

ORCUTT UNION SCHOOL DISTRICT
Regular Charter Meeting of the Board of Trustees
Wednesday, January 15, 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. Mandarin Chinese Program
 3. Freshman Connect Crew

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, December 11, 2013
- C. 2013/2014 Salary Schedules

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

Moved _____ Second _____ Vote _____

ITEMS SCHEDULED FOR ACTION

A. GENERAL

1. Acceptance of Gifts – Rosie Chavez Memorial Scholarship Fund

The Rosie Chavez Memorial Scholarship Fund received a donation of \$100 from Chris and Christie Hurd.

Staff recommends that the Board of Trustees accept this gift and direct that a letter of acceptance and appreciation be forwarded to the Chris and Christie Hurd.

Moved _____ Second _____ Vote _____

B. CURRICULUM

1. Proposed Revisions to Orcutt Academy Charter

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

Moved _____ Second _____ Vote _____

2. Board Policy 0420.41, Charter School Oversight

It is recommended that the Board of Trustees adopt Board Policy 0420.41, Charter School Oversight for first reading and that it is placed on the next Consent Agenda for second reading.

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, February 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 January 15, 2014

RE: **RECOMMENDATIONS FOR APPROVAL AND RATIFICATION**

SCHOOL	CLASS/ STEP	EFFECTIVE DATE	ACTION INFORMATION
Charter HS	Extra Duty	11/5-11/26/13	Detention, 7 hrs
Charter HS	Extra Duty	11/5-11/21/13	Intervention, 6 hrs
Charter HS	Extra Duty	11/7-11/26/13	Intervention, 7 hrs
Charter HS	Extra Duty	11/12-11/26/13	Intervention, 7 hrs
Charter HS	Hourly	8/21-11/22/13	Choir Accompanist, 34.5 hrs

*To be prorated

**ORCUTT UNION SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR CHARTER MEETING
December 11, 2013**

CALL TO ORDER

A regular charter meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, December 11, 2013 beginning with Jan Zilli calling Public Session to order at 6:00 p.m. Members Present: Zilli, Peterson Buchanan and Hatch. Absent: Phillips Administrators Present: Bush, Ochej, Nicholson and Edds. Absent: None. The Pledge of Allegiance was let by Don Nicholson. It was moved by Jim Peterson, seconded by Rob Buchanan and carried to adjourn to Closed Session at 6:03 p.m.

RECONVENE TO PUBLIC SESSION

The meeting reconvened to Public Session at 6:16 p.m. Ms. Zilli reported that no action was taken in Closed Session

SUPERINTENDENT'S REPORT

ASB President, Zoe Hull, reported:

- ✓ Mrs. Williams has set up a place on the Career Center website to access community service opportunities
- ✓ 40-50 students attended a trip to the Pantages Theatre in Los Angeles to see *The Lion King* on December 6th
- ✓ The AVID Winter Bazar was held on December 7th
- ✓ The Winter Sports Rally, *Minute to Win It*, will be on December 13th
- ✓ The Interact Club participated in the Santa Maria Parade of Lights

Director Donna Kintzi and the OAHS Choir performed a number of holiday selections for the Board and audience.

Principal Carter explained SPIN (Specialized Instruction) and how it is being incorporated into the Spartan Seminar schedule.

WRITTEN COMMUNICATION

Superintendent Bush shared a personal note from County Superintendent of Schools, Bill Cirone congratulating the Board on receiving the Golden Bell Award for their creation of the Orcutt Academy High School.

Rob Buchanan shared a personal note from former OUSD Superintendent Sharon Klempen (McHolland) sharing her pride in their achievement.

CONSENT AGENDA ITEMS

- A. Certificated Personnel Action Report
- B. Classified Personnel Action Report
- C. Regular Charter Board Minutes, November 13, 2013

It was moved by Jim Peterson, seconded by Bob Hatch and carried to approve Consent Agenda Items A through C, as submitted. Ayes 4 Absent 1

ITEMS SCHEDULED FOR ACTION

It was moved by Bob Hatch, seconded by Jim Peterson and carried to accept the gift and directed that a letter of acceptance and appreciation be forwarded to the Orfalea Foundation. Ayes 4 Absent 1

It was moved by Rob Buchanan, seconded by Bob Hatch and carried to approve the Orcutt Academy High School Cheer Team trip to Cal State University Long Beach to participate in a cheer qualifier competition January 11-12, 2014. Ayes 4 Absent 1

It was moved by Bob Hatch, seconded by Rob Buchanan and carried to approve the Orcutt Academy High School Cheer Team trip to Las Vegas, NV to participate in JAMZ Nationals February 19-23, 2014. Ayes 4 Absent 1

It was moved by Jim Peterson, seconded by Rob Buchanan and carried to approve the trip to the Fashion Institute of Design & Merchandising (FIDM) LA Campus March 21-22, 2014. Ayes 4 Absent 1

It was moved by Bob Hatch, seconded by Jim Peterson and carried to approve the Orcutt Academy High School Dance Team trip to Knott's Berry Farm in Buena Park, CA to participate in a dance competition at the Charles M. Schultz Theatre March 28-29, 2014. Ayes 4 Absent 1

It was moved by Rob Buchanan, seconded by Jim Peterson and carried to approve the Orcutt Academy's K-8 and K-8 Independent Study team trip to attend the FIRST Lego League Regional Championships at South High School in Torrance, CA December 14-15, 2013. Ayes 4 Absent 1

It was moved by Bob Hatch, seconded by Jim Peterson and carried to approve the Single School Plan for Student Achievement for Orcutt Academy, as submitted. Ayes 4 Absent 1

It was moved by Jim Peterson, seconded by Rob Buchanan and carried to approve the First Interim Report with a positive certification for 2013-2014 and for the next two years. Ayes 4 Absent 1

ITEMS SCHEDULED FOR INFORMATION/DISCUSSION

The Charter Financial Report was presented for information/discussion. Marysia Ochej reported that the report contained nothing out of the ordinary.

GENERAL ANNOUNCEMENTS

Unless otherwise noticed, the next Regular Charter Board Meeting is scheduled for Wednesday, January 15, 2014 beginning with Public Session at 7:15 p.m.

ADJOURN

It was moved by Bob Hatch, seconded by Rob Buchanan and carried to adjourn the meeting at 6:58 p.m. Ayes 4 Absent 1

Bob Bush, Board Secretary

Robert Hatch, Clerk, Board of Trustees

**ORCUTT ACADEMY CHARTER SCHOOL
2013/14 Teachers' Salary Schedule**

Bachelor's Degree	Bachelor's Degree + 15 semester units (22.5 qtr. Units)	Bachelor's Degree + 30 semester units (45 qtr units)	Bachelor's Degree + 45 semester units (67.5 qtr units)	Bachelor's Degree + 60 semester units (90 qtr units)	Bachelor's Degree + 60 semester units (90 qtr units) Including Masters or MA + 30 sem. Units (45 qtr units)
			or Masters	or MA + 15 sem. Units (22.5 qtr units)	

Step	I	II	III	IV	V	VI
1	39,901	41,048	42,989	45,024	47,154	
2	40,508	42,423	44,430	46,533	48,736	
3	41,865	43,844	45,919	48,094	50,372	
4	43,266	45,313	47,458	49,706	52,062	
5	44,716	46,833	49,051	51,376	53,813	56,366
6	46,216	48,405	50,697	53,100	55,619	58,259
7	47,767	50,029	52,400	54,885	57,489	60,220
8	49,369	51,708	54,160	56,730	59,424	62,246
9	-	53,446	55,981	58,638	61,421	64,340
10	-	55,242	57,862	60,610	63,490	66,508
11	-	-	59,809	62,650	65,626	68,747
12	-	-	61,821	64,759	67,836	71,063
13	-	-	-	66,940	70,122	73,457
14	-	-	-	69,194	72,484	75,936
15	-	-	-	-	73,056	76,768
16	-	-	-	-	74,252	78,224
17	-	-	-	-	75,448	79,680
18	-	-	-	-	76,644	81,136
19	-	-	-	-	77,840	82,592
20	-	-	-	-	79,036	84,048

*** The salary schedule was reconfigured in 2007-08 to include all longevity and anniversary increments. No other longevity or anniversary increments will be provided.**

ORCUTT ACADEMY CHARTER SCHOOL

Administrative Salary Schedule

Effective 2013/14

ENTRY LEVEL AT ANY POSITION MAY BE NEGOTIATED AT A SALARY LESS THAN COLUMN I

	I	II	III	IV	V	VI	# of Days
Athletic Director ***	64,809	67,077	69,425	71,855	74,370	76,973	196
Dean of Counseling and Student Services	68,508	70,906	73,388	75,957	78,615	81,367	200
Guidance/Counselor I ***	46,364	47,987	49,667	51,405	53,204	55,066	196
Guidance/Counselor II***	59,709	61,799	63,962	66,201	68,518	70,916	196

***The daily rate of pay will be calculated from either the management or teacher's salary schedule, whichever is higher, based upon education and years of service.

	I	II	III	# of Days
Director, Charter School	105,918	111,214	116,775	215
Principal	104,500	109,725	115,211	213

Doctorate - \$1,000 Stipend

Longevity - Annual



BUSINESS SERVICES MEMORANDUM

TO: Board of Trustees
Bob Bush, Superintendent

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

BOARD MEETING DATE: January 15, 2014

BOARD AGENDA ITEM: Acceptance of Gift

BACKGROUND: On behalf of the "Rosie Chavez Memorial Scholarship" we would like to say "Thank You" to Chris and Christie Hurd for their generous donation check to the "Rosie Chavez Memorial Scholarship" in the amount of \$100.00.

RECOMMENDATION: Staff recommends the acceptance of the \$100 gift to be deposited to the "Rosie Chavez Memorial Scholarship."

FUNDING: Charter Fund

Memo



To: Bob Bush, Superintendent
From: Joe Dana, Director of Charter Programs
Date: January 15, 2014
Re: Proposed Revisions to Orcutt Academy Charter

Background

Assembly Bill 484, which was signed into law on October 2, replaces the state's Standardized Testing and Reporting (STAR) testing program with a new California Measurement of Academic Performance and Progress (CalMAPP) testing system that is aligned with the new California State Standards. In conjunction with this change, the Orcutt Academy Charter needs to be updated to replace references to STAR testing and California Standards Tests with references to CalMAPP. Accordingly, revisions are proposed to the Charter's opening Summary as well as Elements One, Two, and Three, which pertain to curriculum and assessment. All of the proposed revisions can be found in the attached copies of the opening Summary, Element One, Element Two, and Element Three.

Fiscal Impact

None.

Recommendation

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

[Amendments to “Summary” on PP. 8-10 of Orcutt Academy Charter]

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.

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 (~~STAR~~ state testing, NWEA testing, and individual psychological services), and all business services.

[Amendments to “Element One” on PP. 10-21 of Orcutt Academy Charter]

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)(l)(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. 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 Standardized Testing and Reporting (STAR) program~~ 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: ~~STAR~~ 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** -- The following AVID organizational and learning strategies will be introduced with increasing intensity in grades 5-10: 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.
- **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 academic learning plan** through their counselor. 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 ~~the STAR~~ CalMAPP tests (if they are students in grades ~~two~~ 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.
- ✓ 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.

[Amendments to “Element Two” on PP. 21-24 of Orcutt Academy Charter]

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~~ ~~California’s STAR (Standardized Testing and Reporting) system is~~ **will be** used to monitor individual and group achievement trends. ~~Data analyzed from the STAR test includes scale score data and percent at or above standard in all measured subject areas.~~ It is the policy of Orcutt Academy to fully participate in all aspects of the state assessment system.

~~In addition,~~ **Once it is reformulated by the state,** the California Academic Performance Index (API) **is will be** used to monitor the quality of academic achievement across all grade levels and student groups. ~~API and AYP data analyzed include all numerically significant subgroup data and whole group data from the entire student body (who were tested with the STAR). The following chart indicates the nature, audience and target of each measure of student achievement.~~

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
Standardized Testing and Reporting (STAR) California Measurement of Academic Performance and Progress (CalMAPP) Individual and Group Measure and 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 achievement of California State Standards 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: 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)

[Amendments to “Element Three” on PP. 24-28 of Orcutt Academy Charter]

Element Three – Powerful Methods to Assess Pupil Progress towards Meeting Outcomes

The two domains of student outcomes (academic and critical thinking/readiness to learn skills) as well as the student Outcomes/Exit Goals for graduating Orcutt Academy seniors will all be measured as required in:

California Education code Section 47605 (b) (5) (D).

We realize the student outcomes discussed in Element Two-Measurable Student Outcomes require a variety of assessment methods ranging from state, district, and local instruments such as the CAHSEE, California ~~Standards—Test~~ **Measurement of Academic Performance and Progress (CalMAPP)**, ~~and to~~ NWEA, and standards-based grade cards. To provide a more complete and accurate picture of student performance, Orcutt Academy will also use a variety of alternative assessment tools including portfolios, scoring rubrics, demonstrations, observation tools and other common formative assessments.

The following table illustrates the major outcomes and assessments to be used to measure progress.

Chart Four - Methods to Assess Student Progress Toward Achievement of Outcomes

Students from Orcutt Academy will demonstrate proficiencies using the following assessment tools.

Outcome	Curriculum	Assessment
Proficiency in English/Language Arts	<ul style="list-style-type: none"> • Interdisciplinary projects • Skill building classes • Direct instruction in California Writing Standards by genre (as appropriate for each grade levels) • Reading instruction using California Adoptions • Cooperative group work • Career Technical Education 	<ul style="list-style-type: none"> • California Assessments including: CalMAPP and CST, CELDT, CAT-6 • Classroom-based quizzes and homework assignments • Portfolios of written work using school identified/developed rubrics • NWEA using scale score cut points • Common Formative Assessments
Proficiency in History/Social Studies	<ul style="list-style-type: none"> • Interdisciplinary projects • Research paper • Field-trips • Cooperative group work 	<ul style="list-style-type: none"> • CST-Grade 8 CalMAPP • Classroom-based tests, quizzes and homework assignments • Portfolios of written work graded pursuant to a school-developed rubric (see standards-based grade card rubrics) • Public presentations of research papers • NWEA using scale score cut points • Common Formative Assessments
Proficiency in Mathematics	<ul style="list-style-type: none"> • Skill building classes • Classes prescribed based on course order and/or student achievement readiness • Cooperative group work 	<ul style="list-style-type: none"> • California tests (CST, CAT-6, CalMAPP and CAHSEE) • Student work evaluated upon school grading standards and/or rubrics • Portfolios of written work evaluated based upon a school standard or rubric • Public presentation evaluated with a school rubric • Common Formative Assessments
Proficiency in Science	<ul style="list-style-type: none"> • Interdisciplinary projects 	<ul style="list-style-type: none"> • California state tests (CST, CAT-6 CalMAPP)

	<ul style="list-style-type: none"> • Classes prescribed based upon course order and/or achievement readiness • Cooperative group work • Research paper • Science labs 	<ul style="list-style-type: none"> • Classroom-based tests • Lab write-ups evaluated against a school standard • Presentation of research findings using a school rubric • Common Formative Assessments
Proficiency in Languages Other Than English	<ul style="list-style-type: none"> • Interdisciplinary projects • Language labs • Classroom skill instruction • School-sponsored cross-cultural activities • Skill building • Cooperative group work 	<ul style="list-style-type: none"> • School developed end-of-course writing exam • School-developed oral exam to assess listening and speaking • Portfolio assessed using school rubric • Presentation of projects using school rubrics • Common Formative Assessments
Community Service	<ul style="list-style-type: none"> • Interdisciplinary community service projects • Cooperative group work 	<ul style="list-style-type: none"> • Presentations, demonstrations and/or projects evaluated with a school rubric

***Student Exit Outcomes That Answer the Question . . .
“How Good is Good Enough?”***

Merely stating the methods that are used to assess student progress toward achieving graduation outcomes falls short of what is most important. Of greatest importance are the answers to the question: *“How much performance is good enough?”* Answers to this question apply to each of the following three domains of student achievement of outcomes.

Orcutt Academy Student Achievement Domains

- The Graduation Proficiencies in Chart Five (below)
- The School-wide Academic Achievement Outcomes in Chart Three
- The Critical Thinking Skills and Readiness-to-Learn Skills

Graduation Proficiencies:

Chart Five – “How Much Performance is Good Enough?”

Proficiency	Measure(s)	“Good Enough” Performance
State Proficiency in English/Language Arts and Math	CAHSEE	100% of Orcutt Academy graduates will pass the CAHSEE or receive a certificate of completion.
Writing	School selected or developed writing rubrics related to achievement of the state writing standards	Orcutt Academy graduates will demonstrate substantial evidence of rubric-directed writing performance by achieving at least a “3” on a 4 point scale or Achieving a “C” or better in a course grade involving specific instruction in writing.
Speaking and Listening	Teacher observations and/or teacher developed rubric recorded on grade card	75% of Orcutt Academy graduates will show teacher comments that indicate “proficient” speaking skills and listening skills Or

		Achieving a “C” or better in a course grade that involves specific instruction in speaking and listening. Or Achieving “C” or better on high school speech class rubric
Alternative English/Language Arts Measures	NWEA (grades 1-8) Or Letter Grades Or Portfolios	Students will score “at” standard or above on the NWEA test RIT Scale Scores Or Grades of C or better in English Language Arts courses Or Passing the CAHSEE
History/Social Science	STAR CalMAPP NWEA Portfolio	Scale Score of 350 or higher (at standard) Score of Proficient or higher Or NWEA score of “Basic” or higher Or Completion of a Portfolio, Public Presentation or Service Project that Demonstrates substantial understanding using a teacher rubric

Proficiency	Measure(s)	“Good Enough” Performance
Mathematics	CST (STAR) CalMAPP CAHSEE Grade Card	“Basic” or higher on the STAR Score of Proficient or higher or Passage of the CAHSEE or A “C” grade or higher in all math courses or A “C” or better on a teacher developed math test
Science	CST (STAR) or NWEA CalMAPP Letter grades Portfolios	“At” standard or higher on the STAR Score of Proficient or higher or A “C” grade or higher in Science classes or Completion of a portfolio, public presentation or service project that demonstrates substantial scientific understanding using a school rubric
Languages Other Than English (LOTE)	Grades Rubric-based Portfolio End-of-Course Exam	Receiving a “C” or better in two years of LOTE or Completion of a portfolio, public presentation or service project that demonstrates substantial understanding using a school rubric or Passing a school developed end-of-course writing exam with a “C” or better
Community Service	Time and Quality (Rubric-based)	Completion of 40 hours of community service (10 hours per high school year) that has a visible impact on the community or others.

Note: Special education students will achieve graduation status as permitted by California Education Code.

School-wide Academic Achievement Outcomes

Chart Six – “How Much Performance is Good Enough?”

Proficiency	Measure(s)	“Good Enough” Performance
Language Arts Mathematics History Science Writing	STAR/CST/AYP CalMAPP NWEA 1-8 Report Card CST Writing Test	50% of the students will achieve Proficient “at” standard or above on the CST CalMAPP or 50% will achieve a NWEA score of “At Standard” or above or 90% of the students will receive a C or better course grade in each proficiency area 65% of the students will score a “3” or higher on a “4” point rubric or Demonstrate portfolio writing work that averages a “C” or better
Academic Performance Index	API	Progress toward achieving a state decile score of “7” or higher or show progress toward achieving an API of 800
CAHSEE	Pass/Fail	Must pass to graduate

Special Education Students

Individual proficiency for Special Education is defined appropriately according to their Individualized Education Plans. Please refer to Special Education language in the Operational Agreement of this charter.

Limited English Proficiency Students

Students who have been identified at level 1 or level 2 Limited English Proficiency receive instruction from a CLAD certified instructor. Principals and teachers monitor the use of these strategies with identified students.

Intervention and Support

Although the Orcutt Academy does not offer a credit recovery program at this time, the School Advisory Council has strongly indicated the need for afterschool/summer fee-based or free programs for SAT preparation, credit recovery, enrichment, remediation, and/or other virtual independent study offerings.

Memo



To: Bob Bush, Superintendent
From: Joe Dana, Director of Charter Programs
Date: January 15, 2014
Re: Proposed Revisions to Board Policy 0420.41

Background

The California School Boards Association (CSBA) has submitted recommendations for revising our district's Board Policy on Charter School Oversight. To summarize, Board Policy 0420.41 includes detailed guidelines for the Board of Trustees in monitoring the performance of any charter school it authorizes to make sure the school complies with legal requirements and makes progress toward meeting the academic outcomes specified in its charter. The recommendations from CSBA would update BP 0420.41 to include language about (1) the new Local Control Accountability Plan (LCAP) that will be required of the state and (2) the legal mandate for charter schools to show that satisfactory academic progress is being made both schoolwide and with numerically significant student subgroups.

Fiscal Impact

None.

Recommendation

Staff recommend that the Board of Trustees approve the revisions in this Board Policy as presented.

CHARTER SCHOOL OVERSIGHT

The Board of Trustees recognizes its ongoing responsibility to ensure that any charter school authorized by the Board is successfully fulfilling the terms of its charter and is providing a high-quality educational program for students enrolled in the charter school.

(cf. 0420.4 - Charter School Authorization)
(cf. 0500 - Accountability)

The Superintendent or designee shall identify at least one staff member to serve as a contact for each charter school. (Education Code 47604.32)

The Board and Superintendent or designee may inspect or observe any part of the charter school at any time. The Superintendent or designee shall visit each charter school at least annually. (Education Code 47604.32, 47607)

Whenever a charter school operates as or is operated by a nonprofit public benefit corporation as authorized by Education Code 47604, the Superintendent shall recommend and the Board shall appoint a district representative, who may be the district's charter school contact, to serve as a voting or nonvoting member of the corporation's board of directors.

Provision of District Services

The district may charge for the actual costs of supervisory oversight of a charter school not to exceed one percent of the charter school's revenue. If the district is able to provide substantially rent-free facilities to the charter school, the district may charge actual costs up to three percent of the charter school's revenue for supervisory oversight. (Education Code 47613)

(cf. 7160 - Charter School Facilities)

The charter school may separately purchase administrative or other services from the district or any other source. (Education Code 47613)

Whenever the district agrees to provide administrative or support services, the district and charter school shall develop a memorandum of understanding which clarifies the financial and operational agreements between the district and charter school.

At the request of a charter school, the Superintendent or designee shall create and submit any reports required by the State Teachers' Retirement System or Public Employees' Retirement System on behalf of the charter school. The charter school may be charged for the actual costs of the reporting services, but shall not be required to purchase payroll processing services from the district as a condition for creating and submitting these reports. (Education Code 47611.3)

Waivers

If the charter school wishes to request a general waiver of any state law or regulation, it shall request that the Superintendent or designee ~~district~~ submit a general waiver request to the State Board of Education (SBE) on its behalf. **Upon approval of the Board, the Superintendent or designee shall apply for the waiver.**

Material Revisions to Charter

Material revisions to a charter may be made only with Board approval. Material revisions shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605 and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed. (Education Code 47607)

If an approved charter school proposes to expand operations to one or more additional sites within the district's boundaries, the charter school shall request a material revision to its charter and shall notify the Board of those additional locations. The Board shall consider approval of the additional locations at an open meeting. (Education Code 47605)

The Board shall have the authority to determine whether a proposed change in charter school operations constitutes a material revision.

Monitoring Charter School Performance

~~The Superintendent or designee shall regularly report to the Board on the charter school's performance, based on the academic and fiscal accountability measures specified in the approved charter.~~

~~In providing general oversight of a charter school, the Board and t~~**The Superintendent or designee shall monitor the charter school to determine whether the school complies with all legal requirements applicable to charter schools, including making all reports required of charter schools in accordance with Education Code 47604.32. Any violations of law shall be reported to the Board.**

The Board shall monitor each charter school to determine whether it is achieving, both schoolwide and for all groups of students served by the school, the measurable student outcomes set forth in the charter. This determination shall be based on the measures specified in the approved charter and shall include, at a minimum, a consideration of whether the school is meeting its Academic Performance Index growth targets established pursuant to Education Code 52052 and is making "adequate yearly progress" (AYP) pursuant to 20 USC 6311, as applicable.

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.41 (c)

The Board shall monitor the fiscal condition of the charter school based on any financial information obtained from the charter school, including, but not limited to, the charter school's preliminary budget; **an annual update, aligned to the template adopted by the SBE, of school goals, actions, and related expenditures;** first and second interim financial reports; and final unaudited report for the full prior year. (Education Code 47604.32, 47604.33)

The district may charge up to one percent of a charter school's revenue for the actual costs of supervisory oversight of the school. However, if the district is able to provide substantially rent-free facilities to the charter school, the district may charge actual costs of supervisory oversight up to three percent of the charter school's revenue. (Education Code 47613)

(cf. 7160 - Charter School Facilities)

Technical Assistance/Intervention

~~The Board shall monitor each charter school to determine whether it is achieving the outcomes for student learning set forth in the charter agreement. In addition, the Board shall determine whether the charter school makes "adequate yearly progress" as defined by the SBE and federal Title I accountability requirements. If a charter school fails to make adequate yearly progress for two or more consecutive years, the Board shall take action for program improvement in accordance with law, Board policy, and administrative regulations.~~

If a charter school receiving federal Title I funding fails to make AYP, as defined pursuant to 20 USC 6311, for two or more consecutive years, the school shall be identified for program improvement and shall implement improvement strategies in accordance with 20 USC 6316.

(cf. 0520.2 - Title I Program Improvement Schools)

~~Evaluation data for the charter school shall be considered in the Board's determination of the renewal or revocation of a charter.~~

If, in three out of four consecutive school years, a charter school fails to improve outcomes for three or more student subgroups identified in Education Code 52052, or for all of the student subgroups if the school has fewer than three, in regard to one or more state or school priorities identified in the charter, the district: (Education Code 47607.3)

- 1. Shall provide technical assistance to the charter school using an evaluation rubric adopted by the SBE pursuant to Education Code 52064.5**
- 2. May request that the Superintendent of Public Instruction (SPI), with SBE approval, assign the California Collaborative for Educational Excellence to provide advice and assistance to the charter school pursuant to Education Code 52074**

In accordance with law, the Board may deny a charter's renewal petition or may revoke a charter

based on the charter school's poor performance, especially with regards to the academic achievement of all numerically significant subgroups of students served by the charter school.

(cf. 0420.42 - Charter School Renewal)
(cf. 0420.43 - Charter School Revocation)

School Closure

In the event that the Board revokes or denies renewal of a charter or the school closes for any other reason, the Superintendent or designee shall provide assistance, when applicable in accordance with the charter and/or a memorandum of understanding, to facilitate the transfer of the charter school's former students and to finalize financial reporting and close-out.

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days, if the charter school will cease operation for any reason. Such notification shall include, but not be limited to, a description of the circumstances of the closure, the effective date of the closure, and the location of student and personnel records. (Education Code 47604.32; 5 CCR 11962.1)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination

17280-17317 Field Act

17365-17374 Field Act, fitness for occupancy

35330 Field trips and excursions; student fees

38080-38086 School meals

42100 Annual statement of receipts and expenditures

44237 Criminal record summary

44830.1 Certificated employees, conviction of a violent or serious felony

45122.1 Classified employees, conviction of a violent or serious felony

46201 Instructional minutes

47600-47616.7 Charter Schools Act of 1992

47634.2 Nonclassroom-based instruction

47640-47647 Special education funding for charter schools

48000 Minimum age of admission for kindergarten; transitional kindergarten

48010-48011 Minimum age of admission (first grade)

48907 Students' exercise of free expression; rules and regulations

48950 Student speech and other communication

49061 Student records

49110 Authority of issue work permits

51745-51749.3 Independent study

52052 Alternative accountability system

56026 Special education

56145-56146 Special education services in charter schools

60600-60649 Assessment of academic achievement

60850-60859 High school exit examination

CORPORATIONS CODE

5110-6910 Nonprofit public benefit corporations

Philosophy, Goals, Objectives and Comprehensive Plans

BP 0420.41 (e)

GOVERNMENT CODE

3540-3549.3 *Educational Employment Relations Act*

54950-54963 *The Ralph M. Brown Act*

LABOR CODE

1198.5 *Personnel records related to performance and grievance*

PENAL CODE

667.5 *Definition of violent felony*

1192.7 *Definition of serious felony*

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

11700.1-11705 *Independent study*

11960-11969 *Charter schools*

CODE OF REGULATIONS, TITLE 24

101 et seq. California Building Standards Code

UNITED STATES CODE, TITLE 20

6311 *Adequate yearly progress*

6319 *Qualifications of teachers and paraprofessionals*

7223-7225 *Charter schools*

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.78 *Accountability*

300.18 *Highly qualified special education teachers*

COURT DECISIONS

Ridgecrest Charter School v. Sierra Sands Unified School District, (2005) 130 Cal.App.4th 986

ATTORNEY GENERAL OPINIONS

89 *Ops. Cal. Atty. Gen. 166 (2006)*

80 *Ops. Cal. Atty. Gen. 52 (1997)*

78 *Ops. Cal. Atty. Gen. 297 (1995)*

CALIFORNIA OFFICE OF ADMINISTRATIVE HEARINGS DECISIONS

Student v. Horizon Instructional Systems Charter School, (2012) OAH Case No. 2011060763

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2009

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Sample Copy of a Memorandum of Understanding

Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 11-01, November 9, 2011

Special Education and Charter Schools: Questions and Answers, September 10, 2002

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Charter Schools Program, July 2004

The Impact of the New Title I Requirements on Charter Schools, July 2004

WEB SITES

CSBA: <http://www.csba.org>

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>

National Association of Charter School Authorizers: <http://www.charterauthorizers.org>

U.S. Department of Education: <http://www.ed.gov>

Policy Adopted: 1/15/14

ORCUTT UNION SCHOOL DISTRICT
Orcutt, California

Board Report

District 16 -- Orcutt Union

Fund 09 -- Charter School Special RevenueFund

As of 12/31/2013

	Beginning Bal/ WrkBudget	Month-To-Date Actual	Year-To-Date Actual	Year-To-Date Encumbrances	Ending Bal/ Remaining Bal
9110 -- Cash in County Treasury	718,836.65	(353,595.29)	1,011,080.51	0.00	1,729,917.16
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	(353,595.29)	50,691.34	0.00	1,729,917.16
9500 -- Accounts Payable (Current Liabilities)	14,277.30	275.65	(13,241.85)	0.00	1,035.45
9610 -- Due to Other Funds	35,570.28	0.00	(35,570.28)	0.00	0.00
Total Liabilities	49,847.58	275.65	(48,812.13)	0.00	1,035.45
Fund Balance (Beginning Balance/Actual)	1,629,378.24	0.00	0.00	0.00	1,728,881.71
9791 -- Net Beginning Balance	1,629,378.24	0.00	1,629,378.24	0.00	1,629,378.24
8010 -- Revenue Limit Sources	4,704,638.59	479,475.00	2,100,516.00	0.00	2,604,122.59
8300 -- Other State Revenues	188,082.65	0.00	170,152.34	0.00	17,930.31
8600 -- Other Local Revenue	230,999.54	79,446.93	163,929.89	0.00	67,069.65
Total Revenues	5,123,720.78	558,921.93	2,434,598.23	0.00	2,689,122.55
1000 -- Certificated Personnel Salaries	2,365,560.41	313,215.68	1,016,179.87	0.00	1,349,380.54
2000 -- Classified Personnel Salaries	453,350.04	40,140.55	185,404.19	0.00	267,945.85
3000 -- Employee Benefits	766,615.89	86,900.92	316,496.18	0.00	450,119.71
4000 -- Books and Supplies	365,223.83	15,837.51	163,417.11	24,041.99	177,764.73
5000 -- Services and Other Operating Expenditures	1,346,881.00	456,698.21	653,597.41	185,190.77	508,092.82
6000 -- Capital Outlay	53,000.00	0.00	0.00	12,966.00	40,034.00
7000 -- Other Outgo & Transfers Out	26,965.00	0.00	0.00	0.00	26,965.00
Total Expenditures	5,377,596.17	912,792.87	2,335,094.76	222,198.76	2,820,302.65
Fund Balance (Budget/Actual)	1,375,502.85	0.00	1,728,881.71	0.00	0.00

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