

ORCUTT UNION SCHOOL DISTRICT
Regular Charter Meeting of the Board of Trustees
Wednesday, March 13, 2013
Closed Session 6:00 p.m.
Public Session —6:15 p.m.
District Office Board Room
500 Dyer Street, Orcutt, CA. 93455

CALL TO ORDER 6:00 P.M.

PUBLIC COMMENT ANNOUNCEMENT

The Board of Trustees welcomes comments about items appearing or not appearing on tonight's agenda. The audience members wishing to address the Board during the Public Comment segment of the agenda are reminded to fill out a Public Comment Form from the Superintendent's secretary and submit it prior to the time the presiding officer calls for Public Comment.

A maximum of thirty (30) minutes is set aside for Public Comment; speakers are allowed a maximum of three (3) minutes to address the board on any items within the Board's jurisdiction in accordance with the Brown Act. The Board will limit any response to public comments to brief statements, referral to staff, or referral to a future board meeting.

CLOSED SESSION PUBLIC COMMENTS

This section of the agenda is intended for members of the public to address the Board of Trustees on items that are being considered in Closed Session.

ADJOURN TO CLOSED SESSION

Adjourn to Closed Session for the purpose of discussing matters expressly authorized by Government Code Section 3549.1, 54956.95, 54957, and 54957.6.

1. Public Employment per Personnel Report.
2. Public Employee Employment/Discipline/Dismissal/Release.
3. Conference with labor negotiator Robert Bush, Superintendent and/or Don Nicholson.
 - a. OEA
 - b. CSEA
4. Conference with labor negotiators for unrepresented employees:
 - a. Certificated and Classified Management, and Confidential.
Agency representative – Superintendent.
 - b. Superintendent. Agency representative – Board of Trustees
5. Student disciplinary/expulsion matters.

RECONVENE TO PUBLIC SESSION 6:15 P.M.

- A. Pledge of Allegiance
- B. Public Report on Action Taken in Closed Session
- C. Superintendent's Report
An opportunity for the Superintendent to share matters of special interest or importance which are not on the board agenda and/or special presentations of district programs or activities such as curriculum/instructional updates, timely events/information, and district activities.
 1. ASB Report – Kaitlin Tilley, ASB President
 2. Student Response System – Ted Lyon
 3. SOAAR Business Plan – Joe Dana/Rich Antles

D. Public Comment

An opportunity for the public to provide input to the Board of Trustees. Those wishing to speak about a specific agenda item may do so during the Public Comment segment or when the item is being considered. Any request to speak must be submitted on a **Request for Public Comment Form** which can be obtained from the Superintendent's secretary and submitted prior to the presiding officer addressing the item. If you choose to speak when an item is before the Board, your name will be called prior to board consideration. An item not on the agenda must be addressed during the Public Comment segment of the agenda.

E. Written Communication

Documents addressed to or by board members as communications during a Board of Education meeting are defined as letters from parents or community members regarding issues within the jurisdiction of authority of the Board of Education; information or reports from professional organizations, i.e., CSBA, SBCSBA, etc.; letters or reports from other public agencies; letters or reports from legislators; or letters or reports from district schools or staff.

F. Public Hearing - None

CONSENT AGENDA ITEMS

Actions proposed for Consent Agenda (block vote) items are consistent with approved practices of the district and are deemed routine in nature. Since trustees receive board agenda backup information in advance of scheduled meetings, they are prepared to vote with knowledge on the block vote items. Consent Agenda items are voted on at one time, although any such item can be considered separately at a board member's request.

- A. Certificated Personnel Action Report
- B. Regular Charter Board Minutes, February 13, 2013
- C. Hiring of Additional Charter High School Coaches for 2012/2013
- D. Certification of Coaches 2012/2013

It is recommended that the Board of Trustees approve Consent Agenda Items A through D, as submitted.

Moved _____ Second _____ Vote _____

A. GENERAL

1. Acceptance of Gifts

Orcutt Academy High School received a donation of \$2,000 from the Los Alamos Valley Men's Club to cover the cost of transportation for the Choir to travel to Disneyland and participate in "Music in the Park."

It is recommended that the Board of Trustees accept this gift and direct that a letter of acceptance and appreciation be forwarded to Los Alamos Valley Men's Club.

Moved _____ Second _____ Vote _____

2. OAHS IFly Field Trip

Staff requests that the Board of Trustees approve the OAHS IFly field trip to Union City, CA. on April 19, 2013 by students from the Conceptual Physics, Physics and AP Physics classes.

Moved _____ Second _____ Vote _____

3. Charter School Renewal Petition

Staff submits this documentation and by so doing, the 30- and 60-day timelines mentioned in the Submission of Charter Renewal Evidence and Documentation memo begin. Staff requests that the Board of Trustees officially receive the petition through this Board action. A copy of the Charter School Renewal Petition is available for review at the District Office, 500 Dyer Street, Orcutt, CA. Monday-Friday between the hours of 7:30 a.m. to 4:30 p.m.

Moved _____ Second _____ Vote _____

B. BUSINESS

1. Second Interim Report 2012/2013

It is recommended that the Board of Trustees approve the Second Interim Report 2012/2013 as presented and authorize the filing of a positive certification with the Santa Barbara County Education Office. A copy of the Second Interim Report 2012/2013 is available for review at the District Office, 500 Dyer Street, Orcutt, CA. Monday-Friday between the hours of 7:30 a.m. to 4:30 p.m.

Moved _____ Second _____ Vote _____

ITEMS SCHEDULED FOR INFORMATION/DISCUSSION

1. Charter Financial Report
2. Items from the Board

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, March 13, 2013 with Closed Session beginning at 6:00 p.m. followed by Public Session at 6:15 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

ADJOURN

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Superintendent's Office at (805) 938-8907. Notification 48 hours prior to the meeting will enable the district to make reasonable arrangements to ensure accessibility to this meeting.

All documents related to the open session agenda are available for review 72 hours prior to the meeting at the Orcutt Union School District Office, 500 Dyer Street, Orcutt, CA.

ORCUTT ACADEMY CHARTER SCHOOLS

ORCUTT UNION SCHOOL DISTRICT

Certificated Personnel Action Report

TO: Bob Bush
District Superintendent

FROM: Jan Yanagisako
Assistant Superintendent, Human Resources

DATE: Board Meeting of March 13, 2013

RE: **RECOMMENDATIONS FOR APPROVAL AND RATIFICATION**

<i>SCHOOL</i>	<i>CLASS/ STEP</i>	<i>EFFECTIVE DATE</i>	<i>ACTION INFORMATION</i>
Casmalia	Hourly	1/24/13	NWEA Training, 1.75 hrs
Charter HS	VI-20 Extra Duty	2013-14 1/7-6/7/2013	Prob 2 PLC Lead Teacher
Charter HS	V-20	2013-14	Permanence
Charter HS	V-4 Extra Duty	2013-14 1/14-1/31/13	Permanence Intervention, 8 hrs
Charter HS	Stipend	2012-13	Boys Varsity Tennis Coach
Casmalia	VI-8	2013-14	Permanence
Charter HS	V-2	2013-14	Prob 2
Charter HS	Extra Duty	1/7-6/7/2013	PLC Lead Teacher
Charter HS	VI-8	6/30/13	Resignation
Charter HS	Extra Duty	1/8-1/31/13	Detention, 8 hrs
Charter HS	V-3	2013-14	Permanence
Charter HS	Extra Duty	1/7-6/7/2013	PLC Lead Teacher
Charter HS	III-3	2013-14	Permanence
Charter HS	Extra Duty	1/8-1/31/13	Geometry Support, 7 hrs
Charter HS	IV-3 Extra Duty	2013-14 1/7-6/7/2013 1/14-1/29/13	Permanence PLC Lead Teacher Intervention, 6 hrs
Charter HS	I-3	2013-14	Prob 2
Charter	Hourly	1/7-1/30/13	Charter Consultant, 45 hrs

*To be prorated

<i>SCHOOL</i>	<i>CLASS/STEP</i>	<i>EFFECTIVE DATE</i>	<i>ACTION INFORMATION</i>
Charter HS	IV-8	2013-14	Prob 2, 20% contract
Charter HS	VI-20	2013-14	Permanence
Charter HS	Extra Duty	1/7-6/7/2013	PLC Lead Teacher
Charter HS	IV-7	2013-14	Permanence

*To be prorated

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGUALR CHARTER MEETING
February 13, 2013**

CALL TO ORDER

A regular charter meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, February 13, 2013, with Jan Zilli calling Public Session to order at 6:03 p.m. Members Present: Buchanan, Peterson, Hatch Zilli and Phillips. Absent: None. Administrators Present: Bush, Yanagisako, Edds and Ochej. Absent: None.

ADJOURN TO CLOSED SESSION

It was moved by Liz Phillips, seconded by Jim Peterson and carried to adjourn to Closed Session at 6:05 p.m.

RECONVENE TO PUBLIC SESSION

The meeting reconvened to Public Session at 6:16 p.m. The Pledge of Allegiance was led by Bob Hatch. Board President Zilli reported that no action was taken in Closed Session.

SUPERINTENDENT'S REPORT

Kaitlin Tilley, OAHS ASB President, gave her monthly report. An entertaining circus themed Winter Sports Rally was held on February 8, 2013. On February 16, 2013 the Sadie Hawkins Day dance, "Opposite Attract" will be held. Kaitlin reported that on March 6, 2013 OAHS students will participate in the Special Olympics and Best Buddies Annual Day of Awareness of the hurtful use of the "R" word. Cinderella's Closet will take place on March 9, 2013 at the Element Church. This is an opportunity for girls to have access to gently used or new dresses, shoes and accessories for Prom. The Spartatroniks Robotics team, mentors and advisors were in attendance to present the robot they would be taking to competition this year. Team leads were introduced and each gave a brief explanation of their role on the team. 2012/2013 Team Leaders are:

- Brian Bond, Team Captain
- Mason Souther, Mechanical Lead
- Kathryn O'Neil, Chassis Lead
- Hayden Downum, Business Lead
- Grace Douglass, Outreach Lead
- Gabriel Oman, Electrical Lead
- Charlie Miller, CAD Lead
- Tyler Veness, Programming Lead
- Harrison Miller, Rules Lead
- Mark Bae, Rally Lead

The meeting was adjourned to the IMC parking lot where the team was able to demonstrate the robot's skills. The audience was able to see how quickly the team can make adjustments and repairs when the robot does not perform as expected.

Joe Dana gave an Academy Enrollment Lottery recap. There were 182 applicants for the OAK-8 campus (up 15 over last year), 79 being out of the district. The OAHS had 267 applicants (down 19 over last year), 60 being from out of the district. Enrollment projections for 2013/2014 are 84 students for OAK-8 and 599 for OAHS. Mr. Dana thanked Matt Barsotti, Margaret George, Kim Domingues, Ted Lyon, Laurel Cievro and Monica Michel for all they contributed to the process.

CONSENT AGENDA ITEMS

- A. Certificated Personnel Action Report
- B. Regular Charter Board Minutes, January 9, 2013
- C. Hiring of Additional Charter High School Coaches 2012/2013

It was moved by Jim Peterson, seconded by Bob Hatch and carried to approve Consent Agenda Items A, through C as submitted.

ITEMS SCHEDULED FOR ACTION

It was moved by Jim Peterson, seconded by Liz Phillips and carried to approve the March 27-30, 2013 Robotics Team trip to the Coussoulis Arena on the campus of Cal State San Bernardino to compete in the FIRST Inland Empire Regional Competition

It was moved by Rob Buchanan, seconded by Jim Peterson and carried to approve the March 20-23, 2013 Robotics Team trip to Long Beach, CA. to compete in the FIRST Los Angeles Robotics Regional Competition.

It was moved by Liz Phillips, seconded by Jim Peterson and carried to approve the April 12-13, 2013 OAHS Choir trip to Disneyland in Anaheim, CA. to participate in the Music in the Park Festival.

It was moved by Bob Hatch, seconded by Jim Peterson and carried to approve the February 22-23, 2013 OAHS Cheer Team trip to Buena Park, CA. to participate in a competition at Knott's Berry Farm.

It was moved by Liz Phillips, seconded by Jim Peterson and carried to accept the gifts and directed that a letter of acceptance and appreciation be forwarded to Melfred Borzall, Inc., Best Buy Children's Foundation, FLIR Charitable Giving Program and the San Luis Obispo County Reading Association.

ITEMS SCHEDULED FOR INFORMATION/DISCUSSION

The Charter Financial Report was presented for information/discussion. Marysia reported that nothing unusual was contained in the report.

Rob Buchanan and Liz Phillips visited the OAHS staff on February 12th.

Superintendent Bush congratulated the OAHS staff and everyone involved in the accreditation process for their success in being awarded a 6 year WASC accreditation.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next Regular Charter Board Meeting is scheduled for Wednesday, March 13, 2013 with Closed Session at 6:00 p.m. followed by Public Session at 6:15 p.m. in the District Office Board Room, 500 Dyer Street, Orcutt, CA.

ADJOURN

It was moved by Bob Hatch, seconded by Rob Buchanan and carried to adjourn the meeting at 7:07 p.m.

Bob Bush, Board Secretary

Dr. James Peterson, Clerk, Board of Trustees

ORCUTT ACADEMY CHARTER HIGH SCHOOL

ORCUTT UNION SCHOOL DISTRICT

TO: Robert Bush
District Superintendent

FROM: Jan Yanagisako
Assistant Superintendent, Human Resources

DATE: March 13, 2013

RE: ***NOTIFICATION TO BOARD –HIRING OF ADDITIONAL CHARTER
HIGH SCHOOL COACHES FOR 2012-13 SCHOOL YEAR***

Orcutt Academy High School:

John Cartwright

Boys Varsity Tennis Coach

*Volunteer coaches are required to submit similar paperwork as paid positions. They are not required to hold an ASCC certificate from the CTC but have submitted fingerprints to FBI and DOJ reportable to Orcutt Union School District



PERSONNEL SERVICES MEMORANDUM

TO: Robert Bush

FROM: Jan Yanagisako

DATE: March 13, 2013

RE: Certification of Coaches

BACKGROUND: By April 1st of each year, local governing school boards shall certify to the State Board of Education that the coaches hired by the district meet the provisions of Section 5593 (i.e., first aide, CPR, coursework, etc.)

RECOMMENDATION: It is recommended that the Board of Trustees certify that the provisions of Section 5593 have been met by the coaches hired by the Charter High School.

FUNDING: N/A

ORCUTT ACADEMY CHARTER HIGH SCHOOL

ORCUTT UNION SCHOOL DISTRICT

TO: Robert Bush
District Superintendent

FROM: Jan Yanagisako
Assistant Superintendent, Human Resources

DATE: March 13, 2013

RE: ***NOTIFICATION TO BOARD
CERTIFICATION OF COACHES FOR 2012-13 SCHOOL YEAR***

Article 5, Section 5594, of the California Administrative Code, requires that “the District Superintendent shall certify to the local Board of Trustees that the provisions in Section 5593 have been met” with respect to the selection of temporary athletic team coaches. Section 5594 also requires that “by April 1 of each year, local governing school boards shall certify to the State Board of Education that the provisions of Section 5593 have been met.” Section 5593 applies to any person serving at any grade level as a temporary athletic team coach.

All temporary coaches hired for the 2012-13 school year have been certified as meeting the provisions of Section 5593.

Orcutt Academy Charter High School:

Anthony Payne	Varsity Football
Justin Magdaleno	Varsity Football
Danny Avila	Girls Varsity Basketball
Gilbert Fierros	Girls Jr. Varsity Basketball
Darrell Black	Boys Varsity Basketball
Richard Faulk	Boys Jr. Varsity Basketball
Jared Hart	Boys and Girls Track
Stephanie Krouse	Boys and Girls Track Assistant
Roger Fabing	Cross Country
Joe Warrick	Cross Country Assistant
Patrick Ortiz	Girls Varsity Tennis
Raymond Kinsey	Girls Jr. Varsity Tennis
John Cartwright	Boys Varsity Tennis
Raymond Kinsey	Boys Jr. Varsity Tennis

Rick Velasco	Girls Varsity Soccer
Henry Bermudez	Girls Jr. Varsity Soccer
Manuel Baro	Boys Varsity Soccer
Bill Tjaden	Boys Jr. Varsity Soccer
Annika Walker	Girls Varsity Volleyball
Brenda Sullens	Girls Jr. Varsity Volleyball
Shane Davis	Boys Varsity Volleyball
Karl Cudworth	Girls Golf
Karl Cudworth	Boys Golf
Deanna Ayers	Boys and Girls Swim
Brittany Enthoven	Boys and Girls Swim Assistant
Alicia Pasko	Boys and Girls Dive
Robert Pena	Varsity Baseball
Larry Burnham	Jr. Varsity Baseball
Deedra Dutra	Varsity Softball
Ulvia Frank	Jr. Varsity Softball
Alicia Pasko	Cheerleading

Unpaid Volunteer Assistant Coaches at the Charter HS:

James West	Varsity Football
Nathaniel Sparks	Varsity Football
Nathan Castillo	Varsity Football
Dave Rapson	Boys Varsity Basketball
Elias Soto	Girls Varsity Basketball
Tom Sullivan	Girls Varsity Basketball
Stephanie Hull	Girls Varsity Tennis
Olivia Connelly	Girls Varsity Volleyball
Margaret Elfering	Girls Jr. Varsity Volleyball
Tim Papworth	Boys Varsity Volleyball
Robert Speaker	Boys Varsity Volleyball
Jim Rose	Varsity Baseball
Christian Allen	Jr. Varsity Baseball
Kurt Mason	Jr. Varsity Baseball
Gordon Dutra	Varsity Softball
Chris Rojas	Varsity Softball
Danielle Fatoorchi	Swim

*Volunteer coaches are required to submit similar paperwork as paid positions. They are not required to hold a CIF certificate or an ASCC certificate from the CTC but have submitted fingerprints to FBI and DOJ reportable to Orcutt Union School District.

ORCUTT ACADEMY CHARTER HIGH SCHOOL

ORCUTT UNION SCHOOL DISTRICT

2012-13 CERTIFICATION
TEMPORARY ATHLETIC TEAM COACHES

TO STATE BOARD OF EDUCATION:

Title 5, California Code of Regulations, Section 5594, requires:

By April 1 of each year, each local governing school board shall certify to the State Board of Education that the provisions of Section 5593 have been met.

LOCAL SCHOOL BOARD CERTIFICATION:

I hereby certify the school district has met the conditions set forth in Title 5, Sections 5593 and 5594.

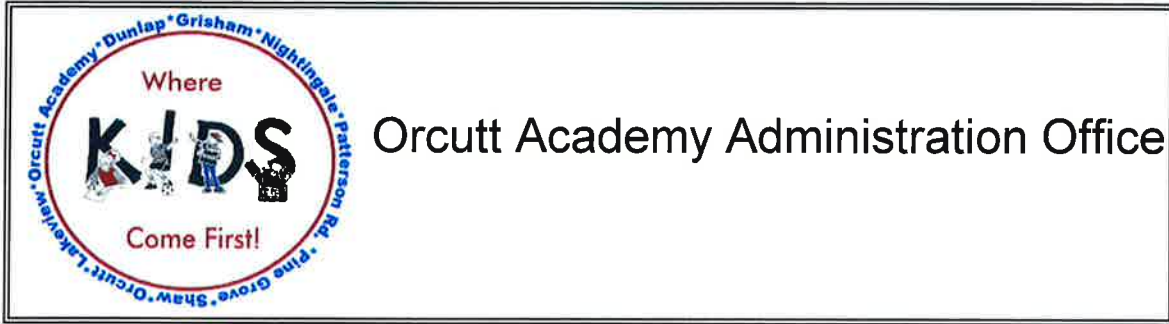
Orcutt Academy Charter High School
500 Dyer Street
Orcutt, CA 93455

Jan Zilli, President
Board of Trustees

(School District)

(Date)

Return to: State Board of Education
Department of Education
1430 N. St.
Sacramento, CA 95814



TO: Mr. Bob Bush, Superintendent

FROM: Mr. Ted Lyon, Jr., OAHS Principal

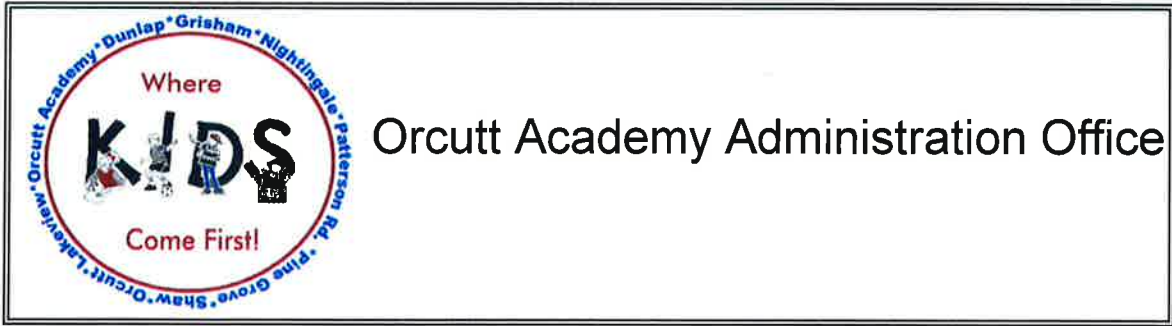
BOARD MEETING DATE: March 13, 2013

BOARD AGENDA ITEM: Acceptance of Gift from the Los Alamos Valley Men's Club

BACKGROUND: We recently received a generous check in the amount of \$2000.00 from the Los Alamos Valley Men's Club. This donation will be used to cover the cost of transportation for our Choir to travel to Disneyland and participate in "Music in the Park".

RECOMMENDATION: Please join me in accepting this generous gift from the Los Alamos Valley Men's Club.

FUNDING: No Impact on General Fund



Orcutt Academy Administration Office

TO: Mr. Bob Bush, Superintendent

FROM: Mr. Ted Lyon, Jr., OAHS Principal

BOARD MEETING DATE: March 13, 2013

BOARD AGENDA ITEM: IFly Trip

BACKGROUND: Fifty Orcutt Academy High School students and 9 adults will be traveling to Union City, CA on Friday, April 19, 2013 to participate in an IFly event. These students are from our Conceptual Physics (Mr. Ty Fredriks), Physics and AP Physics (Mr. Skyler Lassman) classes. This trip is an educationally sound Physics based trip. Students will receive a strong educational experience relating to air pressure, Bernoulli's Principle, dynamic equilibrium, and balanced and unbalanced forces. The OAHS students and teachers will be transported to this event by OAHS parent volunteers. The students will return on the evening of April 19th.

RECOMMENDATION: Staff recommends this trip be approved as submitted.

FUNDING: No Impact on General Fund

Memo



To: Bob Bush, Superintendent
From: Joe Dana, Director of Charter Programs
Kenneth Cardona, Chairperson, School Advisory Council
Date: March 13, 2013
Re: Submission of Charter Renewal Evidence and Documentation

After reviewing stakeholder survey results regarding the effectiveness of our previous charter's implementation and considering future needs of the Orcutt Academy Charter School, the School Advisory Council respectfully submits all charter renewal documents as required by California Education Code Sections 47605-47607. The proposed "renewed" charter for 2013-2018 is submitted for your review. (Please note that highlighted page number references in the charter will be edited once strikeout copy is deleted.) Additionally, "A Case for Charter Renewal" is attached for your consideration and that of the Board of Trustees.

From this point forward, the following timeline defines future required action by the Board of Trustees for charter renewal to be accomplished:

- Within 30 days of receiving the renewal petition, the Board is required to review the documentation and obtain public input through a public hearing. This public hearing is scheduled for the April 10, 2013 meeting of the Board of Trustees.
- Within 60 days of receiving the renewal petition, or within 90 days if extended by mutual written agreement of the Board and the School Advisory Council, the Board shall either grant or deny the request to renew the charter (California Education Code Sections 47605-47607). The May 8, 2013 meeting of the Board of Trustees is scheduled for Board action relative to the renewal of the charter.

A review of future Board meeting dates on our district website for the months of March, April, and May finds the scheduled meetings fall within the 30- and 60-day boundaries.

This evening, staff submits this documentation and by so doing, the 30- and 60-day timelines mentioned in paragraphs three and four above begin. We respectfully ask that the Board of Trustees officially receive our petition through Board action.

Charter Board Meeting Dates Related to Charter Renewal:

March 13, 2013 – Staff gives petition for charter renewal and documentation to Board

April 10, 2013 – Public Hearing

May 8, 2013 – Board action for charter renewal or denial

***Renewal Petition for
Orcutt Academy Charter School***

***A Dependent, Indirectly Funded Charter School
Chartered and Operated by the Orcutt Union School District***

We, the undersigned, believe that the attached **charter renewal** petition merits consideration and implementation, and thereby petition the Orcutt Union School District Board of Trustees to grant approval of the **charter renewal pursuant** to Education Code Section 47607 and Title V, Chapter 11, Sub-Chapter 19, Article 2 to enable ~~the creation~~ **the ongoing operation and development** of the **charter school**. Orcutt Academy **and the Orcutt Union School District** agree to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the school's charter. ~~The petitioners listed below certify that they are meaningfully interested in teaching in the charter school. By signing below, the petitioners certify that they have read and reviewed the attached charter petition. The undersigned, with the expectation of 215 students enrolled in this school during its first year of operation and further expecting no more than 9 full-time equivalent teachers to be hired and/or teaching at this school during its first year of operation, offer their five (5) or more signatures as evidence of their meaningful interest in teaching in this school... representing at least 50% of the teachers required for the first year of the school's operation. The petitioners authorize the Lead Petitioner, Kenneth Parker to negotiate any amendments to the attached charter necessary to secure approval by the Orcutt Union School District Board of Trustees. The parties below agree to work toward the full implementation of this charter renewal over its five-year term.~~

By the Lead Petitioner:

Name _____ Signature _____ Date _____
(please print) **Chairperson of the School Advisory Council**

Name _____ Signature _____ Date _____
Director of Orcutt Union School District Charter Programs

Name _____ Signature _____ Date _____
Superintendent, Orcutt Union School District

A Case for Charter Renewal

Orcutt Academy Charter School

Charter Number 967

History

In August 2008, Orcutt Academy Charter School opened its doors to students in grades K-9. For the next three years, a high school grade was added, and in June 2012 our high school's original ninth grade class crossed the stage as graduating seniors. What began as a small venture with a total of 170 students is now a multi-site school with grades 9-12 on one campus, grades K-8 on a nearby campus, and an independent study program for grades K-8. Our current enrollment is nearly 700 students (including independent study) and we anticipate 740 students in the 2013-2014 school year.

On June 30, 2013, our first charter will expire. This "Case for Charter Renewal" is meant to be both a reflective learning tool and an evidentiary process from which our next five-year charter will emerge for submission to the Board of Trustees of the school's authorizing agency, the Orcutt Union School District. The rigor for charter renewal has been kept intentionally high to assure state compliance and also to assure a laser focus on student learning. It is important to note that charter renewal items new since the adoption of Orcutt Academy's original charter have been included in this renewal. These items include the new language regarding discrimination (Education Code 220) and also compliance with SB 1290 and its focus on student Academic Performance Index (API) achievement growth in all subgroups.

Charter Renewal Guidance Orcutt Academy Charter School

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Review of Granting Agency's Renewal Policies	4
Reasons for Denial of a Charter Petition	4
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To: Bob Bush, District Superintendent
From: Joe Dana, Director of Charter Programs, and Dr. Ken Parker, Charter Consultant
Date: March 13, 2013
Re: A Case for Charter Renewal

Background – On June 30, 2013, the first charter petition for Orcutt Academy Charter School will expire. Though it seems like only yesterday when the Board approved the first charter of the school, it is time to begin the evidentiary process that will result in a five-year renewal of the school's charter. A charter renewal is a matter of law and is reflected in Title V the California Education Code and in the Charter Schools Act of 1992, as amended through the end of the 2010 regular legislative session in June 2011. The following sections of charter law and legislation are meant to guide the renewal process.

General Overview of Charter Renewal Process - Section 11966.4 of Title V, Submission of a Charter School Renewal Petition to Governing Board of a School District states, "A petition for renewal submitted pursuant to Education Code section 47607 (see appendix) shall be considered received when submitted to the district governing board with all of the requirements set forth in this subdivision:

- Documentation charter school meets one of the criteria specified in Education Code 47607.
- A copy of the renewal charter petition including a reasonably comprehensive description of how the charter has met all new charter school requirements enacted into law since the charter was originally granted or last renewed.
- The signature requirement set forth in Education Code section 47605(a) is not applicable to a petition for renewal.

(b)(1) When considering a petition for renewal, the district governing board shall consider the past performance of the school's academics, finances and operation in evaluating the likelihood of future success, along with future plans for improvement if any.

(2) The district governing board may deny a petition for renewal of a charter school only if the district governing board makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code section 47605(b).

(c) If within 60 days of a district governing boards receipt of a petition for renewal, the district board fails to make written factual findings as to why the charter school is not renewed, the renewal petition shall be deemed approved for the purposes of this section.

(1) The district governing board and charter petitioner may extend this date by an additional 30 days only by written mutual agreement.

NOTE: Authority cited: Section 33031, Education Code, Reference: Sections 47605 and 47607, Education Code.

Review of Granting Agency's Renewal Policies – The renewal agency's charter school policy (Board Policy 0420.42 (a-c) was reviewed. Issues that were specific to the renewal policy that were not covered elsewhere in this Case for Renewal follow.

1. The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. The petition also shall include documentation that the charter school meets at least one of the criteria for academic performance specified in Education Code 47607 (b). (Education Code 47607; 5CCR 11966.4).
2. The board shall not grant a renewal until at least 30 days after the charter school submits such documentation of its academic performance. (Education Code 47607)
3. Within 30 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school and obtain public input.
4. Within 60 days of receiving the renewal petition, or within 90 days if extended by mutual written agreement of the Board and the charter school, the Board shall either grant or deny the request to renew the charter. (Education Code 47606; CCR 11966.4).
5. Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. When considering a petition for renewal, the Board shall consider the past performance of the charter school's academics, finances, and operations in evaluating the likelihood of future success, along with plans for improvement, if any. (Education Code 47607; CCR 11966.4).
6. Each renewal shall be for a period of five years (Education Code 47607).

Reasons for Denial of a Charter - The Board shall deny a renewal petition only if it makes a written factual finding setting forth specific facts to support one or more of the following grounds: (Education Code 47605, 47607; 5 CCR 11966.4).

- a. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
- b. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
- c. The petition does not obtain an affirmation of each of the conditions described in Education Code 47605(d). *"A charter shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and*

shall not discriminate against any pupil on the basis of the characteristics listed in Section 220. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.”

- d. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b). *“The governing board shall consider the level of support for the petition...and the chartering agency shall be guided by the intent of the legislature that charter schools shall become an integral part of the California Educational System and that the establishment of charter schools shall be encouraged.”*
- e. The charter school has failed to meet at least one of the State API Performance Criteria for Charter Renewal listed on page 4 of this document.

Four Step Renewal Road Map

Step One - Initial 5 Year Data Review and Charter Analysis: Every five years, California Charter Schools must review their existing charter, update operating agreements, analyze performance data (API, testing, governance and fiscal data) and review key goals and compliance items. Following this review, the charter school develops a **“Case for Renewal”**, identifies strengths and weaknesses from a review of the previous five years’ activities relative to the charter **and** develops a strategic plan for the upcoming five years. This strategic plan should address:

- Instructional goals
- Instructional program
- Governance
- Staffing
- Facilities
- Finance
- All other issues related to the 16 required Charter Elements

Step Two – Analysis Activities: In addition, the charter renewal process must accomplish the following:

1. Compare strategic plan elements with existing charter	2. Review recent changes to charter school laws and charter content
3. Identify essential charter amendments	4. Review Operating Agreements, MOUs, etc.
5. Identify essential amendments to operating agreements, MOUs, etc.	6. Assess preliminary prospects for charter renewal

Step Three - Renewal Document and Submission Preparation: In response to the above Assessment and Analysis Activities, Charter Renewal Document preparation commences for submission to the Charter School Office at the California Department of Education. This preparation process includes the following activities:

1. Draft charter amendments	2. Draft proposed Operating agreement / MOU amendments
3. Identify, draft, and compile materials to supplement renewal petition	4. Charter SAC reviews/approves draft
5. Submit drafts to granting agency (OUSD) for preliminary review/discussion and feedback	6. Charter SAC reviews/approves final documents
7. Prepare charter signature documents	

Step Four – Renewal Petition and Approval: the following steps need to be accomplished after Step Three:

1. Gather final petition signatures	2. Submit renewal petition and supplementary documents to local SAC and subsequently to Board of Directors for approval consideration
3. Board hearing of renewal petition	4. Board decision on renewal petition or 30 day extension
5. Board approves new charter	6. Submit notice of charter renewal to CDE.

Note: Four Step Renewal Roadmap Developed by Eric Premack of the Charter Schools Development Center

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Measurable Student Outcomes – Current charter law, Education Code 47605, requires as a condition of authorization, that a charter petition identify measurable pupil outcomes as specified in the school’s educational program and the methods by which these outcomes will be measured.

The Charter identified two domains of student outcomes: measures of core academic achievement and measured of critical thinking and readiness skills.

Measures of Core Academic Achievement – These measures included school site and state measures .Note: *Italics* indicate strategies not in the charter but being used.

School Site Measures – These measures included:

- Standards-based grade cards (grades K-8): These grade cards are tied to NWEA RIT score achievement and other authentic assessments.
- The Northwest Evaluation Association (NWEA) Assessments (grades 1-8): This system is calibrated to RIT Scale Scores which in turn align with state standards-based achievement.
- Portfolio Assessments: Both campuses have valued the use of portfolio and related rubric-based achievement. This has turned out to be very accessible to teachers and students for strategy-based improvements that all stakeholders understand.
- Common Formative Assessments: *These assessments are departmental based assessments that our high school staff use to determine student achievement of standards, across the curriculum. Currently, Apperson Test Analysis and Aeries Analytics are being reviewed as future tools to make clearer sense out of these measures.*
- Academic Vocabulary is being enhanced through the development and subsequent measurement of Academic Vocabulary lessons.

State and National Measures: These include a variety of measures that support roadmaps to college success predictors to state assessments that link to standards achievement.

- California’s Academic Performance Index (API). This measure yields comparative schools information linked to subgroup achievement data. Data on the API tends to be “macro” data tending toward group data that is less predictive for instructional needs and more summative – end of the year data.
- Adequate Yearly Progress (AYP): This measure is more precisely linked to achievement of California Standards. AYP data subgroup data and details regarding subgroup and whole group achievement of annual, ever moving academic targets. This, like the API is peculiar to the state of California.

- CAHSEE (The California High School Exit Exam): It is important to note here that the 2012 CAHSEE results once again saw our pass rate exceeding the 95% level in both English/language arts and mathematics.
- SAT and PSAT: *These measures are college- going measures that predict student potential for success in college. A large majority of our students use these data and related on-line information in the college planning.*
- Advanced Placement Exams: *The school has more than eight Advanced Placement courses with related exams.*

Measures of Critical Thinking and Readiness Skills - These measures include:

- Semester assessments of utilization of higher levels of thinking using Costa’s Level of Thinking. Evaluation is done each semester by observing levels of thinking in student learning logs.
- AVID binder checks quarterly
- Cornell Note-taking Rubric determines how often Cornell note-taking is being used.

The chart below provides yet another visual of the assessment methods being used at Orcutt Academy.

School-Wide Academic Achievement Outcomes

Measure	District or State	Achievement Area	Achievement Target
Standards-based Report Cards (K-6) Individual Results Formative Measure <i>Note: Refer to Appendix B for precise description of all test components</i>	District assessments that measure student achievement of standards in Mathematics and English/Language Arts	Language Arts Reading Writing (by genre) Speaking /Listening Mathematics Number Sense Algebra/Statistics/Data Analysis/Probability Measurement and Geometry Mathematical Reasoning	Achieve “At Standard” or “Above Standard” by achieving a “3” or a “4” on the Standards-based Report Card Note: These assessments will be administered on a trimester basis
NWEA Online Assessment System Individual and Group Formative & Summative Results	District measure administered up to four times annually using an online scale score measure	English Language Arts Standards – by grade level Mathematics Standards by grade level	50% or more of students will achieve RIT scale scores in Reading and Mathematics that represent achievement at standard or above

Standardized Testing and Reporting (STAR) <i>Individual and Group Measure</i> AYP	State Measure Utilizing scale scores to determine percent "At" or "Above" Standard	English/Language Arts Mathematics Writing Science History	Students demonstrate increased progress toward becoming "at standard" or "above standard"... 50% or more will score "at" standard or "above standard" up to 50% or more, at or above standard, as required by AYP
Academic Performance Index (API) <i>Composite Measure of student achievement across disciplines</i>	State measure of school and district performance	Composite achievement across disciplines	Attained API growth target in the prior year or in two of the last three years or Achieved API state deciles of 4-10
California High School Exit Exam (CAHSEE) summative	State measure	English/Language Arts Mathematics	To graduate from high school a student must pass the CAHSEE

*Note: The above Assessment Methods were utilized in 2008-2013 Orcutt Academy Charter

State API Performance Criteria for Charter Renewal - Current charter renewal law, EC Section 47607, requires a charter school to have met at least one of the following academic performance criteria to be eligible for renewal:

- 1) Attain its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years;
- 2) Rank in deciles 4-10, inclusive, on the API in the prior year or in two of the last three years;
- 3) Rank in deciles 4 to 10, inclusive, on the API for demographically comparable schools in the prior year or in two of the previous three years;
- 4) Receive a determination from the entity that granted the charter that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school; or
- 5) Qualify for an alternative accountability system pursuant to subdivision (h) of the Section 52052 of California Education Code.

Though Orcutt Academy Charter School's Growth API (Academic Performance Index) had to only achieve one of the above five criteria relative to API growth indicated above, Chart One and Chart Two below shows that the school qualified in 4 of the 5 academic criteria specified in EC Section 47607.

CHART ONE – API Academic Performance – Criteria One Above

Annual Growth API/Sub-Group API	Growth API	Prior Year Base API	School-wide	All Subgroups	Both Schoolwide and Subgroups	Comments
2009 Growth API	822	None	Na	Na	Na	Na=First yr school operated, data not available
2010 Growth API	837	822	Yes	Yes	Yes	Met subgroup targets
2011 Growth API	856	836	A	Yes	Yes	A=subgroups exceeded state performance target of 800
2012 Growth API	850	856	A	Yes	Yes	

Conclusion from Chart One – The school achieved its academic performance ranking as stipulated in criteria #1 above.

CHART TWO – API Performance Criteria for Criteria 2 and 3 above

Annual API Base Decile	Statewide Rank Decile	Similar School Rank Decile	Number of schools that exceed OA's Base API from annual list of 100 most demographically similar in California - 2012
2009 Base Decile	9	9	19 school at or above
2010 Base Decile	9	10	6 schools at or above
2011 Base Decile	9	8	7 schools at or above

Note: 2012 Decile Scores not available at time of writing this renewal report

Conclusion from Chart Two – The data in Chart Two documents Orcutt Academy's compliance with API performance criteria 2 and 3 above.

CHART THREE – API Performance Criteria for Criteria 4 Above – The most recent API Growth Index Score is listed for the high schools the students at Orcutt Academy High School would have attended had they not attended Orcutt Academy.

Local High Schools	2012 Growth API for all Local High Schools
Righetti High School	757
Santa Maria High School	693
Family Partnership Charter	720
Pioneer Valley High School	736
Cabrillo High School	794
Lompoc High School	708
Nipomo High School	778
Arroyo Grande High School	788
Santa Ynez High School	828
Orcutt Academy High School	850

Conclusion from Chart Three – the current API scores from the 2011-2012 school year clearly demonstrate compliance with API performance criteria #4 above. Had Orcutt Academy not existed, the above API scores indicate the performance of schools that Orcutt Academy students would have attended. Among those schools, Orcutt Academy had the highest API index score and the highest decile scores.

Findings Relative to API Performance Criteria – Charts One through Three above clearly demonstrate Orcutt Academy’s compliance with four of the five state API performance criteria for charter renewal in the state of California. The fifth criterion is not required of a school of our size and type. Since compliance is only required in one of the five performance criteria, this renewal standard is considered met and exceeded.

New Charter Compliance Item -- Education Code 220 establishes clear guidelines relative to discrimination and what constitutes discrimination. The following is the text from Education Code 220. “No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by an educational institution that receives, or benefits from state financial assistance or enrolls pupils who receive state student financial aid.” This charter renewal and related new charter Board policies comply with Education Code 220 requirements. For details, see charter Legal Affirmations on page 4; charter Declarations page 10; and Employment Non-Discrimination language on page 38 of the charter renewal.

District Board Policy has been amended to comply with all the requirements of Education Code 220 and the related board policy and administrative regulation is a part of the Orcutt Academy

Student Handbook and also is included in the Orcutt Academy staff handbook. The Orcutt Academy Student Handbook is available on our district webpage at <
<http://www.oahs.net/?PageName='Handbook'>.

SB 1290 (Alquist) – New Charter Compliance Item - Academic Sub-group Growth Targets – SB 1290 brings the California Education Code into compliance with the Public Charter Schools Grant Program (PCSGP) by clarifying current law requirements that increases in academic achievement for pupils in all numerically significant groups are the most important factors when considering approval, renewal or revocation of a public charter school petition. Chart Four below displays numerically significant subgroup achievement over the life of the current charter.

Subgroup Achievement Data Required by SB 1290

CHART FOUR – Academic Performance Index (API) Academic Achievement of Numerically Significant Subgroups from 2009 – 2012

Numerically Significant Subgroups	Hispanic	Anglo	Socio-economically Disadvantaged	English Learners	Students with Disabilities
Base API 2008	No prior	year data	available,	school was new	In August of 2008.
Growth API 2009	-	850	-	-	-
Base API 2009	-	859	-	-	-
Growth API 2010	790	863	-	-	-
Base API 2010	790	862	787	-	-
Growth API 2011	816	878	834	-	-
Base API 2011	817	878	834	-	-
Growth API 2012	809	877	838	-	-

Conclusions from Chart Four – A review of the data in Chart Four finds all numerically significant subgroups either moving from below 800 to above 800 or sustaining 800 plus performance. Consequently, the requirements for SB 1290 are met for all numerically significant subgroups.

WASC Visit Assessment Data – October 2012

Expected School-wide Learning Results - Orcutt Academy recognizes the importance of using a variety of assessments to determine student progress in achieving the school's ESLRs and achievement of state standards. The following chart demonstrates how school ESLRs are measured and how ESLR data is used.

**Evidence for Student Progress in Achieving the Orcutt Academy
Expected School-wide Learning Results (ESLRs)**

Orcutt Academy students will:

ESLR 1 - Demonstrate **good citizenship** through personal integrity, responsibility, and community service.

What do our students do to achieve ESLR #1?	How do we measure student progress?
<ul style="list-style-type: none"> • All stakeholders work to create a sense of community where good citizenship, personal integrity and responsibility are valued and rewarded. • All Orcutt Academy students participate in community service opportunities. • Student Organizations/Clubs are student led . 	<ul style="list-style-type: none"> • School Climate Survey results from parents, students, and faculty • Discipline Records (suspensions and expulsions records) • K-8 Character Awards, Safe School Ambassadors program, Scholarly Attributes program • 9-12 Spartan of the Month, Respect Day, Awards Ceremonies • Spartan Seminar curriculum • Special Education students complete Responsibility Logs • Good Conduct Grades posted on Aeries • Weekly Grade Checks for sports eligibility • Faculty discuss student behavior in PLC (professional learning community)meetings • Participation in Community Service Projects at the K-8, such as annual Food Drives. • At the high school, students must complete at least 10 hours of community service per year. A total of 40 hours is required for graduation. • Community Service hours are posted on Aeries and students' transcripts. • Newspaper articles of student participation in Community Service Projects • Lego Leagues at community schools • Minutes from meetings • K-12 School Site Council membership • ASB membership list

	<ul style="list-style-type: none"> • Completion of School and Community Projects
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ESLR 2 - Demonstrate progress toward achieving California’s state standards in all academic areas.

What do our students do to achieve ESLR #2?	How do we measure student progress?
<ul style="list-style-type: none"> • Students take a variety of standardized tests K-12 to assess academic progress • Students take departmental Common Formative Assessments that measure progress in achieving the Common Core Standards in specific subjects. • The students use textbooks that are aligned with the state standards. • Portfolios to track student progress are used in the high school English, math, Spanish, and art classes. Each portfolio contains a rubric to determine achievement of the class objectives and the core standards. It is the student’s responsibility to maintain the portfolio and its contents. • K-8 teachers maintain an assessment portfolio for each student that follows the student to the next grade level. • High school students must earn a total of 240 credits divided between subject requirements and electives in order to graduate. 	<ul style="list-style-type: none"> • API • CST • CAHSEE • NWEA • PSAT • SAT • Common Formative Assessments • College Readiness Assessment • High school transcripts • Portfolio Rubrics • Personal Learning Plan reviews • Apperson Data Machine – data analysis of unit tests • Project Rubrics that measure achievement of Power Standards

ESLR 3 - Demonstrate intercultural and global understanding through individual and schoolwide projects.

What do our students do to achieve ESLR #3?	How do we measure student progress?
<ul style="list-style-type: none"> • Students study world cultures in history, literature, geography, music, art, math, science, and Spanish. • Students participate in school-wide multicultural events 	<ul style="list-style-type: none"> • Pre and post-tests that measure understanding before and after a unit of study • 15% of lesson assessments in Spanish are on cultural information • Students studying Spanish are required to

	<p>attend community cultural events and write narratives about the experience</p> <ul style="list-style-type: none"> • Students research famous mathematicians and scientists from around the world. • Current Events projects and presentations • K-8 World of Scholars program
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ESLR 4 - Acquire and use the technical and critical thinking skills that enable lifelong learning.

What do our students do to achieve ESLR #4?	How do we measure student progress?
<ul style="list-style-type: none"> • Students in K-12 use computers to facilitate learning and present student projects • All freshmen are enrolled in CORE, a semester class that include formal instruction in computer literacy, including PowerPoint, Excel, Word, SBCOE Portal use, Internet Research, Web-page development, MLA format • All teachers (K-12) are trained in the use of AVID strategies, including Socratic Seminars, Costa's Levels of Thinking, Cornell Notes, Philosophical Chairs • Students use photography and video equipment/software in Photo 1 & 2 • Fully equipped Robotics build lab • OAHS students research and apply for colleges online in the Career Center and in Spartan Seminar classes 	<ul style="list-style-type: none"> • Computer Literacy Rubric (pre and post-tests) • AP Calculus students build 3-D models to apply what they've learned • Rubrics, project and participation grades • K-8 Spartan University Rubric • Interactive Notebooks, Teacher Evaluation of Cornell Notes • Students publish annual yearbook and literary magazine • Career Center use log

ESLR 5 - Engage in active learning and apply academic knowledge in real life situations.

What do our students do to achieve ESLR #5?	How do we measure student progress?
<ul style="list-style-type: none"> • OA students are responsible for using AERIES to track their personal progress on academic goals. • Students explore colleges and careers in academic and elective classes, as well as in Spartan Seminar • Students practice academic skills outside of the classroom/school day • All students participate in Career Day • Juniors and AVID students visit universities • The Orcutt Academy curriculum is designed around project-based learning • Teachers bring newspapers, newscasts, programs into the classroom to help students connect the academic skills being studied to real life applications 	<ul style="list-style-type: none"> • Student portfolios • Student visits to College/Career Center • Transcripts that indicate college readiness • School Climate Survey responses to questions about college and career preparedness • Spanish students practice language in the community and share their experience with peers • Students participate in essay writing and speech competitions • Students at the K-8 plan, build, and maintain the school garden • Students in Choir and Band give public performances • 2011 & 2012 participation in Boys State • Student complete worksheet in which they evaluate what they've learned that day • Students 6-12 write letters to colleges and business seeking information and opportunities • Teacher evaluation of projects • Participation/Effort grades • Balloon Fest, Physics Day, Engineering, iFly • ☑ Classroom discussions and written responses to current events

Common Formative Assessments – These classroom-based measures are utilized to inform teachers and students of student achievement of standards. These measures are used in all classrooms and all subject areas. Departments use the same assessments in each course or subject area to assure that the target for standards-based assessment is held still, regardless whose class students find themselves in. Common formative assessments, portfolios and project-based learning all use rubric-based instructional measures to assure student engagement while learning is in progress

More Assessment Evidence – For more evidence of student outcomes and methods used to determine student academic outcomes please refer to Appendix B.

Stakeholder Perceptions of Delivery of First Charter Components

Survey Background: The term of the original charter petition was from July 1, 2008 through June 30, 2013. In an effort to determine whether the content of the original charter was delivered with fidelity, a survey was developed that represented all of the significant charter components. This survey was available online from December 2012 to through January 2013 and was advertised weekly through school newsletters. Respondents included members of all stakeholder groups, including all members of the School Advisory Council. In all, 168 students, parents, and staff offered their feedback as to the effectiveness of delivery of key components of the Orcutt Academy charter in grades K-12.

Findings: A review of the survey data reveals the following findings:

1. Parents from the K-8 campus felt the school's program offered an engaging multi-grade, theme-based curriculum.
2. Among all stakeholder respondents, 83.7% responded "very true" or "mostly true" to this statement: "The charter high school delivers an engaging college-preparatory program to its students."
3. 85.3% of stakeholders responded with "very true" or "mostly true" when asked if Orcutt Academy provided "real world" academic experiences for students.
4. When asked if Orcutt Academy courses promoted intercultural understanding and the opportunity to create new knowledge, slightly over 70% agreed.
5. Career technology was valued by respondents and stakeholders indicated a need for increased course offerings in this area.
6. The presence of UC/CSU a-g course offerings was understood and valued by a majority of respondents.
7. Respondents were less likely to be informed about AVID, Professional Learning Communities, Understanding by Design and Marzano's "What Works in Schools" activities and their impact on instruction.
8. The suggested 40 hours of annual household volunteer time was not understood clearly by respondents.
9. Respondents indicated the school did a satisfactory job telling its story to the community.
10. There was "large agreement" by respondents regarding how the school's core academic programs, such as STEM, Visual and Performing Arts, and Humanities programs challenged students.
11. Respondents were satisfied with the challenging AP and World Languages programs.

12. The 10 hours per year of community service to qualify for graduation is “soundly” supported by all stakeholders.
13. The majority of respondents were not aware of AVID learning strategies being effectively used in all classrooms.
14. There is support for the development of the OAHS job shadowing program.
15. The purpose of Spartan Seminar needs to be communicated to all stakeholders.
16. There is a shared, strong belief among all stakeholders that meaningful parent involvement exists at the school.
17. Half of the respondents felt the school strives to achieve racial balance that is representative of its community.
18. Parents demonstrated a strong understanding of the lottery process and of other academic requirements.
19. There is an indication that new teacher orientation could be more systematic.

Stakeholders Survey Conclusions and Recommendations

1. There is broad and strong support among all stakeholders for the school’s academic course offerings and the ability these programs have to enable all students to achieve the school’s Expected School-wide Learning Results (ESLRS).
2. Intercultural understanding and Career Technical Education offerings were valued and seen as an increasingly growing part of the school’s future.
3. The following school experiences and strategies need to be better understood by all stakeholders.
 - a. AVID
 - b. Professional Learning Communities
 - c. Communication of parent volunteerism opportunities
 - d. Understanding by Design
 - e. Spartan Seminar
4. Respondents understood and valued student community service hours, AP (Advanced Placement) courses and the general positive and supportive climate found at the school.
5. There is an indication that new teacher orientation could be more systematic.

Overall Conclusions and Recommendations

Based upon the above study of the contents of the existing charter, the inclusion of all necessary data relative to charter renewal (including data requirements that did not exist when the first charter was written) and the submission of a new charter accompanied by clearly marked changes from the original charter, staff recommends that the new charter and accompanying data be submitted to the Board of Trustees of the Orcutt Union School District at a future board meeting.

1. Within 30 days of the Board's receipt of the new charter petition, staff recommends a Public Hearing be held regarding charter renewal for the Orcutt Academy Charter School.
2. Within 60 days of receiving the renewal petition, or within 90 days if extended by mutual written agreement of the Board and the charter school, staff recommends the Board grant or deny the request to renew the charter. (Education Code 47606; CCR 11966.4).
3. When considering a petition for renewal, staff recommends the Board consider the past performance of the charter school's academics, finances, and operations in evaluating the likelihood of future success, along with plans for improvement, if any. (Education Code 47607; CCR 11966.4).
4. Each renewal shall be for a period of five years (Education Code 47607).

Appendices

Appendix A

Orcutt Academy Charter School

Charter Audit Findings July 1, 2008 – June 30, 2013

To: File
From: Ken Parker, Charter Consultant
Date: February 13, 2013
Regarding: Audit Findings

A recent meeting with Rebecca Holmes, District Director of Fiscal Services, revealed one fiscal audit finding during the five year term of the initial charter. This finding occurred in the June 30, 2011 audit. The audit exception dealt with advances from the district's Revolving Cash Fund for purchases related to the construction of the district's Robot for entry in the FIRST USA Robotics Competition.

Subsequent to this finding, the district implemented an auditable means for the Robotics Coach to secure funds for the school's Robotics construction purchases. This "fix" was approved by the auditor and the audit exception has since been cleared.

The above described Audit Exception is the only exception during the five year term of the current charter.

Appendix B

More Evidence of Assessment Methods

California High School Exit Exam (CAHSEE):

Since the beginning, OAHS students have scored very well on all areas of the CAHSEE showing a steady increase in the overall pass rate for the past three years. Everyone in the Class of 2012 passed both the math and E/LA sections of the test.

The staff will continue to monitor results based on the gap between percent passed and percent proficient, particularly for Gender, Hispanic/Latino and SED students.

Grade Level STAR History Results

Background Regarding: Modern World History (Grade 10) and U.S. History Charts (grade 11) - In their freshman year, OAHS students do not take a history class; instead they have one semester of Health and one semester of Driver's Education and Technology. Sophomores are enrolled in Modern World History and juniors are enrolled in U.S. History. In their senior year, students study Government and Economics. This department also offers AP World History, AP U.S. History and AP Government.

Findings: In 2011, the average percent of students who achieved proficiency in Modern World History and U.S. History at the state level was 44 percent and 48 percent respectively. In the same assessment period, 75 percent of OAHS students were proficient or above in Modern World History and 72 percent in U.S. History. Further study of the above data indicated a comparative 2011 gender performance gap for girls as compared to boys in Modern World History. Additionally, Hispanic students underperformed their peers in both Modern World History and U.S. History.

Grade Level STAR English Results for Grades 9, 10, and 11

Findings: Orcutt Academy students study English/Language Arts from grades kindergarten through twelfth grade. Department faculty analysis and the Self Study process have revealed a significant drop in STAR English/Language Arts test results for Hispanic/Latino and SED students from 2010 to 2011. More data is being used to further understand this phenomena including: NWEA scale score data, portfolio rubrics linked to essential standards, and departmental common formative assessments.

End of Course Exams -- (students from a variety of grade levels attend these classes)

General Mathematics – End of Course

At the high school level, the General Mathematics test was given to students who were enrolled in the two year Algebra I track (Algebra IA and Algebra IB) which existed until the end of the 2010 school year. Beginning with the 2010-2011 school year, all freshmen were enrolled in Algebra I. In that same year, a support Math Lab was also provided to student who would have previously had Algebra IA and Algebra IB.

A deeper review of the students that comprised those tested in the above chart revealed the following:

- In 2009, three of 28 students administered the General Math test were 8th graders.
- In 2010, eight of the 42 students administered the General Math test were 8th graders.
- In 2011, all eight of the students who took the test were 8th graders.

Because all incoming freshmen are required to take Algebra, few high school students took the CST General Mathematics exam. Students who need extra support are enrolled concurrently in Algebra 1 and the Math Lab.

Summative High School Mathematics – End of Course

Findings: Summative Math is for students enrolled in any math class above Algebra II – in 2010-2011, those classes were Pre-Calculus and AP Calculus A/B. These results, along with our AP test pass rates, though gratifying, encourage us to pursue even further excellence from our students.

Algebra I – End of Course

Findings : Substantially fewer Algebra I students in 2009 and 2011 performed at or above proficiency on the STAR Algebra I test than did students in 2010. This was subsequently researched, as described below.

- In 2009-2010, 43 freshmen tested and 52 percent performed at proficient or above on the STAR test.
- In 2009-2010, 20 sophomores tested and 20 percent preformed at proficient or above.
- In 2010-2011, 45 freshmen tested and 66 percent performed proficient of above.
- In 2010-2011, the state average for ninth grade proficiency on this test was 23 percent

A review of these data showed a high correlation of sophomores who were enrolled in Algebra 1B as underperforming. Based on this information, students needing additional help to succeed in Algebra were given an added support class during the year they took Algebra 1, rather than stretching the class over two years. We feel confident that our 2012 STAR data and other measures will confirm the need for the change made in Algebra I.

Geometry – End of Course

Findings: A cursory review of the above data reveals a dramatic difference between the STAR performance of numerically significant student sub-groups in 2009 compared to 2010 and 2011. The 2009 results reflect the achievement of our first freshman class that was noted for particularly high performance in the sciences and math. Other data will bear this out.:

- In 2009-2010, 38 freshmen tested and 74 percent were proficient or above
- In 2009-2010, 43 sophomores were tested and 23 percent scored proficient or above.
- In 2010-2011, 45 freshmen were tested and 66 percent scored proficient or above (*Note: the state average was 49 percent proficient for ninth graders*).
- In 2010-2011, 39 sophomores tested and 46 percent scored proficient or above.
- In 2010-2011, 82 percent of freshman males scored proficient or above while 41 percent of freshman females scored proficient or above.

After reviewing the data, staff felt increased successful engagement of females in Geometry was crucial.

Algebra II – End of Course

Though the above findings are gratifying, further explanation and work remains. Most important, the need to successfully engage more females in Algebra II is crucial. The small number of students tested on the 2010 Algebra II STAR assessment could explain the volatility when one compares 2010 percent proficient with 2011 percent proficient. Finally, insufficient numbers of students were enrolled in Algebra II to allow reliable and predictable test results.

Biology – End of Course (9th and 12th graders took this test)

Findings: OAHS Biology students showed significant increases in percent “proficient or above” from 2010 to 2011. The Hispanic significant subgroup did not show the same gains as all other subgroups or the group of all Biology test-takers as a whole. In PLC discussions, teachers have pinpointed improving all students’ academic vocabulary and reading skills, which would impact proficiency in Biology and other subjects as well.

The 2011 Biology OAHS Hispanic subgroup achieved 57 percent proficient or above . . . the same as the state-wide average for all students. OAHS outperformed the state by 19 points, achieving 76 percent proficient or above. Though the 2011 OAHS Hispanic subgroup is comparatively low when compared to all OAHS students, it achieved the state average. The Department staff is studying the Hispanic STAR scores and other assessment to determine how to bridge the 19 point gap between these students and their peers in Biology.

Chemistry – End of Course (only 11th graders took this test)

Findings: In 2011, the percent of students scoring proficient or above matches that of the state average. It is also important to note that 2011 was the first year that Chemistry was offered at OAHS.

A further disaggregation of these scores suggested a need to target the math skills that translate to science. Although most of the juniors took Chemistry (94.5 percent), only 43 percent of the juniors had completed Algebra II. There appears to be a need to encourage students to prepare for Chemistry by taking Algebra II.

Earth Science – End of Course

Findings: In 2011, the state average for proficiency on the Earth Science CST was 37 percent. Even though OAHS' Mission to Planet Earth curriculum differs slightly from the regular Earth Science curriculum, test scores indicate steady growth in all student groups from 2010 to 2011.

Conceptual Physics – (9th grade only)

Findings: When the Orcutt Academy opened in August 2009, the only two science classes offered were Earth Science and Conceptual Physics for freshmen. In 2010, Biology was added to the course list, which explains the drop in the number of students tested in 2011. In 2011-2012 school year, a Physics course for juniors and seniors was implemented. The 2010 test scores indicated a significant gap between males and females scoring proficient or above. STEM departments are focusing on how gender issues affect the mastery of math and science skills.

Life Science – 10th Grade

This STAR test is given to all 10th grade students at the conclusion of their 10th grade year, whether or not they have completed Biology.

Findings: The average student performance on the Life Science test is 50 percent. Scores for all subgroups and ALL students exceed the state average in 2010 and 2011. It is important to note that the 2009 test year has no results because there was not a sophomore class in place until the 2010-2011 school year.

2011 Advanced Placement (AP) Exam Scores:

Findings – In May of 2011, all students enrolled in AP classes took the exam. Of the 101 exams taken in May of 2011, only six received a score of 1. AP teachers met in August of 2011 to discuss test scores and collaborate on instructional methods and materials for the upcoming school year. Four AP classes were added in 2011-12: AP Calculus B/C, AP Biology, AP English Literature, and AP Government. An AP Statistics class will be added to the schedule for the 2012-13 school year.

In 2011, three OAHS students were granted the award of AP Scholar for scoring 3 or higher on three or more AP exams, and two OAHS students were granted AP Scholar with Honor for scoring 3 or higher on four or more of these exams.

General Implications of Overall Data Analysis

Areas of Strength:

***Note: Chapter, page numbers, and appendices references apply to the Focus on Learning Self-Study report submitted to WASC in August of 2012.**

Findings	Evidence
<p>In just four years, the Orcutt Academy has developed a successful education program that is valued by the stakeholders and the community.</p>	<ul style="list-style-type: none"> • Yearly increase in enrollment (Chapter 1, page 12). • The number of students on the waiting list increases every year; currently there are 269 students (K-12) waiting for openings for the 2012-2013 school year • High percentage of stakeholders who are satisfied/extremely satisfied with the school and its programs based on School Climate Survey responses • 100% of respondents to the Parent School Climate Survey (K-12) said they would recommend the Orcutt Academy to other parents. • Outstanding support from business and community organizations (Chapter 1, page 20-21) • Outstanding support of parent groups (Chapter 1, page 21) • Outstanding support of Board of Trustees and district superintendent (Board minutes) • Large number of applicants for teaching positions from inside and outside of the school district (Human Resources records) • Yearly increase in enrollment (Chapter 1, page 12). • The number of students on the waiting list increases every year; currently there are 269 students (K-12) waiting for openings for the 2012-2013 school year • High percentage of stakeholders who are satisfied/extremely satisfied with the school and its programs based on School Climate Survey responses • 100% of respondents to the Parent School Climate Survey (K-12) said they would recommend the Orcutt Academy to other parents. • Outstanding support from business and community organizations (Chapter 1, page 20-21) • Outstanding support of parent groups (Chapter 1, page 21) • Outstanding support of Board of Trustees and district superintendent (Board minutes) • Large number of applicants for teaching positions from inside and outside of the school district (Human Resources records)

<p>Students are achieving at high levels.</p>	<ul style="list-style-type: none"> • Yearly increases in API with current score of 856 (see charts on pages 11 & 23-24 of Chapter 1) • 2011 Statewide Ranking of 9 and Similar Schools Ranking of 9 • 75% of the Class of 2012 completed a rigorous four-year UC/CSU a-g college preparatory curricular program; 52% qualify for admission to UC/CSU. • 99% CAHSEE pass rate for 2012 • In 2011, a majority of the students taking the AP tests scored 3 or higher. In 2011, five students were granted AP Scholar status (Chapter 1, page 35) • 41% of OAHS juniors and 33% of sophomores were ranked Ready for College on the PSAT/NMSQT, compared to 34% and 25% of students nationwide • Two National Merit Scholars • OA students' CST scores are higher than statewide CST scores in every subject but one (where scores are equal) • OA operates under no state or federal imposed deadlines for improvement • The OAHS Robotics team placed first in the regional competition in 2012 and placed in the top 25 of the world competition
<p>The Orcutt Academy has a highly qualified staff.</p>	<ul style="list-style-type: none"> • All teachers and administrators are fully credentialed and meet the highly qualified requirements for NCLB; no teacher is instructing outside of credential area. • Teachers and administrators attend a wide variety of professional development conferences or workshops based on the academic needs of the students • 100% of K-8 parents and 87% of 9-12 parents felt OA teachers are Very/Extremely Skilled (School Climate Survey in Chapter 1 appendix) • All teachers are trained in AVID strategies; OAHS is a Certified AVID site and is eligible to apply to become an AVID Demonstration School • An OAHS teacher was chosen California League of High Schools Region 8 Educator of the Year 2012

<p>The Orcutt Academy provides a safe, healthy learning environment.</p>	<ul style="list-style-type: none"> • Student, parent, staff responses on School Climate Surveys (see Chapter 1 appendix) • Low percentage of suspensions/expulsions (Chapter 1, page 17) • Teachers are available before, during, and after school for help • All front office staff, including the principal and counselor, have an “open door” policy for students and parents • Support classes and Intervention are available after school (see Chapter 1, page 15) • Time for collaboration with colleagues is built into the weekly schedule • Consistently high attendance rates K-12 (Chapter 1, page 16) • Student, parent, staff responses on School Climate Surveys (see Chapter 1 appendix) • Low percentage of suspensions/expulsions (Chapter 1, page 17) • Teachers are available before, during, and after school for help • All front office staff, including the principal and counselor, have an “open door” policy for students and parents • Support classes and Intervention are available after school (see Chapter 1, page 15) • Time for collaboration with colleagues is built into the weekly schedule • Consistently high attendance rates K-12 (Chapter 1, page 16)
<p>The Orcutt Academy offers a challenging curriculum.</p>	<ul style="list-style-type: none"> • 12 AP classes and 4 Honors classes available to students • All core academic classes and five electives are UC approved (see Chapter 2 appendix) • OAHS has forged an articulation agreement with Allan Hancock College to allow students a waiver for certain prerequisite classes such as Statistics, Chemistry, Pre-Calculus, etc. • Juniors and seniors can take college courses while attending high school through the College Now program

<p>Orcutt Academy parents support the school's programs.</p>	<ul style="list-style-type: none"> • Parent School Climate Surveys 2009, 2010, & 2012 • 50% of OA parents/students are active members of the PTSA unit at their site • 35% of OAHS parents are active members of the Athletic Boosters • Athletic and extracurricular opportunities are available for students because of parent volunteers
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Areas of Need:

Findings	Evidence
<p>Improvement in academic writing skills at all grade levels</p>	<ul style="list-style-type: none"> • Writing portfolio evaluations • SAT Subject scores (Chapter 1, page 32) • CAHSEE and CST E/LA scores for Hispanic/Latino students (Chapter 1, pages 25-33)
<p>Gender imbalance in math and science CST scores</p>	<ul style="list-style-type: none"> • Boys scored higher on all CST science and math assessments with the exception of Algebra 1 (2011 CST scores on pages 26-33 of Chapter 1) • On CST Geometry test, 9th grade males scored 82% proficient or above; females scored 41% proficient or above (Chapter 1, pages 30-31)
<p>Imbalance in enrollment in Advanced Placement and Honors classes</p>	<ul style="list-style-type: none"> • Gender, Hispanic/Latino, & SED enrollment charts in Chapter 1, pages 37-40 • No females enrolled in Introduction to Engineering in 2011-2012; 2 females enrolled in Mechatronics
<p>Improvement in college/career exploration and admissions process</p>	<ul style="list-style-type: none"> • School Climate Survey responses
<p>More elective offerings</p>	<ul style="list-style-type: none"> • Home Group feedback and School Climate Survey responses
<p>Increase number of OAHS parents using Aeries system to check student progress</p>	<ul style="list-style-type: none"> • 43% of parents responding to the 2011-12 OAHS School Climate Survey indicate that they use the Aeries Parent Portal "slightly often" or "not at all" (School Climate Survey, Chapter 1 Appendix)

Critical Academic Needs:

Based on an analysis of the disaggregated data, peer observations, Home and Focus Group discussions, and School Climate Surveys, the Orcutt Academy staff voted to focus on these four Critical Academic Needs for 2012-2013:

- Increase participation in AP/Honors classes among Socioeconomically Disadvantaged (SED) and Hispanic/Latino students—including gender balance. ESLRs # 2, 3, 4, 5
- Increase reading comprehension, academic vocabulary, and academic writing skills for all students. ESLRs # 2, 4, 5
- Develop and implement an effective post-graduation plan for all students, including career exploration and the college admissions process. ESLRs # 1, 2, 3, 4, 5
- Identify essential standards for grades K-12 that can inform planning and be communicated to students and parents. ESLRs # 2, 4, 5

All Critical Academic Needs are aligned with the Orcutt Academy's Expected Schoolwide Learning Results (ESLRs).



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Bob Bush, Superintendent

FROM: *MO* Marysia Ochej
Assistant Superintendent, Business Services

BOARD MEETING DATE: March 13, 2013

BOARD AGENDA ITEM: Charter School Special Revenue Fund Second Interim Report, 2012-2013

BACKGROUND: Education Code 42130 provides that the district submit a Second Interim Report to the governing board of the district that covers the financial and budgetary status of the district for the period ending January 31, 2013.

Education Code 4231 (a) (1) further states that "pursuant to the reports required by Section 42130, the governing board of each school district shall certify in writing, within 45 days after the close of the period being reported, whether or not the school district is able to meet its financial obligations for the remainder of the fiscal year, and based on current forecast, for the subsequent year." In keeping with the provision, the district is providing the enclosed Second Interim Report for the governing board's review and approval.

In certifying the 2012-13 Second Interim Report as positive, the Board understands its fiduciary responsibility to maintain fiscal solvency for the current and two subsequent fiscal years.

RECOMMENDATION: It is recommended that the Board of Trustees approve the Second Interim Report as presented and authorize the filing of a "positive" certification with the Santa Barbara County Office of Education.

FUNDING: N/A

Board Report

District 16 -- Orcutt Union

Fund 09 -- Charter School Special RevenueFund

As of 2/28/2013

	Beginning Bal/ WrkBudget	Month-To-Date Actual	Year-To-Date Actual	Year-To-Date Encumbrances	Ending Bal/ Remaining Bal
9110 -- Cash in County Treasury	502,041.62	(249,843.36)	750,733.85	0.00	1,252,775.47
9200 -- Accounts Receivable	1,130,025.20	0.00	(1,130,025.20)	0.00	0.00
9310 -- Due from Other Funds	128,941.00	0.00	(128,941.00)	0.00	0.00
9330 -- Prepaid Expenditures (Expenses)	11,060.70	0.00	(11,060.70)	0.00	0.00
Total Assets	1,772,068.52	(249,843.36)	(519,293.05)	0.00	1,252,775.47
9500 -- Accounts Payable (Current Liabilities)	16,090.93	310.48	(15,273.78)	0.00	817.15
9610 -- Due to Other Funds	66,618.35	0.00	(66,618.35)	0.00	0.00
Total Liabilities	82,709.28	310.48	(81,892.13)	0.00	817.15
Fund Balance (Beginning Balance/Actual)	1,689,359.24	0.00	0.00	0.00	1,251,958.32
9791 -- Net Beginning Balance	1,689,359.24	0.00	1,689,359.24	0.00	1,689,359.24
8010 -- Revenue Limit Sources	3,975,571.14	63,413.00	1,556,316.00	0.00	2,419,255.14
8300 -- Other State Revenues	495,599.17	0.00	205,003.51	0.00	290,595.66
8600 -- Other Local Revenue	192,121.87	16,275.70	186,314.63	0.00	5,807.24
8910 -- Other Financing Sources	48,000.00	0.00	48,000.00	0.00	0.00
Total Revenues	4,711,292.18	79,688.70	1,995,634.14	0.00	2,715,658.04
1000 -- Certificated Personnel Salaries	2,154,442.37	200,657.34	1,323,657.98	0.00	830,784.39
2000 -- Classified Personnel Salaries	413,348.93	29,506.49	224,168.53	0.00	189,180.40
3000 -- Employee Benefits	744,747.09	70,113.74	448,377.29	0.00	296,369.80
4000 -- Books and Supplies	386,161.35	7,493.74	178,207.13	15,786.41	192,167.81
5000 -- Services and Other Operating Expenditures	1,254,243.31	22,071.23	258,624.13	85,502.27	910,116.91
7000 -- Other Outgo & Transfers Out	71,959.00	0.00	0.00	0.00	71,959.00
Total Expenditures	5,024,902.05	329,842.54	2,433,035.06	101,288.68	2,490,578.31
Fund Balance (Budget/Actual)	1,375,749.37	0.00	1,251,958.32	0.00	0.00

Selection Criteria: District = 16; Fund = 01,09 Filtered By: None