

**California Department of Education  
School Accountability Report Card  
Reported Using Data from the 2016–17 School Year**

## *Orion Academy*

**Address:** 350 Rheem Blvd., Moraga, CA 94556    **Phone:** 925-377-0789  
**Principal:** Dr. Kathryn Stewart    **Grade Span:** 9-12

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

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

### **DataQuest**

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

### **Internet Access**

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

## **About This School**

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

|  |                         |
|--|-------------------------|
| <b>School Name</b>                       | Orion Academy           |
| <b>Street</b>                            | 350 Rheem Blvd.         |
| <b>City, State, Zip</b>                  | Moraga, CA 9456         |
| <b>Phone Number</b>                      | 925-377-0789            |
| <b>Principal</b>                         | Dr. Kathryn Stewart     |
| <b>E-mail Address</b>                    | office@orionacademy.org |
| <b>Web Site</b>                          | www.orionacademy.org    |
| <b>County-District-School (CDS) Code</b> | 07616307104953          |

## School Description and Mission Statement (School Year 2017–18)

### Mission Statement

**To educate secondary students with NLD, Asperger's Syndrome and other neurocognitive disorders in a program that equally emphasizes academics, social competency and pragmatic language development.**

Orion Academy, established in 2000, is a non-profit secondary school located in Moraga, California with the expressed purpose to address a need to provide college preparatory curriculum to academically bright students with neurocognitive disorders such as Asperger's Syndrome, Tourette's Syndrome, and Nonverbal Learning Disorder, and in some cases Attention Deficit Disorder.

Orion Academy offers high school students an academic curriculum that is challenging and structured rich in its academic offerings and nurturing in its approach to fostering personal growth, responsibility, and independence. The program addresses the three major areas of deficits for students on this continuum: organizational/executive function, social/pragmatic and sensory integration. The program is based on use of computers and developing skills in organizations and integration of information through our model class-Personal Projects. The Orion community, students, faculty, staff, and families alike, works collaboratively to help students discover and develop their individual gifts and strengths, become self-advocates, and realize their full potential. A safe, thoughtfully prepared environment encourages mutual trust, respect, and acceptance among those in its school community. **In 2012 Orion Academy was awarded a 6-year accreditation by the Western Association of Schools and Colleges.**

Admission involves an application and interview; criteria include a diagnosis of neurocognitive disorder or related condition, average to gifted IQ, reading level at or above 8<sup>th</sup> grade, no behavior problems or drug abuse issues, and must be comfortable around dogs. For more information visit: [www.orionacademy.org](http://www.orionacademy.org).

Orion Academy does not discriminate on the basis of race, gender or religious affiliation.

### Student Enrollment by Grade Level (School Year 2016–17)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 9                 | 12                 |
| Grade 10                | 14                 |
| Grade 11                | 6                  |
| Grade 12                | 13                 |
| <b>Total Enrollment</b> | <b>45</b>          |

### Student Enrollment by Student Group (School Year 2016–17)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 2%                          |
| American Indian or Alaska Native    | 0                           |
| Asian                               | 7                           |
| Filipino                            | 0                           |
| Hispanic or Latino                  | 4                           |
| Native Hawaiian or Pacific Islander | 0                           |
| White                               | 69                          |
| Two or More Races/Other             | 18                          |
| Socioeconomically Disadvantaged     | 0                           |
| English Learners                    | 100                         |
| Students with Disabilities          | 100                         |
| Foster Youth                        | 0                           |

## 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 2015–16 | School 2016–17 | School 2017–18 |
|--|----------------|----------------|----------------|
| With Full Credential   | 10             | 9              | 9              |
| Without Full Credential  | 0              | 0              | 1              |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2015–16 | 2016–17 | 2017–18 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 1       |
| 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 2017–18)

Year and month in which the data were collected: October 2017

| Subject                | Textbooks and Instructional Materials/year of Adoption  | From Most Recent Adoption?           | Percent Students Lacking Own Assigned Copy   |
|------------------------|---|--------------------------------------|--|
| Reading/Language Arts  | Write for College , Write Source<br>Writer's Inc., Write Source   | 2007<br>2007                         | <b>Reading/Language Arts</b><br>0% percent of students lack their own assigned textbook  |
| Mathematics            | Big Ideas Math Algebra 1, A Common Core Curriculum, Houghton Mifflin Harcourt<br>Big Ideas Math Geometry, A Common Core Curriculum, Houghton Mifflin Harcourt<br>California Algebra 2 Concepts, Skills, and Problem Solving, Glencoe McGraw Hill<br>Pre-calculus Modeling Our World | 2015<br>2015<br>2010<br>2009<br>2009 | <b>Mathematics</b><br>0% percent of students lack their own assigned textbook            |
| Science                | Biology-Exploring Life, Pearson<br>Earth, McGraw Hill<br>Introducing Plant Biology, McGraw Hill<br>Physics, Holt  | 2009<br>2007<br>2007<br>2008         | <b>Science</b><br>0% percent of students lack their own assigned textbook                |
| History-Social Science | World History: Patterns of Interaction, McDougal Littell<br>The Americans: Reconstruction to the 21st Century, McDougall Littell<br>Economics, Holt<br>US Government Democracy in Action, Glencoe McGraw Hill<br>Understanding Psychology, Glencoe McGraw Hill                      | 2007<br>2008<br>2008<br>2008<br>2007 | <b>History-Social Science</b><br>0% percent of students lack their own assigned textbook |
| Foreign Language       | Latin for Americans 1, McGraw Hill<br>Latin for Americans 2, McGraw Hill  | 2007<br>2007                         | <b>Foreign Language</b><br>0% percent of students lack their own assigned textbook       |
| Health                 | Health and Wellness, Glencoe McGraw Hill  | 2008                                 | <b>Health</b><br>0% percent of students lack their own assigned textbook                 |

## School Facility Conditions and Planned Improvements

Grounds, buildings and restrooms are in good condition. All buildings have been remodeled within the past 7-13 years. Additional landscape area drainage was installed in 2017. Classrooms were painted and all exterior walkways power washed. There are no other planned improvements other than general maintenance and upkeep.

## School Facility Good Repair Status

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

| System Inspected  | Repair Needed and Action Taken or Planned |      |      |  |
|---|---|------|------|--|
|   | Good                                      | Fair | Poor |  |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | x   |      |      |  |
| <b>Interior:</b> Interior Surfaces                                      | x   |      |      |  |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | x   |      |      |  |
| <b>Electrical:</b> Electrical   | x   |      |      |  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | x   |      |      |  |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | x   |      |      |  |
| <b>Structural:</b> Structural Damage, Roofs                             | x   |      |      |  |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | x   |      |      |  |

## Overall Facility Rate

| Overall Rating | Exemplary | Good | Fair | Poor |
|----------------|-----------|------|------|------|
|                |           | x    |      |      |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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.

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

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission          | 100%    |
| 2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission | 27%     |

### 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2017–18)

Orion Academy is a high school and as such has few volunteer roles for parents at the school daily. However, there is a very active PTO (Parent Teacher Organization) that fundraises for the school, organizes social opportunities for the students, assists at school events, and offers outreach and support to Orion families. Parents have chaired and participate in an ongoing capital campaign. Parents actively serve on WASC committees and participate in WASC events. Current and alumni Orion parents make up the majority of our Strategic Plan Committee 2022. Parents attend Community Meetings throughout the school year. These meetings give students the opportunity to present personal projects to an audience as well as provide parent/student/teacher conference time.

#### State Priority: Pupil Engagement

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

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

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

| Indicator       | School  |         |         | State   |         |         |
|-----------------|---------|---------|---------|---------|---------|---------|
|                 | 2013–14 | 2014–15 | 2015–16 | 2013–14 | 2014–15 | 2015–16 |
| Dropout Rate    | 0       | 0       | 0       | 11.5    | 10.7    | 9.7     |
| Graduation Rate | 81      | 93      | 94      | 80.95   | 82.27   | 83.77   |

### Completion of High School Graduation Requirements – Graduating Class of 2016 (One-Year Rate)

| Student Group                       | School | State |
|-------------------------------------|--------|-------|
| All Students                        | 94%    | 87%   |
| Black or African American           | 100    | 79    |
| American Indian or Alaska Native    |        | 80    |
| Asian                               | 100    | 94    |
| Filipino                            |        | 93    |
| Hispanic or Latino                  |        | 85    |
| Native Hawaiian or Pacific Islander |        | 87    |
| White                               | 92     | 91    |
| Two or More Races                   | 100    | 91    |
| Socioeconomically Disadvantaged     |        | 64    |
| English Learners                    |        | 55    |
| Students with Disabilities          | 94     | 85    |

### 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  |         |         | State   |         |         |
|-------------|---------|---------|---------|---------|---------|---------|
|             | 2014–15 | 2015–16 | 2016–17 | 2014–15 | 2015–16 | 2016–17 |
| Suspensions | 6       | 4       | 3       | 3.8     | 3.7     | 3.65    |
| Expulsions  | 0       | 0       | 0       | .1      | .1      | .1      |

### School Safety Plan (School Year 2017–18)

All staff members play a role in keeping the campus safe. Visitors are required to sign in and out at the main office. Late arriving or early departing students must sign in at the office. Frequent email communications keep staff informed about students and visitors on campus. Expectations for safe student behavior are reviewed throughout the year. Emergency plans for fire, earthquake, and shelter-in-place are posted throughout campus and are documented in the Student and Parent Handbook as well as the Employee Handbook. Drills are held regularly, and the local fire district conducts annual inspections of the school. An electronic emergency notification system was added last year.

### D. Other SARC Information

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

| Subject        | Avg. Class Size | 2014–15<br>Number of Classes* |       |     | Avg. Class Size | 2015–16<br>Number of Classes* |       |     | Avg. Class Size | 2016–17<br>Number of Classes* |       |     |
|----------------|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|-----------------|-------------------------------|-------|-----|
|                |                 | 1-22                          | 23-32 | 33+ |                 | 1-22                          | 23-32 | 33+ |                 | 1-22                          | 23-32 | 33+ |
|                |                 | English                       | 7     | 9   |                 |                               |       | 6   |                 | 7                             |       |     |
| Mathematics    | 7               | 5                             |       |     | 6               | 7                             |       |     | 5               | 6                             |       |     |
| Science        | 7               | 5                             |       |     | 7               | 5                             |       |     | 6               | 6                             |       |     |
| Social Science | 6               | 7                             |       |     | 8               | 5                             |       |     | 7               | 4                             |       |     |

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

#### Academic Counselors and Other Support Staff (School Year 2016–17)

| Title                   | Number of FTE* Assigned to School |
|-------------------------|-----------------------------------|
| Counselor-Transitions   | 1                                 |
| Counselor-Social Skills | 1                                 |
| Psychologist            | 1                                 |
| Educational Therapist   | 1                                 |

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015–16)

| Level                                      | Total Expenditures Per Pupil | Average Teacher Salary |
|--|------------------------------|------------------------|
| School Site                                | \$34,386                     | \$56,522               |
| State                                      | N/A                          | \$79,228               |
| Percent Difference – School Site and State | N/A                          | -29%                   |

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

#### Types of Services Funded (Fiscal Year 2016–17)

There are no adjunct services provided separately. The social skills program and ALERT program (OT) are integrated into the overall school program. There are no DIS services offered at Orion.

#### Professional Development

Orion Academy schedules an average of six days per year of teacher orientations, in-service days and staff meetings for the purposes of professional development and has focused on supporting staff in the consistent and effective implementation of Orion teaching methodology. Staff has been furthered trained in interventions that address our students' challenges with executive functioning and self-regulation. This includes additional training in our Personal Projects class and in classroom technology use, both of which specifically target our students' needs in organizational skills development.

There have also been trainings in curriculum development that has been driven by student data. During training sessions, staff has reviewed student performance data to identify learning trends in order to inform needed modifications or additions to our current curriculum set.

These areas were selected based on classroom observations, student data review, parent and student surveys and dialogues, and ongoing discussions amongst all staff.