are heterogeneously grouped and raising the level of student achievement defines our most important effort. In each academic department, students know what the state mandated content standards are because they are posted in the classroom, listed in their textbooks or kept in their notebooks. Under-performing students are identified early in the school year and interventions like reading, or math support classes are established. In other academic areas, our LCFF Supplemental funds have been used extensively to provide resource materials and conference opportunities for teachers to meet the needs of their students.

Of the 25 full time certificated teachers on campus, four work with resource, or special education students. All teachers on campus open their classrooms before school, after school and at lunch to assist all students. In addition to statewide testing, students at OJHS are assessed through NWEA three times per year. Students are given assessments in language, reading and mathematics. NWEA assessment data gives vital information to teachers in order to facilitate increased student learning.

Orcutt Junior High School was named a CA Distinguished School in the spring of 2013.

The mission of the Orcutt Union School District is to ensure the educational success of all students by maintaining high expectations, a safe learning environment, a commitment to excellence, and comprehensive programs which empower children to reach their fullest potential as responsible and productive citizens in a continuously changing world.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 7	265
Grade 8	307
Total Enrollment	572

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.9
Asian	1.4
Filipino	0.7
Hispanic or Latino	37.9
White	49.5
Two or More Races	8
Socioeconomically Disadvantaged	34.4
English Learners	8.7
Students with Disabilities	12.1
Foster Youth	0.2
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21.1	28	24	210
Without Full Credential	1	1	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

All textbooks used in the core curriculum at Orcutt Junior High School are aligned to the California Content Standards and Frameworks. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Wednesday, September 11, 2019, 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. 2 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 6-8: Houghton Mifflin Harcourt, Collections for California 2017 Adoption Year 2016	Yes	0.0%
Mathematics	Grades 6-8: CPM, Core Connections Courses 1-3, Core Connections Algebra Adoption Year 2015	Yes	0.0%
Science	Grades 6-8: Holt, Rinehart, & Winston, California Science Adoption Year 2008	Yes	0.0%
History-Social Science	Grades 6-8: Teachers' Curriculum Institute (TCI), History Alive Adoption Year 2019	Yes	0.0%
Health	Grade 7: Positive Prevention PLUS, Sexual Health Education for America's Youth Adoption Year 2017	Yes	NA

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are

clean, safe, and functional through proper facilities maintenance and campus supervision. Orcutt Junior High School's original facilities were built in 1920's. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Orcutt

Junior High School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is

responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Replace ceiling & floor tiles.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	55	55	52	54	50	50
Mathematics (grades 3-8 and 11)	50	46	45	44	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	552	537	97.28	2.72	54.56
Male	281	272	96.80	3.20	47.79
Female	271	265	97.79	2.21	61.51
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	212	209	98.58	1.42	43.54
Native Hawaiian or Pacific Islander					
White	269	262	97.40	2.60	59.92

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	45	41	91.11	8.89	73.17
Socioeconomically Disadvantaged	198	194	97.98	2.02	39.69
English Learners	53	53	100.00	0.00	28.30
Students with Disabilities	58	54	93.10	6.90	14.81
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	552	537	97.28	2.72	46.00
Male	281	272	96.80	3.20	47.79
Female	271	265	97.79	2.21	44.15
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	212	209	98.58	1.42	36.36
Native Hawaiian or Pacific Islander					
White	269	262	97.40	2.60	51.53
Two or More Races	45	41	91.11	8.89	48.78
Socioeconomically Disadvantaged	198	194	97.98	2.02	35.05
English Learners	53	53	100.00	0.00	30.19
Students with Disabilities	58	54	93.10	6.90	9.26
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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
7	21.3	23.3	28.7

Note: 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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents are encouraged to get involved in their child's learning environment either by participating in a decision-making group, attending school events, and staying in contact with teachers regarding academic progress.

Parents stay informed on upcoming events and school activities through automated telephone messages, email, the school marquee, and Parent Square.

Contact the school office at (805) 938-8700 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer
Chaperone
Noon Duty Supervisors

Committees
Parent Teacher Student Association
School Site Council
English Learner Advisory Committee

School Activities
Back to School Night
Open House
Sports Events
Parent-Teacher-Student Conferences

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	7.1	7.0	8.7	3.1	2.7	3.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Comprehensive School Site Safety Plan was developed for Orcutt Junior High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in the Winter of 2020.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	30	2	10	8	26	4	17	3	27	4	17	3
Mathematics	15	2	1		27	1	17	2	26	3	18	
Science	29		13	4	31		13	4	29	1	13	4
Social Science	29	1	13	3	28	3	9	6	28	1	17	

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	572.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.6
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.65

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,076.45	\$1,214.30	\$5,862.15	\$82,892.00
District	N/A	N/A	\$5,934.44	\$76,649.00
Percent Difference - School Site and District	N/A	N/A	-1.2	7.8
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-24.6	6.6

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

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

Types of Services Funded (Fiscal Year 2018-19)

The goal of Orcutt Junior High School is to support every student in reaching their highest potential. In addition to Core Services such as English learner support and specialized instruction for students qualifying for Special Education Services, Orcutt Junior High School also offers designated time for targeted intervention. Students on or above grade level receive enrichment or challenge activities during this time. Students without access to a computer and/or internet in the home are invited to complete homework in the computer lab or with a teacher that can help support them in gaining access.

DataQuest

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

Address: 1157 East Clark Ave. Suite K, Orcutt

Phone Number: (805) 937-6483

WebSite: <http://www.ci.santa-maria.ca.us/210.shtml>

Number of Computers Available: 2

Orcutt Junior High School 8 2009-10 School Accountability Report Card

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the Orcutt Union Elementary. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials section were acquired in December 2019. Data to prepare the school facilities section were acquired in January 2020.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,855	\$49,378
Mid-Range Teacher Salary	\$71,372	\$77,190
Highest Teacher Salary	\$94,481	\$96,607
Average Principal Salary (Elementary)	\$122,912	\$122,074
Average Principal Salary (Middle)	\$122,137	\$126,560
Average Principal Salary (High)	\$0	\$126,920

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$209,731	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

All training and curriculum development activities at Orcutt Junior

High School revolve around the California State Content

Standards and Frameworks. During these school years,

Orcutt Junior High School held three staff development days

devoted to:

- Data Analysis
- Instructional Strategies

Decisions concerning selection of staff development activities

are performed by all staff using tools such as teacher input, state

assessment results, and data analysis to determine the areas in

which additional teacher training may enhance classroom

instruction and increase student achievement levels. Orcutt

Junior High School supports ongoing professional growth

throughout the year on minimum days. Teachers met in both

grade level and department level teams to conduct data analysis

to identify areas of need. Teaching staff are provided the

opportunity to participate in district-sponsored staff development

workshops or training session as 1) a supplement to site-based

staff development, 2) for reinforcement of or follow-up on

previous training, or 3) follow-up training for newly implemented

programs/curricula. During the 2016-17 school year, Orcutt

Junior High School's teachers attended the following events

hosted by the Orcutt Union Elementary:

- Professional Learning Communities
- Examining Student Achievement
- Differentiated Instruction
- Addressing the Needs of English Learners

Orcutt Junior High School offers support to new and veteran

teachers through peer coaching and mentoring. Instructional

aides are provided targeted training focused on teaching

strategies and curriculum content. Substitute teachers are invited

to participate in designated staff development activities. All staff

are encouraged to attend professional workshops and

conferences. Classified support staff receive job-related training

from department supervisors and district representatives.