

ORCUTT UNION SCHOOL DISTRICT  
Regular Charter Meeting of the Board of Trustees  
Wednesday, August 19, 2015  
Closed Session 6:00 p.m.  
Public Session —6:15 p.m.  
District Office Board Room  
500 Dyer Street, Orcutt, CA. 93455

**CALL TO ORDER** 6:00 P.M.

- A. Pledge of Allegiance

**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 Dr. Deborah Blow, 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.

- B. Public Report on Action Taken in Closed Session

- C. Adoption of August 19, 2015 Agenda

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

**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.

- D. 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 President's Report
2. Great Britain Trip
3. SOAAR Foundation Update

E. 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.

F. 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.

G. 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, June 10, 2015
- C. Special Charter Board Minutes, June 17, 2015

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. Revisions to Orcutt Academy Charter

Staff recommends that the Board of Trustees approve the proposed revisions to Element One and the "Other Charter Elements" section of the Orcutt Academy Charter.

Moved \_\_\_\_\_ Second \_\_\_\_\_ Vote \_\_\_\_\_

- 2. OAHS Girls Varsity Tennis Team Trip

Staff requests that the Board of Trustees approve the OAHS Girls Varsity Tennis Team trip to compete at the 15<sup>th</sup> Pete Brown "First Serve" Tournament in Los Angeles, CA. September 18-20, 2015.

Moved \_\_\_\_\_

Second \_\_\_\_\_

Vote \_\_\_\_\_

**ITEMS SCHEDULED FOR INFORMATION/DISCUSSION**

1. Items from the Board

**GENERAL ANNOUNCEMENTS**

Unless otherwise noticed, the next regular charter board meeting is scheduled for Wednesday, September 9, 2015, 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:** Dr. Deborah Blow  
District Superintendent

**FROM:** Don Nicholson  
Assistant Superintendent, Human Resources

**DATE:** Board Meeting of August 19, 2015

**RE:** **RECOMMENDATIONS FOR APPROVAL AND RATIFICATION**

<b>SCHOOL</b>	<b>CLASS/ STEP</b>	<b>EFFECTIVE DATE</b>	<b>ACTION INFORMATION</b>
District	Hourly	5/29/15	Testing, 2 hrs
District	II-5	2015-16	Additional .20 FTE
Charter HS	Extra Duty	5/4-5/28/15	Intervention, 8 hrs
Charter HS	V-1	2015-16	Temporary, 100%
Charter HS	Stipend	2015-16	Boys JV Basketball Coach
Charter HS	Extra Duty	5/5-5/25/15	Detention, 7 hrs
Charter HS	Extra Duty	5/22/15 5/4-5/26/15	Worked Prep, 1 hr Intervention, 9 hrs
Charter HS	Extra Duty	5/5-5/28/15	Intervention, 7 hrs
Charter HS	III-4	2015-16	Units for Column Movement
Charter HS	Extra Duty	5/1-5/29/15	Intervention, 15.33 hrs Locke Room Supervisor, 5.33 hrs
Charter HS	V-2	2015-16	Correction to Salary
Charter HS	IV-3	2015-16	Temporary, 100% Additional 20% FTE
Charter HS	Hourly	5/5-6/5/15 2015-16	Accompanist, 12 hrs Accompanist, 2 hrs wk
Charter HS	II-4	2015-16	Correction to Salary
Charter HS	IV-9	2015-16	Resigned

\*To be prorated

**ORCUTT UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
REGULAR CHARTER MEETING  
June 10, 2015**

**CALL TO ORDER**

A regular charter meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, June 10, 2015 beginning with Mr. Hatch calling Public Session to order at 6:00 p.m. Dr. Peterson led the Pledge of Allegiance. Members Present: Peterson, Hatch and Buchanan. Absent: Phillips and Zilli who were representing the Board at the Lakeview Jr. High Awards Ceremony. Administrators Present: Blow, Edds, and Interim CBO/Assistant Superintendent Robert Klempen. Absent: Nicholson. It was moved by Rob Buchanan, seconded by Jim Peterson and carried to adjourn to Closed Session at 6:03 p.m. Ayes: Hatch, Peterson, Buchanan. Absent: Phillips, Zilli.

**RECONVENE TO PUBLIC SESSION**

The meeting reconvened to Public Session at 6:15 p.m. and Mr. Hatch reported that no action was taken in Closed Session.

It was moved by Jim Peterson, seconded by Rob Buchanan and carried to adopt the June 10, 2015 agenda, as presented. Ayes: Hatch, Peterson, Buchanan. Absent: Phillips, Zilli.

**SUPERINTENDENT'S REPORT**

Principal Carter introduced the newly elected ASB President, Theresa Taylor. She reported that the Spring Sports Rally was an outdoor event and the students seemed to really enjoy it. Senior Awards Night was held on May 27<sup>th</sup> and over \$150,000 was awarded in scholarships. .

A video "We Are OA" was presented. The video was developed to showcase what OAHS has to offer students.

OAHS received national recognition by U.S. News and World Report. The school received a silver rating from the magazine and now ranks among the top 1,000 public high schools in the country. It is ranked 895<sup>th</sup> of high schools nationwide, is 172<sup>nd</sup> in California and 134<sup>th</sup> among charter schools nationwide.

**CONSENT AGENDA ITEMS**

- A. Certificated Personnel Action Report
- B. Regular Charter Board Minutes, May 13, 2015

It was moved by Jim Peterson, seconded by Rob Buchanan and carried to approve Consent Agenda items A and B, as submitted. Ayes: Hatch, Peterson, Buchanan. Absent: Phillips, Zilli.

**ITEMS SCHEDULED FOR ACTION**

**Gifts**

The OAHS Cheer Team received numerous donations totaling \$8,608 to cover expenses for their trip to US Cheer Finals in Chicago, IL. The OAHS "Spartatroniks" Robotics Team received numerous donations totaling \$48,249.73 to cover expenses for their trip to St. Louis, MO., and the OAHS Athletic Department received numerous donations totaling \$4,300 towards athletic scholarships. It was moved by Rob Buchanan, seconded by Jim Peterson and carried to accept these gifts and directed that a letter of acceptance and appreciation be forwarded to each donor. Ayes: Hatch, Peterson, Buchanan. Absent: Phillips, Zilli.

**Yearbook Trip**

It was moved by Jim Peterson, seconded by Rob Buchanan and carried to approve the "Yearbooks @ the Beach" Yearbook Conference trip to CSU, Long Beach, CA on July 28-30, 2015. Ayes: Hatch, Peterson, Buchanan. Absent: Phillips, Zilli.

**Orcutt Academy High School Strategic Plan**

It was moved by Rob Buchanan, seconded by Jim Peterson and carried to approve the Orcutt Academy High School Strategic Plan for 2015-2020, as submitted. Ayes: Hatch, Peterson, Buchanan. Absent: Phillips, Zilli.

2014/2015 Resolution No. 1, Charter Education Protection Account (EPA) Requirements

It was moved by Jim Peterson, seconded by Rob Buchanan and carried to adopt 2014/2015 Resolution No. 1, Education Protection Account (EPA) 2015/2016, as presented. Ayes: Hatch, Peterson, Buchanan. Absent: Phillips, Zilli.

**ITEMS FOR INFORMATION/DISCUSSION**

The Charter Financial Report was presented for information/discussion. Mr. Klempen stated that there was nothing unusual to report.

Mr. Hatch commented that although this is a very busy time of year for the Board, he enjoys attending all the events.

**GENERAL ANNOUNCEMENTS**

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, August 12, 2015 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 Jim Peterson, seconded by Rob Buchanan and carried to adjourn the meeting at 7:52 p.m.

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Deborah L. Blow, Ed.D, Board Secretary

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Lizabeth Phillips, Clerk, Board of Trustees

**ORCUTT UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES  
SPECIAL CHARTER MEETING  
June 17, 2015**

**CALL TO ORDER**

A special charter meeting of the Board of Trustees of the Orcutt Union School District was held on Wednesday, June 17, 2015 beginning with Mr. Hatch calling Public Session to order at 12:30 p.m. Mr. Buchanan led the Pledge of Allegiance. Members Present: Peterson, Hatch, Buchanan and Zilli. Absent: Phillips. Administrators Present: Blow, Edds, Nicholson and Interim CBO/Assistant Superintendent Robert Klempen. Absent: None. It was moved by Jim Peterson, seconded by Jan Zilli and carried to adopt the June 17, 2015 agenda, as presented. Ayes: Hatch, Peterson, Buchanan and Zilli. Absent: Phillips.

**ITEMS SCHEDULED FOR ACTION**

2015/2016 Charter Budget

It was moved by Jan Zilli, seconded by Rob Buchanan and carried to adopt the 2015/2016 Charter Budget, as presented. Ayes: Hatch, Peterson, Buchanan and Zilli. Absent: Phillips.

Orcutt Academy Local Control and Accountability Plan (LCAP)

It was moved by Jim Peterson, seconded by Rob Buchanan and carried to approve the Orcutt Academy Local Control and Accountability Plan (LCAP), as presented. Ayes: Hatch, Peterson, Buchanan and Zilli. Absent: Phillips.

**ITEMS SCHEDULED FOR INFORMATION/DISCUSSION**

Rob Buchanan welcomed back Don Nicholson.

**GENERAL ANNOUNCEMENTS**

Unless otherwise noticed, the next regular board meeting is scheduled for Wednesday, August 12, 2015 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 Jim Peterson, seconded by Rob Buchanan and carried to adjourn the meeting at 12:34 p.m.

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Deborah L. Blow, Ed.D, Board Secretary

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Lizabeth Phillips, Clerk, Board of Trustees

# Memo



To: Dr. Deborah Blow, Superintendent  
From: Joe Dana, Director of Charter Programs  
Date: August 19, 2015  
Re: Proposed Revisions to Orcutt Academy Charter

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## Background

Teacher Professional Learning Communities (PLCs) were an important part of the founding vision of the Orcutt Academy. As outlined in Element One of the Orcutt Academy Charter, student achievement is positively impacted when teachers collaborate on curriculum mapping, implementation of standards, and much more. Accordingly, when the Academy was established, the schedules of its K-8 and high school campuses were configured to allow for regular PLC meetings. In the case of the K-8 campus, early release days (dismissal 80 minutes prior to the regular dismissal time) allowed for substantive PLC work on a monthly (first six years) or bimonthly (this past year) basis. In the case of the high school, the schedule allowed for weekly PLC meetings.

For the 2015-2016 school year, the Orcutt Union School District has begun a two-year pilot program in which all sites will provide PLC teams weekly meeting time during teachers' regular work day. The Academy's K-8 campus will participate in this initiative, and it will implement schedule adjustments to make this possible. Each Wednesday, the K-8 campus will dismiss students at 2:00 – one hour prior to the regular 3:00 dismissal. Because the campus meets state requirements for instructional minutes even with this change, no other schedule adjustments need to be made. (The schedule at Orcutt Academy High School already accommodates weekly PLC meetings.)

In conjunction with this initiative, the Orcutt Academy Charter needs to be updated to reflect the schedule changes being made.

## Recommendation

Staff recommends the proposed revisions to Element One and the "Other Charter Elements" section of the Orcutt Academy Charter be approved as submitted.

## Fiscal Impact

None.



## 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. **To facilitate teacher collaboration in Professional Learning Communities, the schedules at the K-8 and high school campuses are set up so weekly PLC team meetings can take place during teachers’ regular work day.**

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. 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, 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> Century is curious and understands that the right questions are often more important than a single right answer. A 21<sup>st</sup> 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) 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
<b>Environmental Science and Education</b>	The Environmental Protection Agency, The Department of Fish and Game
<b>Alternative Energy</b>	Department of Gas, Cal Poly, PG&E Solar School Program
<b>Agriculture</b>	Cal Poly, North County Career Technical Education (ROP), Orfalea Foundation
<b>Visual and Performing Arts</b>	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.

- **Freshman Success and Success 101 Series Courses** – The following organizational and learning strategies will be introduced with increasing intensity in grades 5-12: 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 **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.
- ✓ 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.

## **Other Charter Elements**

### **Term**

The term of this agreement shall be July 1, 2013 through June 30, 2018.

### **Severability**

This charter agreement shall remain in effect if any portion of the charter is found invalid in court or due to a change in law generally. If any provision or any part of this agreement is for any reason held to be invalid and or unenforceable or contrary to public policy, law, or statute and/or ordinance, the remainder of this agreement shall not be affected thereby and shall remain valid and fully enforceable.

### **Cooperation Clause**

The officials of the Orcutt Union School District will work cooperatively with Orcutt Academy. This cooperation will include, but not be limited to:

- Co-signing applications for grant funding for the charter school, as required by federal law.
- Seeking waivers for the school that will enable Orcutt Academy to accomplish its goals.

### **Amendment Process**

The Charter Act specifies that the board of the sponsoring district must approve amendments to the charter school petition. Since the Board of Directors of the Orcutt Academy are also the Board of Trustees of the Orcutt Union School District, the requirement in law that mandates the charter school board to initiate amendments will be considered met, in all cases.

### **Class Size**

It is the intention of Orcutt Academy that class size in primary grades will comply with state class size reduction guidelines. In grades 4-12, with the exception of Physical Education, Team Sports, and selected Career Technical Education courses, it is the intent of Orcutt Academy not to exceed 30 students per class.

### **Required Supplementary Information**

Pursuant to the 1998 Amendment to the Charter Act, a school district must require that the charter developers provide additional information regarding how the charter school would affect the district. In as much as the chartering agency will charter and operate the school, the following impacts are reported:

- Facilities for the charter school shall be provided by Orcutt Union School District and/or through the use of charter school funds from the income stream generated by Orcutt Academy. The district reserves the right to utilize facilities other than those currently specified in this charter agreement. Such facility changes will be stated and agreed as in the annual District Impact Statement.
- Administrative services will be provided by the Orcutt Union School District and appropriate cost recovery shall be charged back to Orcutt Academy as is allowable by law.
- Civil liability acquired by the school district through the operation of Orcutt Academy will be covered by insurance secured by the school district for the charter school. These costs shall be charged back to Orcutt Academy, as is allowable by law.
- The locations of Orcutt Academy are stipulated on page 5 of the charter petition.
- The projected budget--including start-up costs, cash-flow and financial projection for the first three years of operation--is included.
- Projected enrollment of Orcutt Academy is depicted in the following chart by year and program.

**Chart Eight - School/Program Enrollment by Year**

Site Name	2012-13	2013-14	14-15	15-16
K-8 Classroom-based Program	81	81	81	81
Orcutt Academy High School Grades 9-12	550	600	600	600
Orcutt Academy Independent Study/Home Study Program <i>Note: For the purposes of this program, a full-time equivalent teacher will serve no more students than what is equal to the average class size in the Academy.</i>	65	60	60	60
Enrollment Total by Year	696	741	741	741

All other district impacts are discussed in the charter and/or the Operational Agreement.

**Instructional Minutes/Days and Years**

It is the intention that the working day of Orcutt Academy teachers shall not exceed the actual daily minutes listed below exclusive of the 30 minutes required report time before school begins and including a 30 minute duty-free lunch for teachers. Orcutt Academy instructional minutes exceed the state requirements, providing students and teachers more instructional time together

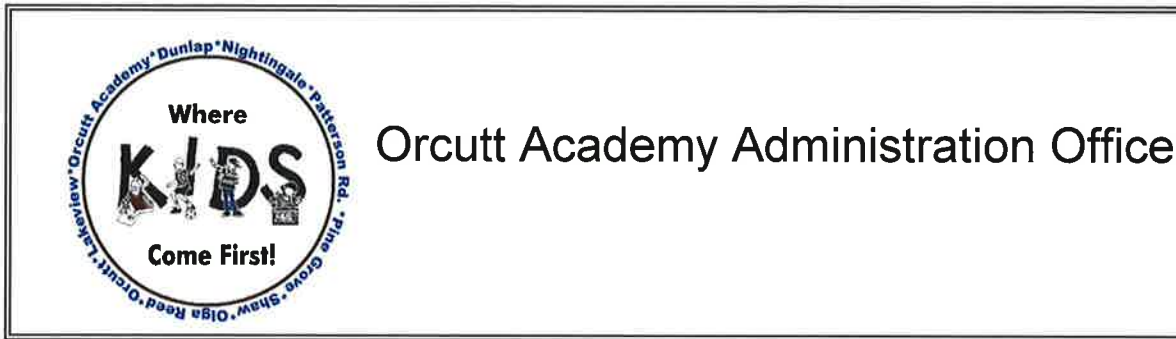
to foster academic achievement. Below is a comparison of the State requirements and the actual instructional minutes provided to Orcutt Academy students.

<u>Grade Level</u>	<u>Required/Annual</u>	<u>Actual/Daily</u>	<u>Instruct days</u>	<u>Actual Annual Mins.</u>
Kindergarten	36,000 minutes	<del>320</del> 309 min/day	180	<del>57,600</del> 55,560
Grades 1-3	50,400 minutes	<del>320</del> 309 min/day	180	<del>57,600</del> 55,560
Grades 4-8	54,000 minutes	<del>335</del> 309 min/day	180	<del>60,300</del> 55,560
Grades 9-12	64,800 minutes	385 min/day	180	65,060

### Bell Schedules

<u>Grade Level</u>	<u>Mins/Day</u>	<u>Recess mins.</u>	<u>Lunch mins.</u>	<u>Lunch Per.</u>	<u>Start Time</u>	<u>Dismissal</u>
K-2	<del>315</del> 309	<del>30</del> 15	40	<del>11:20-12:00</del> 11:40-12:20	8:00 8:40	<del>2:20</del> 3:00*
3-5	<del>315</del> 309	15	40	<del>11:20-12:00</del> 12:20-1:00	8:00 8:40	<del>2:20</del> 3:00*
6-8	<del>333</del> 309	15	40	<del>11:45-12:25</del> 12:20-1:00	8:00 8:40	<del>2:20</del> 3:00*
9-12	385	10	40	12:04-12:44	7:50	2:50

\*Dismissal is 3:00 p.m. on Mondays, Tuesdays, Thursdays, and Fridays. Dismissal is 2:00 p.m. on Wednesdays. On the first and last day of school and on eight parent-teacher conference days (five in fall and three in spring), dismissal is 1:30 p.m.



TO: Dr. Deborah Blow, Superintendent

FROM: Mr. Rhett Carter, OAHS Principal

BOARD MEETING DATE: August 19, 2015

BOARD AGENDA ITEM: OAHS Girls Varsity Tennis Team

BACKGROUND: Orcutt Academy High School Girls Varsity Tennis Team will be competing at the 15<sup>th</sup> Pete Brown "First Serve" Girls High School Team Tennis Tournament. This event will take place on Saturday, September 19, 2015 at Edison High School in Los Angeles.

The team along with Coach Stephanie Hull, Assistant Coach Art Lopez and Trainer Tara Childs will travel to Los Angeles on Friday, September 18, 2015 and return to Orcutt Academy High School on Sunday, September 20, 2015. This will be an overnight trip with the team staying two nights at a The Holiday Inn & Suites in Fullerton, CA.

RECOMMENDATION: Staff recommends that this overnight trip be approved as submitted.

FUNDING: No Impact on General Fund