

School Accountability Report Card

Reported Using Data from the 2017–18 School Year

California Department of Education

For Orion Academy

Address: 350 Rheem Blvd.
Principal: Dr. Kathryn Stewart

Phone: 925-377-0789
Grade Span: 9-12

About This School

School Contact Information (School Year 2018–19)

School Name	Orion Academy
Street	350 Rheem Blvd.
City, State, Zip	Moraga, CA 94556
Phone Number	925-377-0789
Principal	Dr. Kathryn Stewart
E-mail Address	office@orionacademy.org
Web Site	www.orionacademy.org
County-District-School (CDS) Code	07616307104953

School Description and Mission Statement (School Year 2018–19)

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 2018 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 8th grade, no behavior problems or drug abuse issues, and must be comfortable around dogs. For more information visit: www.orionacademy.org.

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

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	16
Grade 10	10
Grade 11	16
Grade 12	4
Total Enrollment	46

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	4
Filipino	0
Hispanic or Latino	2
Native Hawaiian or Pacific Islander	0
White	69
Two or More Races	23
Socioeconomically Disadvantaged	0
English Learners	0
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 2016–17	School 2017–18	School 2018–19
With Full Credential	9	9	9
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016–17	2017–18	2018–19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	1	2
Vacant Teacher Positions			

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 2018–19)

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Big Ideas Math Algebra 1, Houghton Mifflin Harcourt Big Ideas Math Geometry, Houghton Mifflin Harcourt Algebra 2 Concepts, Skills, and Problem Solving, Glencoe McGraw Hill Pre-calculus Modeling Our World	2015 2015 2010 2009	0%
Science	Biology-Exploring Life, Pearson Earth Science-Geology, the Environment, & the Universe, McGraw Hill Introducing Plant Biology, McGraw Hill Physics, Holt	2009 2007 2007 2008	0%
History-Social Science	World History: Patterns of Interaction, McDougal Littell The Americans: Reconstruction to the 21st Century, McDougall Littell Economics: Principals & Practices, Holt US Government Democracy in Action, Glencoe McGraw Hill Understanding Psychology, Glencoe McGraw Hill	2007 2006 2001 2008 2008	0%
Foreign Language	Latin for Americans 1, McGraw Hill Latin for Americans 2, McGraw Hill	2007 2007	0%
Health	Health and Wellness, Glencoe McGraw Hill	2008	0%
Reading/Language Arts	Write for College, Write Source Writer's Inc.	2007 2007	0%

School Facility Conditions and Planned Improvements

Grounds, buildings and restrooms are in good condition. All buildings have been remodeled within the past 8-14 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

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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	x			
Electrical: Electrical	x			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x			
Safety: Fire Safety, Hazardous Materials	x			
Structural: Structural Damage, Roofs	x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	x			

Overall Facility 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):

- 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	41%

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 2017–18)

Orion Academy is a high school and as such has few volunteer roles for parents at the school on a daily basis. 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

Indicator	School 2014–15	School 2015–16	School 2016–17	State 2014–15	State 2015–16	State 2016–17
Dropout Rate	0	0	0	10.7	9.7	9.7
Graduation Rate	93	94	75	82.27	83.77	82.7

Completion of High School Graduation Requirements – Graduating Class of 2017 (One-Year Rate)

Student Group	School	State
All Students	75%	88.7
Black or African American		82.2
American Indian or Alaska Native		82.8
Asian	100	94.9
Filipino		93.5
Hispanic or Latino	100	86.5
Native Hawaiian or Pacific Islander		88.6
White	33	92.1
Two or More Races	100	92.1
Socioeconomically Disadvantaged		88.6
English Learners		56.7
Students with Disabilities	75	67.1
Foster Youth		74.1

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 2015–16	School 2016–17	School 2017–18	State 2015–16	State 2016–17	State 2017–18
Suspensions	4	3	3	3.7	3.65	3.5
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 two years ago.

D. Other SARC Information

Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	6	7		
Mathematics	6	7		
Science	7	5		
Social Science	8	5		

*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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016–17)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	7	7		
Mathematics	5	6		
Science	6	6		
Social Science	7	4		

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–18)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English	7	7		
Mathematics	7	7		
Science	6	6		
Social Science	7	4		

Academic Counselors and Other Support Staff (School Year 2017–18)

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

Types of Services Funded (Fiscal Year 2017–18)

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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)

Level	Total Expenditures Per Pupil	Average Teacher Salary
School Site	\$34,285	\$55,176
State	N/A	\$80,764
Percent Difference – School Site and State	N/A	-31%

Advanced Placement (AP) Courses (School Year 2017–18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Mathematics	3	13%

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.

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/fq/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.