

ORCUTT UNION SCHOOL DISTRICT
Regular Charter Meeting of the Board of Trustees
Wednesday, April 9, 2014
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
 2. *Get Focused, Stay Focused*
 3. LCAP Update
 4. Multi-Culture Day April 17th

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, March 12, 2014

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

Moved _____ Second _____ Vote _____

ITEMS SCHEDULED FOR ACTION

A. GENERAL

- 1. Proposed Revisions to Orcutt Academy Charte

Staff recommends all of the proposed revisions to the Orcutt Academy Charter be approved as submitted.

Moved _____ Second _____ Vote _____

B. BUSINESS

- 1. Charter School Facilities Program Office of Public School Construction (OPSC), 2013/2014, Resolution No. 1

It is recommended that the Board of Trustees adopt 2013/2014 Resolution No. 1, authorizing participation in the Charter School Facilities Program, as presented.

Moved _____ Second _____ Vote _____

C. HUMAN RESOURCES

1. 2014/2015 Orcutt Academy High School and Orcutt Academy K-8 Calendars

The Calendar Committee recommends that the Board of Trustees approve the 2014/2015 calendars for the Orcutt Academy High School and Orcutt Academy K-8 and Independent Study, as presented.

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, May 12, 2014 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: Don Nicholson
Assistant Superintendent, Human Resources

DATE: Board Meeting of April 9, 2014

RE: **RECOMMENDATIONS FOR APPROVAL AND RATIFICATION**

SCHOOL	CLASS/STEP	EFFECTIVE DATE	ACTION INFORMATION
Charter HS	Stipend	2013-14	After School Drama Advisor
Charter HS	Extra Duty	2/4-2/18/14	Detention, 5 hrs
Charter HS	Extra Duty	2/20-2/27/14	CAHSEE Prep, 4 hrs
Charter HS	Extra Duty	2/19-2/20/14	Math Testing, 2 hrs
Charter HS	Extra Duty	2/3-2/20/14	Intervention, 7 hrs
Charter I/S	Hourly	3/24/14	Teacher, 6 hrs wk
Charter HS	Extra Duty	2/4-2/25/14	Intervention, 7 hrs
Charter HS	Extra Duty	2/3-2/25/14	Intervention, 6.5 hrs
Charter	Hourly	2/3-2/6/14	Consultant, 6.5 hrs
Charter HS	Extra Duty	2/20-2/27/14	CAHSEE Prep, 2 hrs
Charter HS	Hourly	2/18-2/25/14	Choir Accompanist, 5 hrs

*To be prorated

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR CHARTER MEETING
March 12, 2014**

CALL TO ORDER

A regular charter meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, March 12, 2014 beginning with Dr. Peterson calling Public Session to order at 6:00 p.m. Members Present: Phillips, Peterson, Hatch and Zilli. Absent: Buchanan. Administrators Present: Bush, Ochej, Nicholson and Edds. Absent: None. It was moved by Jan Zilli, seconded by Bob Hatch and carried to adjourn to Closed Session at 6:03 p.m.

RECONVENE TO PUBLIC SESSION

The meeting reconvened to Public Session at 6:15 p.m. Dr. Peterson reported that no action was taken in Closed Session. The Pledge of Allegiance was led by Boy Scout, Tanner Hartwell.

SUPERINTENDENT'S REPORT

Kari Degraffenreed presented the ASB Report. Over 500 dresses were donated to "Cinderella's Closet" and about 150 of them were given away at the event. Next year they will be partnering with Cabrillo High School to offer this great opportunity to more girls. Students will be holding a "R Word" rally in support of the Special Olympics Annual Day of Awareness. Other upcoming events include a black light MORP dance and Spring Sports Rally.

The 2013/2014 Spartatroniks team was in attendance. Members Gabriel Oman, Clardy Davina, Justin Zepeda, Adam Johnson and Hayden Downum each reported on their area of responsibility. The team this year is made up of 16 freshman, 5 sophomores, 4 juniors and 5 seniors. Their robot, "Balestra", was built to compete in *Arial Assist*, a passing game involving several teams, each team trying to shoot a ball into a specified goal area. All of the seniors on the team were in attendance and thanked the Board for their continued support. Superintendent Bush commented that this type of program was exactly what the Board had hoped to be able to offer at the Charter High School.

Marysia reported that she was recently made aware of the Charter School Facilities Program which permits a charter school, or school district to apply for preliminary apportionment for new construction projects. It was the Board's consensus to have her move forward with the application process.

CONSENT AGENDA ITEMS

- A. Certificated Personnel Action Report
- B. Regular Charter Board Minutes, February 12, 2014
- C. Hiring of Additional Charter High School Coaches 2013/2014
- D. Certification of Coaches 2013/2014

It was moved by Jan Zilli, seconded by Bob Hatch and carried to approve Consent Agenda Items A through D, as submitted. Ayes: Hatch, Peterson, Phillips, Zilli Absent: Buchanan

ITEMS SCHEDULED FOR ACTION

Gifts

It was moved by Jan Zilli, seconded by Bob Hatch and carried to accept the \$100 donation to the Rosie Chavez Memorial Scholarship Fund and directed that a letter of acceptance and appreciation be forwarded to Mary M. Smolley. Ayes: Hatch, Peterson, Phillips, Zilli Absent: Buchanan

MOU San Luis Sports Therapy

It was moved by Bob Hatch, seconded by Jan Zilli and carried to approve the Memorandum of Understanding between Orcutt Academy High School and San Luis Sports Therapy for athletic training services for 2014/2015. Ayes: Hatch, Peterson, Phillips, Zilli Absent: Buchanan

2013/2014 Second Interim Report

It was moved by Jan Zilli, seconded by Bob Hatch and carried to approve the 2013/2014 Second Interim Report as presented and authorizes a positive certification with the Santa Barbara County Education Office. Ayes: Hatch, Peterson, Phillips, Zilli Absent: Buchanan

ITEMS SCHEDULED FOR INFORMATION/DISCUSSION

The Charter School Financial Report was presented for information/discussion. Marysia reported that there was nothing unusual to report.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next Regular Charter Board Meeting is scheduled for Wednesday, April 9, 2014 beginning 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

It was moved by Liz Phillips, seconded by Jan Zilli to adjourn the meeting at 6:53 p.m.

Bob Bush, Board Secretary

Robert Hatch, Clerk, Board of Trustees

Memo



To: Bob Bush, Superintendent
From: Joe Dana, Director of Charter Programs
Date: April 9, 2014
Re: Proposed Revisions to Orcutt Academy Charter

Background

When Orcutt Academy High School was founded, one of the cornerstone elements of its curriculum was AVID (Advancement Via Individual Determination). The school established AVID courses and infused AVID college readiness strategies into content-area courses. In recent years, however, OAHS staff have come to the conclusion that AVID no longer is the best and most economical fit for their students. AVID costs have gotten higher; they now amount to approximately \$10,000 per year (for use of AVID trademarked materials and for staff development at the AVID Summer Institute) for the school's three sections of AVID. Moreover, due to budget cuts, less support is available to schools from AVID Center. For these reasons, OAHS staff have been looking in the past year for alternatives to AVID.

In the *Get Focused...Stay Focused!*[™] initiative, OAHS staff believe they have a successor to AVID. *Get Focused...Stay Focused!*[™] is designed to provide every student with college and career readiness skills and to have students develop an online 10-year Career & Education Plan that will focus their efforts in high school and ultimately college. First established by Santa Barbara City College, *Get Focused...Stay Focused!*[™] is based on research showing that high school graduates who enter college with defined career and education goals are more likely to graduate from college on time and to have successful transitions to careers. AVID teacher Dona Kintzi has piloted some of the *Get Focused...Stay Focused!*[™] curriculum this school year, and she has given the program very favorable reviews.

Get Focused...Stay Focused![™] is blossoming, as many high schools are seeing its value and adopting its program. In addition, Allan Hancock College is considering offering a dual enrollment course based on *Get Focused...Stay Focused!*[™] that would allow high school students to earn both high school and college credit. Hancock and most of its feeder high schools (including OAHS) are part of a regional consortium led by Santa Barbara City College that is applying for a California Career Pathways Trust regional grant that, if funded, would support implementation of *Get Focused...Stay Focused!*[™] as well as other career preparation courses and activities.

What would *Get Focused...Stay Focused!*[™] look like at Orcutt Academy High School? OAHS staff are planning to establish a one-semester “Freshman Success” course featuring the *Get Focused...Stay Focused!*[™] curriculum that would be a requirement for all ninth graders. Sophomores and juniors who wish to continue with the curriculum could take “Success 101” and “Success 102” electives, and seniors would have the option of taking “Success 103.” The end goal would be for students to develop their own 10-year Career & Education Plan that would focus their efforts in high school and college. All of these courses also would integrate the Naviance college/career readiness software program.

OAHS would like to implement this new curriculum in 2014-2015, with members of the incoming Class of 2018 required to take “Freshman Success.” To make room for the new “Freshman Success” course and “Success 101” series, OAHS plans to eliminate its AVID courses as well as the one-semester “Freshman Core” elective. Ninth graders now will be taking one semester of “Freshman Success” and one semester of Health.

OAHS Principal Rhett Carter and his teachers are enthusiastic in their support of this proposed change. On March 13, the Orcutt Academy School Advisory Council unanimously voted to approve changes to the Summary and to Elements One and Two of the Orcutt Academy Charter that removed references to AVID and replaced them with a description of the proposed new *Get Focused...Stay Focused!*[™] curriculum.

Laurel Ciervo, dean of counseling and student services, will be providing more information on this program at tonight’s charter board meeting.

Fiscal Impact

As of this writing, the fiscal impact is estimated to be negligible. The first-year cost for instructional materials of approximately \$10,000 is offset by what the school previously had been paying for AVID trademarked materials and the AVID Summer Institute. Moreover, Santa Barbara City College has grant funding that will pay for OAHS staff to attend a *Get Focused...Stay Focused!*[™] Institute at the Focus on Freshmen Conference in Los Angeles in July.

Second- and third-year estimates for costs of instructional materials are in the \$5,000-\$6,000 range – once again, less than the current expenditures for AVID and less than the first-year cost of implementation.

It is possible that, based on student demand, OAHS will want to add more sections of the “Success 101” series in future years and possibly even as early as 2014-2015. If we choose to offer an additional section without eliminating another elective on the master schedule, the estimated expense would be \$10,000 per section.

Supplemental funding received by the Orcutt Academy under the Local Control Funding Formula could be a source for financing this initiative. *Get Focused...Stay Focused!*[™] is a research-based

program that can make a positive difference for low-income students, English Learners, foster youth, and indeed all students at OAHS.

Finally, it needs to be mentioned that any California Career Pathways Trust funding OAHS receives as part of the local consortium could be used to support *Get Focused...Stay Focused!*[™]

Recommendation

Staff recommends all of the proposed revisions to the Orcutt Academy Charter be approved as submitted.

Summary

Orcutt Academy will create a K-12 learning environment which values the development of new knowledge and the application of academics across the curriculum in real life situations. Understanding that school safety is paramount to the implementation of Orcutt Academy's curriculum, the School Advisory Council asked that all safety-related issues at the school be reviewed annually to insure the health and well-being of all students and staff. Element Six (page 34 and following) addresses Health and Safety Procedures.

Career Technical Education - At the high school level, ALL students are encouraged to take at least two career technical education courses along with the other courses required for graduation (a-g UC courses, electives, etc.). The school is now seeking partnership with the Santa Barbara County Regional Occupational Program (ROP) to further enhance its career/technical education offerings. In January of 2013, the School Advisory Council directed the initiation of an active relationship with the ROP to further develop career/technical courses at the high school for the upcoming 2013-2014 school year and succeeding years. These ROP electives will provide all students with real world links to their academic learning.

~~**AVID™** — Grade 5-12 students use *Advancement Via Individual Determination* (AVID) strategies, assuring each student's readiness to learn. Grade K-6 students participate in the Elementary AVID program while grade 7-12 students utilize the AVID strategies program.~~

Get Focused...Stay Focused!™ - In collaboration with local schools and partnership organizations, Santa Barbara City College has developed the Get Focused...Stay Focused!™ (GFSF) Initiative that *backward maps* the necessary knowledge and skills required for success in today's workforce. GFSF evolved from the Dual Enrollment Freshman Transition Initiative and *Career Choices* course that was introduced as a pilot. Students at Orcutt Academy will be required to participate in this program beginning in 9th grade (Freshman Success), and they will have the option of enrolling in follow-up courses (Success 101 series) in grades 10, 11, and 12.

This initiative is designed to provide every student with the necessary information and experiences to develop college and career readiness skills and to facilitate the development of an online 10-year Career & Education Plan. Once students complete their online 10-year Plans in 9th grade, targeted classroom-based lessons in 10th, 11th, and 12th grades ensure students stay focused on their goals. These modules provide students with a "touch-point" at each grade of high school to help them transition seamlessly to their post-secondary goal. In addition, the module content is aligned with what students need to succeed in life, in line with the new Common Core Standards, and meets the recommendations from the California Community Colleges' Student Success Task Force. This provides the opportunity for integration into academic courses.

Believing that addressing the charter's mission requires support for success of all students, the school offers strategically targeted intervention services for students. In January of 2013, the School Advisory Council made it a priority to research expanded support services that would include summer and after-school, fee-based and free, activities and programs to assist students with academic remediation, SAT preparation, and credit recovery.

The structure of the K-8 program offers the core curriculum through engaging thematic-based instruction using **cross-curricular themes**. These themes are further explained in Element One, page 10.

In 2013-14, the school will have the capacity to serve a maximum of 600 high school students and approximately 81 grade K-8 students in a classroom-based environment. In addition, the district operates a small independent study and home study program which is under the charter school umbrella. The independent study and home study program is an ongoing, continuous education option for students (and parents). This program is another means of teaching the Orcutt Academy curriculum. Students who choose this program to receive their instruction will be required to complete all assignments related to their assignment contract. The Independent program will serve no more than 130 students.

High school grade level enrollments range between 120 and 150 students at each grade level, with the high school program housed exclusively on the former May Grisham campus with the exception of some shared space on the junior high campus that will be utilized by both Orcutt Junior High School and Orcutt Academy High School. The high school annually will serve a maximum of 600 students during the term of this charter renewal.

The grades K-8 classroom-based program currently serves 81 students, with 9 students in each grade. It is anticipated that this program will continue to be housed on the Winifred Wollam campus. Due to heavy demand at all grade levels and the school's lack of space even for many siblings of current students, the School Advisory Council has identified expansion of the charter's existing K-8 program as a priority for the near future.

The grades K-8 independent study/blended program will be housed on a district campus or in an off-site, non-field act approved space in the Santa Maria area. It is anticipated that this program will serve a maximum of 130 students in the years to come.

Each of the classroom-based campuses has developed calendars that meet the needs of each campus as they endeavor to address the requirements of the charter at their school site. When possible, parallel, beginning and ending dates between the charter and the district will be considered (Board Action 1/12/11).

The school operates under its own County/District/School (CDS) number and charter identification number. The Orcutt Union School District employs all staff. District employees who work at Orcutt Academy retain their employment status in the school district. Employees hired directly into the charter school with no immediately previous permanent or probationary work experience in the Orcutt Union School District have employment status in the charter

school only. The school works with the District for certain services, including, but not limited to: Special Education, food services, pupil attendance services, student testing services (state testing, NWEA testing, and individual psychological services), and all business services.

Declarations

Orcutt Academy shall be nonsectarian and non-discriminatory in its programs, admissions policies, employment practices and all other operations. Orcutt Academy shall not discriminate on the basis of ethnicity, race, creed, color, national origin, age, gender, gender identity, gender expression and/or disability.

Admission shall not be determined according to the place of residence of the pupil within California, or of his or her parent or guardian, save for admission preferences stipulated in Element Eight - Admission Requirements.

Sixteen Required Charter School Petition Elements

Element One – Relevant and Rigorous Educational Program

“... the discussion of instructional design should include, but not be limited to, curriculum, teaching methods, materials and technology.” (CCR-4, Section 11967.5 (f)(1)(C-E))

The Orcutt Academy serves students in grades K-12. A rigorous and relevant educational program is assured by the implementation of the following curricula, methods and strategies:

Teachers work collegially in Professional Learning Communities. Working in teams, the laser focus on student achievement of standards is maintained while opportunities for meaning-making through the use of cross curricular themes are encouraged. Teachers teach and students learn the California standards-based curriculum. Using Professional Learning Community (PLC) curriculum mapping strategies and pursuit of California’s Academic Standards and, ultimately, Common Core State Standards for ALL students is assured.

AVID Organizational strategies are used in grades K-12 to assure each student’s readiness to learn. These strategies and methods provide the students with note-taking tools, questioning techniques, and writing skills that enable them to ask questions and critically analyze their assignments with greater depth and complexity. ~~AVID core classes in grades 9-12 offer selected students additional support and college-readiness skills.~~ **All ninth-grade students are required to take a semester course called Freshman Success. In this course they will learn about organizational strategies, along with what it takes to successful in high school.** To assure greater

inductive complex thinking by all students, ~~as AVID strategies are being used~~, ALL teachers are trained in and use Jay McTighe’s Understanding by Design planning model. Use of this method maximizes the opportunities students have to discover new knowledge themselves . . . making their learning more meaningful and lasting.

Career Technical Education courses, developed by Orcutt staff, are offered at the high school for grades 9-12. During the life of this renewed charter, a specific relationship will be established with the Santa Barbara County Regional Occupational Program (ROP) that will offer specific approved ROP funded courses on the Orcutt Academy High School campus. This relationship will be developed at the explicit direction of the Orcutt Academy School Advisory Council whose January 22, 2013, minutes state that the expansion of ROP/Career Technical Education Courses is a priority for the 2013-14 school year and beyond. A related priority includes the full implementation of the recently developed school job shadowing program at the high school. In the final analysis, Orcutt Academy continues to use the flexibility provided by the charter to seek yet another “*right answer*” to the question, “What is an educated person in the 21st century?”

Whom will the school educate?

The Orcutt Academy serves students from kindergarten through twelfth grade from the Santa Maria Valley and Los Alamos. Santa Maria Valley and Los Alamos students are served by several school districts, including: the Santa Maria Joint Union High School District, the Santa Maria Bonita School District, the Guadalupe School District, the Casmalia School District, the Blochman School District, and the Orcutt Union School District. In addition, students from the Lucia Mar School District and multiple districts in the Santa Ynez and Lompoc Valleys are served by the Orcutt Academy. Students served come from schools which range from being heavily Title I and Limited English Language Proficient impacted to affluent schools where Title I programs do not exist and LEP students represent a single digit percentage of the student population. After reviewing the current enrollment demographics, Orcutt Academy enrollment by subgroup appears in the chart below.

Chart One – Orcutt Student Sub-Group Population

Data Gained from 2012 Growth API

Subgroups	Number of Students
School-wide	474
Black or African American	5
American Indian	4
Asian	6
Filipino	15

Hispanic/Latino	160
Native Islander	4
White	270
2 or more races	10
English Learners	30
Students with Disabilities	28

The student recruitment efforts for Orcutt Academy detailed in Element Seven of this charter have resulted in an ethnic composition that mirrors that of the Santa Maria Valley as a whole, therefore, more underserved students now attend the Orcutt Academy than the Orcutt district currently serves.

Students served in each of the grade level domains listed above receive intervention support as needed. State funds and/or block grants are used for after school intervention to assist students to be successful in their classes during the regular school day. This assistance is provided to enable every student to achieve proficiency.

What does it mean to be an “educated person” in the 21st Century?

“What is important is to keep learning, to enjoy challenge, and to tolerate ambiguity. In the end there are no certain answers.”

Martina Homer, President of Radcliffe College

An educated person views learning as a lifelong journey. Learning is the vehicle, understanding is the destination.

Based upon our mission, an educated person is best described as one who possesses the following knowledge, skills and attributes:

Knowledge/Skills – An educated person of the 21st Century must be equipped to apply academic knowledge in real life situations . . . encouraging students to make new knowledge by synthesizing knowledge from across many disciplines. Students need to have the technical, analytical and academic skills which allow them to be lifelong, independent learners able to develop collaborative partnerships to create new understandings.

Attributes – An educated person of the 21st Century is curious and understands that the right questions are often more important than a single right answer. A 21st Century learner is an actively engaged learner. The learner will use technology, primary source material, scientific tools and collaboration with others to construct new understandings and knowledge.

How does learning best occur? – RESEARCH-BASED ANSWERS!

“Tell me and I forget. Show me and I remember. Involve me and I understand.”

Chinese Proverb

Learning best occurs when actively engaged students apply cross-curricular knowledge to solve real world problems.

Specific research from 2001-2007 in the Los Angeles Unified School District shows that small schools allow students and teachers to develop stronger, long-term relationships that enable better conditions for teaching and learning. It is in this environment, at Orcutt Academy, that high levels of student engagement occur. Students and teachers are encouraged to simulate real world situations and to take sides and defend academic positions.

School Level - Time to teach and monitor instruction is crucial. The school has adopted Mike Schmoker’s and Rick DuFour’s **research-based** methods for teacher Professional Learning Community (PLC) teams to analyze both formative and summative assessment measures and to disaggregate individual and group data, thus enabling teachers to guide instructional efforts for all students through collegial planning. To make time for PLC teamwork to occur, the K-8 site has set aside a weekly release period and the high school has a shortened school day each week. This planning time, combined with the small school culture of Orcutt Academy, assures specific focused instruction for all students.

“The best teachers are models of passionate learners.”

*Dennis Collins, Former President
The James Irvine Association*

Teacher Level – Collegiality and group autonomy are key to the successful planning and implementation of Orcutt Academy’s curriculum. Knowing that teachers frequently have the single greatest opportunity to influence a student’s life for good, a teacher advisor program assists students with general guidance issues and education-related problems. Teachers work closely with the school counselor, administrators and their colleagues to assure learning occurs in a positive, informed environment.

Given the teacher-led learning environment discussed above, research proven instructional strategies which are most effective in engaging students and maximizing student achievement are used. *These research-based strategies include but are not limited to the following (Marzano, What Works in Schools, 2003):*

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Providing homework and practice
5. Setting objectives and providing feedback
6. Using cooperative learning
7. Using questions, cues and advance organizers.
8. Providing Service Learning opportunity to bring meaning and passion to learning.

Student Level – *Research on gifted and talented students and Title I students (California Associated for the Gifted, Meeting the Standards, 2002 and AVID Longitudinal Research, 2000-2001) shows that students learn best when they are equipped with the organizational and reflective skills allowing them to make the most of their academic learning.* Becoming equipped to learn requires all students to be organized enough to utilize the resources around them. Differentiated Instruction strategies and ~~AVID Skill Path instructional strategies~~ are used with all Orcutt Academy students to assure student use of higher level organizational and reflective skills.

Parent/Guardian Level – *The research from the United States Department of Education (Lessons from Five Parental Learning Resource Centers, 2007) is clear regarding parent involvement and its positive impact on student achievement.* Consequently, though not a requirement of admission or continued enrollment, parents from each household are encouraged to donate volunteer services to the school. In addition, the following strategies are used to involve parents in Orcutt Academy. (Board Action 9/12/11)

- Outreach meetings to parents teaching them how to support their children academically;
- Involvement in school planning through the School Advisory Council
- Involvement in Parent Teacher Student Association (PTSA) units at the K-8 and high school sites
- Involvement in the high school Athletic Boosters
- Involvement in the Supporting Orcutt Academy's Academic Resources (SOAAR) Foundation and/or the Orcutt Children's Arts Foundation (OCAF)
- Volunteering in classrooms, serving as guest speakers, accompanying classes on field trips, and (at the high school) helping transport teams and clubs to games, practices, or events.
- Community outreach meetings telling the school's story in the neighborhoods it serves-

Curriculum Overview – Rigor and Relevance for ALL Students!

“Whenever you are asked if you can do a job, tell ‘em, ‘certainly I can!’ Then get busy and find out how to do it.”

Theodore Roosevelt

In a very real sense, the whimsy in President Roosevelt’s remark represents the “can do” belief that permeates our Beliefs and Mission Statement. This “can do” attitude extends to our belief that all children can learn in the environment being created at Orcutt Academy.

Orcutt Academy is situated on three campuses. **Career technical education themes** are used to bring meaning to student learning spanning grades K-12. A specific relationship with the Santa Barbara County Regional Occupational Program (ROP) to implement career/tech education more completely at OAHS is a top priority and consequently requires early attention during the term of this charter. Student engagement is a hallmark of learning at both the grade K-8 campus and the high school campus. Each campus’s learning environment finds students engaged in knowledge acquisition and creation using researched methods, including **demonstrations, simulations, and discussion groups**. Student engagement strategies create opportunities for students to teach others, and learn cooperatively from their peers. Our curriculum comes to life using these “real world” methods.

Grade K-8 Campus – The curriculum in this setting aggressively pursues students learning California’s Content and Performance Standards as evidenced by student participation in the California Measurement of Academic Performance and Progress (CalMAPP) assessment system. Student learning of standards is accomplished differently on this campus. Carrying forward the “hands-on/mind-on” student engagement method, this campus uses broad themes from science, art and math to promote student learning of grade-level science, math, English and history/social science standards (see Chart Two below for details).

Initial **broad themes** including, but not limited to, those from environmental science and education, alternative energy sources, agriculture education and Visual and Performing Arts will be used. Partnerships with the following agencies nurture this curriculum.

Chart Two – Thematic Partnerships at the Grade K-8 Campus

Theme Area	Site Resources
Environmental Science and Education	The Environmental Protection Agency, The Department of Fish and Game
Alternative Energy	Department of Gas, Cal Poly, PG&E Solar School Program
Agriculture	Cal Poly, North County Career Technical Education (ROP), Orfalea

	Foundation
Visual and Performing Arts	The Children’s Creative Project, The Orcutt Children’s Arts Foundation, The Getty Art Museum Education Resources, the SOAAR Foundation, Santa Barbara Foundation, the Woods Foundation, the Fulton Foundation

The program at this campus takes full advantage of learning opportunities presented by its rural location. The approximately 81 students in this rural setting meet in multi-grade level groups, working collaboratively to promote deep learning. Utilization of learning strategies which promote inductive learning (connecting prior knowledge with new knowledge) is encouraged, thereby giving students the experience of discovery.

Curriculum materials come from the state approved list of adopted instructional materials. All materials are sufficient in quantity and are current adoptions. The manner in which these materials are used will vary widely to accomplish the Orcutt Academy mission and vision. Autonomy is extended to the staff as they develop programs that deliver on the schools mission. The School Advisory Council has recommended the creation of further opportunities for collaboration between the faculty of the K-8 and the high school. Appendix A lists the adopted curriculum currently used in this program.

“The opportunity to use ingenuity breeds interest.”

Elliot Eisner

Orcutt Academy High School – Grades 9-12 – The curriculum in this setting is comprehensive and engaging. Orcutt Academy High School offers a curriculum that considers results first. All qualified courses have gained **a-g course approval from the University of California Chancellor’s Office**. During its first four years, Orcutt Academy High School added a grade every year and moved the location of its campus in the fourth year. These changes required the school to have one initial and two substantive change visits from WASC accreditation teams; in January of 2013, the school was granted a six-year accreditation with a one-day follow-up visit in three years.

Planning meetings for the development of our **Career/Technical Education (CTE)** courses have been ongoing from the beginning. Our formal course-based relationship with ROP will be pursued for implementation in the 2013-14 school year. Staff will work with district staff and ROP representatives to narrow the Career Technical Education course plans for eventual implementation. It is important to note that we have already reserved CTE “course-space” through our work with the Santa Barbara County ROP Office.

Focus on Results

Orcutt Academy relentlessly focuses on student achievement, measuring results on standardized tests and other reliable indicators, and using this data to improve teaching and learning. Students, parents, and staff, working together, create and reinforce a culture of achievement. Through the use and analysis of multiple assessment results, student instructional strategies are continuously modified to assure ALL students learn California Academic Standard embedded in our curriculum. Assessment tools include: state assessments, API and Federal AYP data, the Northwest Evaluation Association (NWEA) system used in grades 1-8 only (a multi-level, standards-based assessment system that tracks student achievement of standards and offers specific suggestions for every student's academic improvement), Standards-Based Grade Cards, teacher-made classroom assessments, and locally developed common formative assessments.

Graduation Requirements

The above programs became a part of the school's overall culture as each successive class (freshman, sophomore, junior, senior) of Orcutt Academy High School was added.

The Carnegie unit credit system (five units for a one semester course) is used to accumulate and monitor student progress. Graduation from Orcutt Academy High School occurs when a student has accumulated 240 Carnegie units*. In addition, 40 hours of community service are required to advance a graduation application to the school's registrar's office. The school helps link students to community resources through its network of community partners established through our Career Day and job shadowing network. These linkages are established between the teacher advisor and school counselor working with the students. (Board Action 9/12/11)

**Note: Orcutt Academy reserves the right to refine this graduation requirement in the Operational Agreement as agreed upon by the Orcutt Union School District Board of Trustees.*

The school's mission to promote intercultural understanding in the real world will be pursued through specific curricula and programs that can be integrated with study of literature, history, world languages, and the arts. Both the K-8 and high school sites hold annual multicultural events in which the uniqueness and contributions of world cultures are celebrated. Additionally, the high school campus will host foreign exchange students provided by local and international exchange agencies. It is the purpose of Orcutt Academy High School, in the development and offering of courses, to enable students to have maximum opportunity to achieve state standards. In addition, University of California a-g approval has been granted for all qualified courses to assist college-going students. The Western Association of Schools and Colleges (WASC) awarded the Orcutt Academy a six-year accreditation in January of 2013.

Student Needs and Instructional Strategies

Preparation for Learning Strategies – The following organizational and reflective skills are taught and utilized by the faculty of Orcutt Academy.

- **AVID—Grades 3-12 Freshman Success and Success 101 Series Courses**-- The following ~~AVID~~ organizational and learning strategies will be introduced with increasing intensity in grades 5-10 **12**: Expectations, Cornell Note-taking, Binder Organization, Study Skills, Team Building and Philosophical Chairs, Time Management Strategies, Contracts, Costa's Levels of Inquiring, Timed Writings, Tutorials, Socratic Seminars and Introduction to Career and College. **Students will be required to complete their online 10-year Plans in 9th grade, targeted classroom-based lessons in 10th, 11th, and 12th grades ensure students stay focused on their goals. These modules provide students with a "touch-point" at each grade of high school to help them transition seamlessly to their post-secondary goal. In addition, the module content is aligned with what students need to succeed in life, in line with the new Common Core Standards, and meets the recommendations from the California Community Colleges' Student Success Task Force. This provides the opportunity for integration into academic courses.**
- **Counseling – High School** – All of the above with the addition of: College Applications, Portfolio or Financial Aide applications, etc... Note: All junior high through high school students will commit to a **4-year 10-year academic learning plan** through which they **begin in middle school and continue in high school and college. Students will complete this plan online through their Naviance and My 10-year Plan portal accounts.** Students and staff will monitor student achievement of goals specified in the plan.

Intervention and Student Support Services --

Currently, the K-8 campus has an hourly teacher and an instructional assistant who provide academic support to identified students. These two educators also allow K-8 classroom teachers to group students by ability level and grade level, the better to boost student achievement. The high school offers support classes and after-school intervention for students who are struggling to maintain a 2.0 grade point average. Additionally, a number of students gained the required community service hours by tutoring their peers in their areas of strength. At the direction of the School Advisory Council, future plans include the development of summer and after-school programs, possibly fee-based, for academic remediation, academic enrichment, SAT preparation, and credit recovery.

Instructional Strategies – The composition of the student population requires the use of a range of instructional strategies if all students are to have the maximum opportunity to achieve standard. Strategies to be used may include:

- Differentiated Instruction Strategies are utilized by Orcutt Academy teachers to encourage greater depth and complexity in student responses to instruction. At the K-8 campus, teachers routinely extend and enrich curriculum for high performing students; at the high school, high performing students can choose to take Honors and Advanced Placement courses.
- English Language Learners are identified using the home language survey. All students, new to the school district are administered the California English Language Development Test (CELDT) to determine their level of English Language proficiency in listening, writing, speaking and reading. Depending on the students' level of achievement on the CELDT and CalMAPP tests (if they are students in grades three or above) appropriate English Language Development strategies are utilized with the district's adopted curriculum in English Language Arts. Methods used include Specially Designed Academic Instruction in English (in content areas) and English Language Development instruction in English--direct instruction in academic English. The Orcutt Union School District's re-designation criteria are utilized to determine English Language competency in identified EL students.
- Special Education Services – are made available to all qualifying students through the school's learning center model of service delivery.
- Integrated Thematic Instruction is used to increase meaning by integrating content from several disciplines into one instructional unit or activity. **Research-based** strategies by Jay McTighe using the Understanding by Design planning and instruction model will increase every student's opportunity to integrate and link knowledge across disciplines.
- Career Technical Education courses allow students to apply the academic skills they learn in a meaningful setting, using their academic knowledge to solve real world problems. Plans include the development of courses in career exploration and workforce preparation through developing a working relationship with the Santa Barbara County Regional Occupational Program.

Monitoring Strategies

- Cumulative Records are maintained for all Orcutt Academy students
- Transcripts in grades 9-12 are maintained. Transferability of course work is assured by total compliance with California Education Code Section 47605 (b) (5) (A) (ii). This compliance assures transferability of Orcutt Academy high school course work to other

high schools by: 1) securing a-g course work approval from the Chancellor's Office of the University of California and 2) full accreditation from the Western Association of Schools and Colleges (WASC). Course development for a-g submission is complete at this writing and all current courses have been approved by UC/CSU. The Orcutt Academy has received full WASC accreditation.

Staff Development – Training to Deliver the Instructional Strategies

Resources to be utilized to deliver powerful curriculum for ALL students include the following staff development trainings:

- ✓ Jay McTighe's, Understanding by Design Training – This method ties together all of the following programs, methods and strategies by providing teachers a common, “shareable” instructional planning tool that will increase the opportunity all students have to unwrap and discover what needs to be learned.
- ✓ Differentiated Instruction Training by Jill Carroll – This training, most often reserved for use with gifted and talented students, provides instructional methods for the teacher that allow all students to explore and respond to their knowledge in greater intellectual depth.
- ✓ ~~AVID Training – This training by Phill Britton and his staff from Region 8 and AVID Center has equipped Orcutt Academy teachers with the knowledge to teach Orcutt Academy students the AVID skills that prepare students to learn. These skills include: Cornell Note Taking, Costa's Levels of Thinking, Writing Strategies and countless reflection skills. These are all skills that successful adults use in the workplace and in school.~~ Get Focused...Stay Focused!™ Training – A team of teachers, counselors and administrators will participate in a two day training and onsite visit at Carpinteria High School. Staff will be trained in understanding the initiative, a 10-step implementation plan, a chapter-by-chapter workshop of the curriculum for the program, training on the 10-year plan and they will see classrooms in action and talk to a student panel. Select staff will also attend a summer workshop. Staff will also be trained on Cornell Note Taking, Costa's Levels of Thinking, Writing Strategies and countless reflection skills. These are all skills that successful adults use in the workplace and in school.
- ✓ What Works in Schools training using resources from Bob Marzano. These strategies on page 14 of the Charter are the research-based methods that maximize student learning. All teachers are given the opportunity to learn and are expected to use selected strategies ongoing each school year.
- ✓ English Learner and Academic Language Strategies – All teachers employed at Orcutt Academy have their Cross-cultural, Language, and Academic Development (CLAD) certification. These strategies are used by Orcutt Academy teachers. The District will provide refresher training in this area for all Orcutt Academy teachers.

Element Two – Measurable Student Outcomes . . . *For All Students!!!*

“ . . . the measurable pupil outcomes identified for use by the charter school. Pupil outcomes for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” California Education Code 47605 (b) (5) (B)

Two Domains of Student Outcomes --

Measuring school-wide student outcomes takes two forms at Orcutt Academy: 1) **core academic achievement** and, 2) development of **critical thinking skills and readiness-to-learn skills**. Each of these is measured corporately and individually using formative and summative measures that are common to the entire school.

1) School-Wide Measures of Core Academic Achievement - Academic achievement is measured utilizing multiple measures from district and state assessment systems.

District Assessments - Standards-based grade cards are used to formatively report individual student achievement of standards as the school year progresses for grade K-6 students. In addition, the school leadership uses the Northwest Evaluation Association (NWEA) leveled assessment system in grades 1-8. This system reports student achievement of standards utilizing RIT scale scores. These assessments using the NWEA online assessment system are conducted three times a year.

State Assessments - After a pilot year in 2013-2014, the new California Measurement of Academic Performance and Progress (CalMAPP) assessment system will be used to monitor individual and group achievement trends. It is the policy of Orcutt Academy to fully participate in all aspects of the state assessment system.

Once it is reformulated by the state, the California Academic Performance Index (API) will be used to monitor the quality of academic achievement across all grade levels and student groups.

School Level Assessments – Teachers use common formative assessments, teacher-made assessments, portfolios and summative assessments to monitor student progress throughout the school year. Grade level and content-specific teacher teams meet in Professional Learning Communities weekly using the above data to assure student success.

Chart Three – School-Wide Academic Achievement Outcomes

Measure	District or State or School Level	Achievement Area	Achievement Target
Standards-based Report Cards (K-6) <i>Individual Results</i> <i>Formative Measure</i> <i>Note: Refer to Appendix E 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 in K-6
NWEA Online Assessment System (Grades 1-8) <i>Individual and Group</i> <i>Common Formative & Summative Results K-12</i>	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
<i>California Measurement of Academic Performance and Progress (CalMAPP)</i> <i>Individual and Group Measure</i> and AYP	State Measure	English/Language Arts Mathematics Writing Science History	Students demonstrate increased progress toward achievement of California State Standards
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: Please consult Appendix E for additional information on the state assessment system.

In addition, students with disabilities receive accommodations/modification per their individual education plan.

2) School-wide Measures of Critical Thinking Skills and Readiness-to-learn Skills --

Trimester or Semester evaluations of critical thinking are conducted by students in grades 3-8 using *Costa’s Levels of Inquiry* to analyze the depth and complexity of previous written student work. Learning logs, portfolios and/or reflective writing may be used to determine the level of thinking as represented by Costa’s Levels of Inquiry.

~~Readiness to learn is measured utilizing the AVID Binder Check Rubric* and the Cornell Note-taking Evaluation Rubric. * Students in grades 6-8 and AVID students in grades 9-12 will quarterly or on a trimester basis demonstrate their knowledge.~~

Individual Student Outcomes/ Exit Goals

Using the Orcutt Academy Mission and the Educational Program (Element One), the following exit goals were developed for graduating seniors. Students of Orcutt Academy high school will demonstrate the following skills upon graduation:

1) Individual Measures of Core Academic Achievement – Appropriate age or grade-level mastery of:

- History/Social Science: Students will understand and apply civic, historical and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
- Mathematics: Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry and/or other mathematical subjects which the staff and school governing board deem appropriate.
- Language Arts: Students will demonstrate strong reading, writing, listening, speaking and presentation skills in multiple forms of expression (e.g., written, oral, multimedia), with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures and/or technical writing related to their level and coursework experiences.
- Science: Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, agricultural sciences and/or earth sciences.
- Languages Other Than English (LOTE): Students will gain a level of proficiency in speaking, reading, writing and/or listening comprehension in at least one language in addition to their native tongue (high school only).
- Visual and Performing Arts: Students will participate in a visual and/or performing art and will demonstrate aesthetic understanding in a visual or performing art that is appropriate for their level and educational experience.

2a) Individual Measures of Critical Thinking Skills and Readiness-to-learn Skills – Orcutt Academy graduates will show evidence of organizational skills and critical thinking skills that enable them to be lifelong learners. These skills include:

- Study skills and habits (note taking, library research skills and studying strategies including Internet research and online libraries)
- Ability to plan, initiate, and complete a project

- Ability to reflect upon and evaluate one's own and others' learning
- Personal financial management skills (budget development, balancing checkbooks, etc.)
- Job readiness and career development skills (developing resumes, job internship skills, etc.)
- Higher education continuance skills (college education continuance skills (applications, financial aid, etc.)

2b) Individual Community Service/Entrepreneurial Project – All graduating Orcutt Academy High School students are expected to have participated in 40 hours of substantial community service or an entrepreneurial project that serves the community in some way. The school helps link students to community resources through its network of community partners established through the district's Career Day and Community Interview Network. The linkages are established between the teacher advisor and school counselor working with the students.
(Board Action 9/12/11)



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Bob bush, Superintendent

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

BOARD MEETING DATE: April 9, 2014

BOARD AGENDA ITEM: Charter School Facilities Program Office of Public School Construction (OPSC) Resolution #1

BACKGROUND: Board approval and adoption of Resolution #1 is requested to enable participation in the Charter School Facilities Program through the Office of Public School Construction (OPSC). The CSFP permits a charter school, or school district filing on behalf of a charter school, to apply for a preliminary apportionment (reservation of bond authority) for new construction projects.

This also authorizes the Assistant Superintendent, Business Services to sign and submit all requests and documents in connection with the Charter School Facilities Program (CSFP) and all entities on behalf of the Charter and District.


RECOMMENDATION: It is the recommendation of the Staff that the Board of Trustees approve and adopt Resolution #1, authorizing participation in the Charter School Facilities Program as stated above.

FUNDING: Fund 40



HUMAN RESOURCES MEMORANDUM

TO: Bob Bush
District Superintendent

FROM: Don Nicholson 
Assistant Superintendent of Human Resources

DATE: April 9, 2014

RE: 2014-15 School Calendar

BACKGROUND: Each year the Calendar Committee develops a Charter High School calendar for approval by the Board of Trustees.

RECOMMENDATION: The Calendar Committee recommends the attached 2014-15 Charter High School calendar be considered for approval.

FUNDING: N/A

Pending Board
Approval
4/9/2014

ORCUTT ACADEMY HIGH SCHOOL 2014/2015 SCHOOL CALENDAR

Student Days
Reporting Periods

M T W T F					M T W T F					M T W T F					M T W T F					Student Days	Reporting Periods
					Aug 28 29 30 31 1					4 5 6 7 8 +					11 12 13 ▲ ▲ ▼ 14 15						
18 19 O E 22					25 26 O E 29					Sep 1 ■ 2 O E 5					8 9 O E 12					19	2
15 16 O E 19					22 23 O E 26 ▼					29 Oct O E 3					6 7 O E 10					20	3
13 ◆ 14 O E 17					20 21 O E 24					27 28 O E 31					Nov 3 4 O E 7					19	4
10 11 O E 14					17 18 O E 21					24 25 ● 27 28 ■ ●					Dec 1 2 O E 5					16	5
8 9 O E 12					15 16 17 18 19 ▼ ▼ ▼ ▼					22 23 24 25 26 ● ● ■ ● ●					29 30 31 Jan 1 2 ● ● ■ ● ●					10	6
5 6 7 8 9 ● ● ● ● ●					12 13 O E 16 ◆					19 O E 23 ■ 20 21 22 23					26 27 O E 30					13	7
Feb 2 3 O E 6					9 10 O E 13					16 17 O E 20 ■					23 24 O E 27 ▼					18	8
3 4 O E 6					9 10 O E 13 ◆					16 O E 20					23 24 O E 27					19	9
30 31 Apr 1 2 3 ■					6 7 8 9 10 ● ● ● ● ●					13 14 O E 17					20 21 O E 24					14	10
27 28 O E May 1					4 5 O E 8					11 12 O E 15					18 19 O E 22					20	11
25 26 O E 29 ■					Jun 1 2 3 4 5 ▼ ▼ ▼ ▼					8 9 10 11 12					(180 Student Days)					9	12

ORCUTT ACADEMY HIGH SCHOOL SCHEDULE

August 8 In-Service Day (*new teachers*)
 August 11 All Staff Meeting – Welcome Day
 August 12 Teacher Work Day
 August 13 **First Day of School – Minimum Day**
 September 1 Labor Day – No School
 September 19 Progress Reports
 September 25 Parent/Teacher Conferences (5-7:30)
 September 26 Grade Prep – **Minimum Day**
 October 13 Staff Development Day – **No School**
 October 31 Progress Reports
 November 11 Veteran's Day – No School
 November 26-28 Thanksgiving Holiday – No School
 December 16-18 **Finals – Minimum Days**
 December 19 End of 1st Semester – **Minimum Day**
 December 22-January 9 Winter Recess – No School
 January 12 Staff Development Day – **No School**
 January 19 Martin Luther King, Jr. Day – No School
 February 9 Lincoln's Day – No School
 February 16 President's Day – No School
 February 20 Progress Reports
 February 26 Parent/Teacher Conferences (5-7:00)
 February 27 Grade Prep – **Minimum Day**
 March 9 Staff Development Day – **No School**
 March 2 Progress Reports
 March 3-10 Spring Break – No School
 May 25 Memorial Day – No School
 June 2-4 **Finals – Minimum Days**
 June 5 End of 2nd Semester – **Minimum Day**
 June 5 Last Day of School - **GRADUATION**


- ▲ Pre-service Day (*returning teachers*) 185
- ◆ In-service Day (*new teachers*) 186
- Legal Holiday (*no school*)
- No School - Board Holiday
- ▼ Minimum Day / In-service
- ◆ Staff Development Day
- O Odd Days (periods 1, 3 & 5)
- E Even Days (periods 2, 4 & 6)

**CAHSEE TESTING
March 17 - 18**



HUMAN RESOURCES MEMORANDUM

TO: Bob Bush
District Superintendent

FROM: Don Nicholson 
Assistant Superintendent of Human Resources

DATE: April 9, 2014

RE: 2014-15 School Calendar

BACKGROUND: Each year the Calendar Committee develops a District school calendar for approval by the Board of Trustees.

RECOMMENDATION: The Calendar Committee recommends the attached 2014-15 Elementary (K-8) and Junior High school calendars be considered for approval.

FUNDING: N/A

Pending Board
Approval
04/09/2014

ORCUTT UNION SCHOOL DISTRICT

ORCUTT ELEMENTARY K-6 SCHOOLS, OLGA REED K-8 AND OAK-8

2014/2015 SCHOOL CALENDAR

Student Days
Reporting Periods

M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
					28	29	30	31	Aug 1	4	5	6	7	8	11	12	13	14	15	+		
18	19	20	21	22	25	26	27	28	29	Sep 1	2	3	4	5	8	9	10	11	12		17	1
15	16	17	18	19	22	23	24	25	26	29	30	Oct 1	2	3	6	7	8	9	10	▼	20	2
13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	Nov 3	4	5	6	7		19	3
10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	Dec 1	2	3	4	5		15	4
8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31	Jan 1	2		10	5
5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30		14	6
Feb 2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27		18	7
2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27		19	8
30	31	Apr 1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24		14	9
27	28	29	30	May 1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22		20	10
25	26	27	28	29	Jun 1	2	3	4	5	8	9	10	11	12	(180 Student Days)					14	11	

- ▲ Pre-service Day (*returning teachers*) 185
- ✦ In-service Day (*new teachers*) 186
- Legal Holiday (*no school*)
- No School - Board Holiday
- ▼ Minimum Day / In-service
- ◆ Staff Development Day

ELEMENTARY SCHOOL PARENT CONFERENCES

K-6 - Parent Conferences - Minimum Day.....Oct 6-10
K-6 - Parent Conferences - Minimum Day.....Mar 18-20

ELEMENTARY SCHOOL SCHEDULE

August 15..... New Teachers Begin
August 18..... All Staff Meeting - Convocation
August 19..... Teacher Work Day
AUGUST 19..... FIRST DAY OF CLASSES 7th GR. ONLY
AUGUST 20..... FIRST DAY OF CLASSES
Minimum Day
September 1..... Labor Day
October 13..... Staff Development Day
November 10..... Staff Development Day
November 11..... Veteran's Day
November 14..... End of First Trimester
November 26 to November 28..... Thanksgiving Holiday
December 22 to January 9..... Winter Recess
January 19..... Martin Luther King Day
February 9..... Lincoln's Birthday Day
February 16..... Presidents' Day
March 6..... End of Second Trimester
March 9..... Staff Development Day
April 3 to April 10..... Spring Break
May 25..... Memorial Day
June 12..... LAST DAY OF SCHOOL

Board Report

District 16 -- Orcutt Union

Fund 09 -- Charter School Special Revenue Fund

As of 3/31/2014

	Beginning Bal/ WrkBudget	Month-To-Date Actual	Year-To-Date Actual	Year-To-Date Encumbrances	Ending Bal/ Remaining Bal
9110 -- Cash in County Treasury	718,836.65	(62,880.82)	903,054.80	0.00	1,621,891.45
9200 -- Accounts Receivable	743,740.75	0.00	(743,740.75)	0.00	0.00
9310 -- Due from Other Funds	205,755.62	0.00	(205,755.62)	0.00	0.00
9330 -- Prepaid Expenditures (Expenses)	10,892.80	0.00	(10,892.80)	0.00	0.00
Total Assets	1,679,225.82	(62,880.82)	(57,334.37)	0.00	1,621,891.45
9500 -- Accounts Payable (Current Liabilities)	14,277.30	893.33	(12,217.61)	0.00	2,059.69
9610 -- Due to Other Funds	35,570.28	0.00	(35,570.28)	0.00	0.00
Total Liabilities	49,847.58	893.33	(47,787.89)	0.00	2,059.69
Fund Balance (Beginning Balance/Actual)	1,629,378.24	0.00	0.00	0.00	1,619,831.76
9791 -- Net Beginning Balance	1,629,378.24	0.00	1,629,378.24	0.00	1,629,378.24
8010 -- Revenue Limit Sources	4,854,231.00	270,758.00	2,986,877.00	0.00	1,867,354.00
8100 -- Federal Revenue	2,925.00	0.00	2,925.00	0.00	0.00
8300 -- Other State Revenues	327,887.84	53,601.00	261,946.69	0.00	65,941.15
8600 -- Other Local Revenue	231,677.60	31,529.47	225,887.45	0.00	5,790.15
Total Revenues	5,416,721.44	355,888.47	3,477,636.14	0.00	1,939,085.30
1000 -- Certificated Personnel Salaries	2,366,638.40	219,426.95	1,662,406.87	0.00	704,231.53
2000 -- Classified Personnel Salaries	444,570.36	38,345.55	286,273.11	0.00	158,297.25
3000 -- Employee Benefits	766,113.08	72,389.34	532,172.81	0.00	233,940.27
4000 -- Books and Supplies	477,391.08	23,326.73	200,852.58	22,755.91	253,782.59
5000 -- Services and Other Operating Expenditures	1,395,737.27	66,174.05	792,511.25	113,076.64	490,149.38
6000 -- Capital Outlay	53,000.00	0.00	12,966.00	0.00	40,034.00
7000 -- Other Outgo & Transfers Out	26,987.00	0.00	0.00	0.00	26,987.00
Total Expenditures	5,530,437.19	419,662.62	3,487,182.62	135,832.55	1,907,422.02
Fund Balance (Budget/Actual)	1,515,662.49	0.00	1,619,831.76	0.00	0.00

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