California Department of Education

Charter Schools Division

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Attachment 25

# California State Board of Education-Authorized Charter School 2024 Academic Memorandum Form

CALIFORNIA DEPARTMENT OF EDUCATION

This document contains Academic Memorandum Form responses from Olive Grove Charter - Orcutt/Santa Maria (Charter #2011). Responses from the charter school have been provided, as is, and have not been edited by the California Department of Education (CDE) for capitalization, punctuation, or spelling.

## Olive Grove Charter - Orcutt/Santa Maria 2024 Academic Memorandum Form

### Section 1. Charter School Information

#### General Information

Provide the following information as it pertains to the charter school.

| **Prompt** | **Response** |
| --- | --- |
| Charter School Name | Olive Grove Charter - Orcutt/Santa Maria |
| School Address | 5075 Bradley Rd., Suite 234 |
| City | Orcutt |
| ZIP Code | 93455 |
| Located in District | Santa Maria Joint High School Union District |
| County | Santa Barbara |
| Website Address | www.olivegrovecharter.org |
| County District School (CDS) Code | 42-77198-0138362 |
| Charter Number | 2011 |
| Current Charter Term Start Date | 8/10/2018 |
| Current Charter Term End Date | 6/30/2026 |
| Grade Levels Served | TK-12 |
| 2023–24 Enrollment | 141 |
| Instruction Type | Nonclassroom-based |

**School Description:**

Olive Grove Charter School - Orcutt/Santa Maria (OGCS) is a charter school for students in grades TK-12. OGCS provides a voluntary public education choice for families who choose for their students to be educated in a personalized, hybrid learning environment. Our flex-based independent study charter school enables students with different learning styles and family situations to get the education they are not able to achieve in a traditional school setting. OGCS operates as an independent study program authorized by the California State Board of Education (SBE), with operations overseen by the California Department of Education (CDE). Students attend individualized meetings with a certificated teacher on a regular basis. At this individualized meeting, the certificated teacher reviews previously assigned learning objectives and assignments, provides instructional support, delivers assessments, and assigns learning objectives and assignments. Parents/guardians are an integral part of the program’s success. Parents/guardians of students in grades TK-8 are expected to be present at every meeting with the teacher of record. For students in grades 9-12 parents/guardians are encouraged to be present at every meeting, but are required to attend one meeting per month, at minimum. If parents/guardians are unable to attend or to support students academically, additional supports are put in place for the student to achieve academic and social-emotional success through each student’s personalized independent study academic plan, as outlined in the Independent Study Agreement. As part of a systematic approach to grade level and post-secondary success, additional support options are offered for students in math and English-language arts and for completion of UC A-G approved laboratory requirements in science and visual arts. Until 2022 OGCS qualified for Dashboard Alternative School Status (DASS), though the school’s population evolved such that it did not qualify to renew this status for the 2022-23 school year. OGCS continues to have a relatively high level of transiency, however, in that many students enroll after the start of the school year/semester, and many students depart prior to the conclusion of the semester. Additionally, many incoming high school students arrive with serious deficiencies in their course completion, both in terms of A-G completion as well as in relation to the completion of graduation requirements. OGCS meets the needs of students that are looking for innovative options differing from those of the traditional educational system. There are increasing numbers of students who benefit from a student-centered personalized learning model, offered through this independent study teaching and learning environment. The OGCS model also supports students that must work to help support their families or are working in a professional setting, be it sports or entertainment. School systems, students, and parents/guardians seek out OGCS when it is believed a more personalized learning environment will support student academic outcomes and personal success. As an outgrowth of the educational partner engagement process, OGCS staff decided to review and revise our mission statement and also to craft core values. Below is the outcome. Mission Statement: The mission of Olive Grove Charter School is to prepare students with the skills necessary to self-advocate, communicate effectively, utilize technology responsibly, and pursue higher education or the workforce on their path to becoming successful adults. With the supportive leadership of their parents/guardians, credentialed teachers, and support team, our students utilize a rigorous, standards-based, online curriculum. Olive Grove is committed to an educational environment where TK-12 students excel at completing coursework and learning independently. Core Values: Partnership •Entire team working together to achieve the same goal •Parent involvement •Staff involvement and support •Accountability for all learning partners •Building trust Engagement •Individualized, personalized support •Learner-centered •Rigorous curriculum •Adaptability, flexibility •Learning centers (safe space, optional in-person support) Empowerment •Fostering self-reliance •Self-advocacy •Responsibility •Resilience •Independence Compassion •Understanding and responding to individual students’ situations •Modeling and instilling equity and respect •Prioritizing integrity •Cultivating kindness •Inclusive and accommodating

##### Demographic Information

Provide the following information as a percentage of the charter school's total student population. Provide the information as it is reported on the 2024 California School Dashboard.

###### 2024 Student Group Information

| **Prompt** | **Percentage** |
| --- | --- |
| English Learners | 7.1 |
| Foster Youth | 0 |
| Homeless | 2.8 |
| Socioeconomically Disadvantaged | 68.1 |
| Students with Disabilities | 17 |

###### 2024 Race/Ethnicity Information

| **Prompt** | **Percentage** |
| --- | --- |
| African American | 0.7 |
| American Indian | 0.7 |
| Asian | 0.7 |
| Filipino | 0.7 |
| Hispanic | 62.4 |
| Pacific Islander | 0 |
| Two or More Races | 4.3 |
| White | 29.1 |

### Section 2. California School Dashboard Data Overview

#### California School Dashboard

For each California School Dashboard indicator below, provide the percentage of the charter school’s total student population and color regarding the charter school’s 2024 academic performance. For English Language Arts and Mathematics, indicate if the charter school is above or below distance from standard.

###### 2024 Performance Levels: Percentage and Colors

| **Prompt** | **Percentage** | **Color** |
| --- | --- | --- |
| Chronic Absenteeism | 21.1 | Red |
| Suspension Rate | 0 | Blue |
| English Learner Progress | No data, fewer than 11 students | No Performance Color |
| Graduation Rate | 60.4 | Red |
| College/Career | 9.3 | Red |

###### 2024 Performance Levels: Colors and Distance from Standard

| **Prompt** | **Color** | **Above or Below Standard** | **Distance From Standard** |
| --- | --- | --- | --- |
| English Language Arts | Orange | Below standard | 37.9 |
| Mathematics | Red | Below standard | 132.5 |

#### California Assessment of Student Performance and Progress

Provide the percentage of students that met or exceeded the standard for California Assessment of Student Performance and Progress (CAASPP) English language arts/literacy and mathematics test results:

| **Prompt** | **Percentage** |
| --- | --- |
| English Language Arts | 39.7 |
| Mathematics | 7.4 |

### Section 3. Areas of Greatest Progress and Need

Provide a narrative response to each of the below questions.

1. Based on California School Dashboard (Dashboard) data, identify the charter school’s areas of greatest progress.

Suspension Rate The school maintained a safe and supportive learning environment with a 0% suspension rate. Growth in CAST Science Performance Distance from Standard (DFS) improved by 2.1 points to -15.6 (no performance color), and it close to the State's DFS (-13.5).

1. What internal assessments (not CAASPP) are being used to demonstrate the charter school’s areas of greatest progress? Are any of these assessments on the approved verified data list? If so, which ones?

There is no internal assessment for suspension rates, but the school uses Renaissance STAR assessments as internal benchmarks for academic progress monitoring in reading and mathematics. These assessments are on the approved verified data list.

1. Based on Dashboard data, identify the charter school’s areas of greatest need. Include references to student groups.

Performance in ELA All Students: Declined - Orange with a Distance from Standard (DFS) of -37.9. Socioeconomically Disadvantaged (SED) Students: Declined - Orange with DFS of -34.3. Hispanic Students: Declined - Orange with DFS of -32.5. White Students: Declined - No performance color with DFS of -65.7. Performance in Mathematics All Students: Declined - Red with a DFS of -132.5. SED: Declined - Red with DFS of -140. Hispanic Students: Declined - Red with DFS of -143.1. White Students: Declined - No performance color with DFS of -141.4. Chronic Absenteeism All Students: Increased 12.4% to 21.1% (Red). SED: Increased 10.5% to 17.6% (Orange). Hispanic Students: Increased 15% to 25% (Red). White Students: Increased 1.8% to 11.8% (no performance color). Graduation Rate All Students: Maintained 60.4% (Red). SED: Declined 6.4% to 58.3% (Red). Hispanic Students: Improved - Increased 22.7% to 71% (no performance color). White Students: 46.2% graduated (no performance color). College and Career Readiness All Students: Maintained - 9.3% Prepared (Red). SED: Declined - 6.5% Prepared (Red). Hispanic Students: Increased - 11.5% Prepared (no performance color). White Students: 7.7% Prepared (no performance color).

1. How is the charter school addressing these areas of need? Include references to student groups.

The school is addressing its greatest areas of need through a variety of targeted strategies and interventions: 1. Improving Academic Performance in ELA and Math Expanded Academic Support Services: Increased in-person academic support, including additional instructional time and small-group instruction. Tutoring options to provide flexible intervention for struggling students. Implementing targeted intervention programs in ELA and math, using tools like IXL for personalized practice and progress monitoring. State Testing Preparation: Increased familiarity and comfort levels with CAASPP test-taking strategies to improve participation and performance. Administering benchmark assessments to track student progress and drive instruction. 2. Reducing Chronic Absenteeism Attendance Initiatives & Family Outreach: Developed an orientation course for independent study students to improve engagement. Advisors and counselors are providing individualized coaching to students struggling with attendance. Implementing culturally responsive practices to improve student/family engagement. Offering targeted support services, such as transportation assistance, access to supplies, mental health resources, and academic tutoring to address barriers to attendance. 3. Increasing Graduation Rates and Reducing Dropouts Individualized Graduation Plans: Developing personalized graduation plans for students based on their academic needs and post-secondary goals. Dropout Prevention Initiatives: Implementing a tracking system to identify at-risk students early. Providing ongoing monitoring and academic support to keep students on track for graduation. Alternative Pathways: Offering elective courses and dual enrollment opportunities to keep students engaged in meaningful learning experiences. 4. Increasing College and Career Readiness Field trips to local colleges to increase awareness of post-secondary options. FAFSA/financial aid workshops. Exploring options for building Career Technical Education (CTE) pathways. Providing career prep workshops (resume writing, interview skills).

### Section 4. Summary of Performance on Measurable Pupil Outcomes

Provide a narrative response to the below question.

1. Identify the Measurable Pupil Outcomes in Element 2 of the charter petition. Summarize the performance for each outcome.

Priority 1: Basic Conditions of Learning: 100% of OGCS teachers hold a California teaching credential appropriate for independent study in California per EC 44865, and 100% of students have access to their own standards-aligned curriculum and instructional materials. All facilities meet the “good repair” standard. Priority 2: Implementation of State Standards: OGCS is at full implementation of recently adopted academic standards and/or curriculum frameworks. 100% of students have standards-aligned curriculum and instructional materials. 100% of high school students have access to standards-aligned, UC a-g approved courses. Additionally, 100% of students have access to a Chromebook, and all students take the Renaissance STAR benchmark testing three times per school year. All EL students have access to CA standards and ELD standards through an integrated and designated ELD program. Priority 3: Parental Involvement: As an independent study program, we view the parent/guardian as a key partner in the educational process. The parent/guardian is the at-home learning coach. There is consistent and regular communication between teachers and parents/guardians. Parents/guardians are encouraged to attend their student’s regular meetings with their teacher; parents/guardians of TK-8th grade students are required to attend every meeting and those of students in 9th-12th grade are required to attend at least once monthly. The school utilizes ParentSquare to ensure an efficient and organized system of communication with families. The school’s Advisory Council invites parent/guardian input and participation in key decision making and planning. Priority 4: Pupil Achievement: 2024 Summative Assessment (CAASPP): ? 39.7% of students Met or Exceeded Standard for ELA ? 7.35% of students Met or Exceeded Standard for Math % of pupils who have successfully completed A-G requirements or CTE pathways: ? 4.2% a-g completers ? 100% pupils enrolled in courses required for UC/CSU admission ? 0% CTE completers Priority 5: Pupil Engagement: 2023-24 Attendance Rates (P-2): 93.09% present; 6.91% absent Chronic Absenteeism Rate: 21.1% High school graduation rate: 60.4% Priority 6: School Climate: Suspension Rate: 0%; Expulsion Rate: 0% Priority 7: Course Access: All students have access to, and are enrolled in, a broad course of study based on the individual needs of each student. Counselors meet with students and parents/guardians at the beginning of the year to identify student interests and educational needs. The course of study is reviewed several times a year to ensure students are on track and making educational gains. The school offers a full UC a-g course list and provides computer access to 100% of students. Priority 8: Other Pupil Outcomes: Pupil to Academic Counselor Ratio: 282 Counselor # FTE assigned to school: 0.5 ELL Outcomes: ELPI - 2024 CA School Dashboard ? Color: None; Current Rate: No data; Change: No data (fewer than 11 students) 18% reclassified for 2024-25 school year All EL students have access to CA standards and ELD standards through an integrated and designated ELD program.

### Section 5. Local Control and Accountability Plan Progress

Provide a narrative response to each of the below questions.

1. Provide a summary of progress made in meeting the charter school’s 2023–24 Local Control and Accountability Plan (LCAP) goals.

Goal 1: Teaching & Learning The planned actions under the Teaching & Learning goal were largely effective in achieving the desired outcomes, though some areas, particularly in math performance and support for specific student subgroups, continue to need targeted efforts and adjustments. Notable improvements in STAR Renaissance Reading benchmarks and CAASPP ELA scores, indicating effectiveness. Math scores showed less pronounced improvement, suggesting a need for additional support in math instruction. The charter maintained a high percentage of fully credentialed and appropriately assigned teachers, reaching 100% by Year 3, which aligns with the desired outcome for 2023-24. The charter consistently ensured that 0% of students lacked instructional materials, meeting local indicators each year. All English Learners (ELs) had access to CCSS and ELD standards through integrated and designated programs, consistently meeting local indicators. The percentage of students completing A-G requirements improved significantly, with a noticeable increase in the 2022-23 school year. Successes included: • Teacher Credentials and Assignments: Maintained a high standard with 100% of teachers being fully credentialed and appropriately assigned each year. This contributed to a consistent and quality teaching environment. • Instructional Materials: Successfully ensured that no students lacked instructional materials, maintaining a 0% rate of students without the necessary resources. • Technology: Successfully maintained adequate technological resources for all students and staff. • EL Programs: The EL/MLL program met local indicators each year, ensuring English learners had the necessary support to access the curriculum. Challenges included: • Intervention programs: Specific, targeted, consistent intervention programs were placed on hold due to the implementation of a new curricular platform. Direct support from subject matter teachers during office hours and virtual and live support hours with tutors were available, but additional interventions were not implemented consistently. • Data-driven instruction: Gains were made but data was not consistently used to drive instruction nor to place students in intervention programs, since no intervention programs were implemented in the 2023-24 school year. • College and career readiness: There are persistent challenges in college and career readiness initiatives, in large part due to staff leaves of absence. We did not make progress on developing a CTE pathway with community college articulations and promotion of community college courses was mixed. Experiences in the form of field trips to community college were provided. Goal 2: Health, Wellness, Safety, & Climate The specific actions taken to achieve Goal 2 during the three-year LCAP cycle were largely effective. Key successes included maintaining facilities in good repair, achieving zero suspension and expulsion rates, and improving access to counseling services. Survey results generally supported these successes, although there was a slight decline in perceptions of safety and counseling quality among parents, indicating areas for ongoing improvement. Successes included: • Consistently achieved a "Good" overall rating for school facilities each year, with no repairs needed. • Improved pupil-to-academic counselor ratio. • Suspension and expulsion rates were maintained at 0%. • Consistently high rates of parents and students report that OGCS is a safe and secure place. Challenges included: • Low participation rates in surveys. Goal 3: Engagement While there are notable successes in specific areas such as parental engagement, significant improvements are needed in attendance rates and high school graduation rates. Action 3.1 was effective, while actions 3.2 and 3.3 were partially effective or ineffective. Further refinement of strategies and consistent implementation will be crucial in achieving the goal of increased student academic and personal achievement. Successes included: • High rates of positive responses in local climate surveys. • Improvement in chronic absenteeism rates. Challenges included: • Declining attendance rates. • Significant decline in graduation rates.

1. Provide a summary of the charter school’s 2024–25 LCAP mid-year update that describes what the charter school is doing to increase community input.

The 2024-25 Mid-Year LCAP Update demonstrates strong progress in maintaining equitable learning conditions, staffing, and instructional resources, with improvements in ELA performance and EL reclassification. However, it highlights challenges in math achievement, chronic absenteeism, high school dropout rates, and college/career readiness, indicating a need for continued, targeted intervention and expanded support initiatives. 2024-25 LCAP Mid-Year Goals, Expenditures, and Implementation Status Goal 1: Conditions of Learning Status: All actions under this goal (Staff recruitment, Facilities, Curriculum, and Technology) have been fully implemented. Expenditures (as of 12/31/24): 69% of planned funds spent Progress on Key Metrics: Staffing: All teachers remain appropriately assigned and credentialed, with one special education vacancy being addressed. Instructional Materials: 100% of students have access to standards-aligned materials. Facilities: The Good overall rating from the School Accountability Report Card (SARC) was maintained. Technology: 1:1 Chromebook access and portable internet services are in place for students. Goal 2: Student Outcomes Status: Fully Implemented: In-Person Services, Intervention, English Learners, Students with Disabilities, and Professional Development. Partially Implemented: Assessments and College/Career Readiness programs. Expenditures (as of 12/31/24): 82% of planned funds spent Progress on Key Metrics: ELA (CAASPP) – 39.7% met/exceeded standards (increased 3.7%). Math (CAASPP) – 7.35% met/exceeded standards (decreased 2%). Science (CAST) – 11.54% met/exceeded standards (decreased 6%). A-G Completion Rate – 4.2% (decreased 0.3%). College & Career Preparedness – 9.3% (Maintained). EL Reclassification Rate – 18% (increased from 0%). Reading Benchmark – 59.5% at/above grade level (increased 3.2%). Math Benchmark – 33.3% at/above grade level (increased 1.1%). Goal 3: Engagement Status: Fully Implemented: Graduation and Dropout Prevention. Partially Implemented: Student/Family Events, Mental Health, Parent Support/Training, Family Communication, and Attendance Initiatives. Expenditures (as of 12/31/24): 86% of planned funds spent Progress on Key Metrics: Attendance Rate – 93.18% (increased 0.09%). Chronic Absenteeism – 21.1% (increased 12.5%). Graduation Rate – 55.8% (decreased 4.7%). Suspension & Expulsion Rates – 0% (Maintained). To increase community input the school conducts recurring discussions with staff to analyze data and action effectiveness. LCAP-related check-ins and conversations are built into leadership and team meetings throughout the year. Goals and actions are considered when implementing programs, making decisions, and making purchases. There is regular consideration given to and monitoring and analysis of metrics, and student outcomes. In the spring, we will implement additional educational partner opportunities for reflection, progress monitoring, and identifying and refining goals and actions for the next LCAP, including: educational partner surveys; in-person sessions with educational partners; Advisory Council review and approval; and Board review and approval.

### Section 6. Differentiated Assistance

1. Does the charter school qualify for Differentiated Assistance?

No

If yes, provide a narrative response to each of the below questions.

1. Under which student groups and state priorities did the charter school meet the eligibility criteria for Differentiated Assistance (DA) in both the prior and current year?

[No Response]

1. Identify the support provider the charter school will be working with for technical assistance with DA.

[No Response]

1. What improvement strategies and actions has the charter school selected to address its identified student groups and state priorities?

[No Response]

### Section 7. Acknowledgment, Certification, and Submission

Initial each of the below statements to confirm that you have read and understand following:

#### Acknowledgment

I understand and acknowledge that the CDE will present this information to the California State Board of Education (SBE) as a part of its annual information memoranda regarding the academic progress of charter schools authorized by the SBE. This information will be made publicly available and/or provide the information to other agencies, organizations, and individuals.

MR

#### Certification

I hereby certify that I am a full-time paid employee of the charter school who has direct knowledge of the information contained herein and am authorized to submit this information to the CDE. I certify that I have provided only true and correct information about the charter school.

MR

###### Contact Information

| **Prompt** | **Response** |
| --- | --- |
| Full Legal Name | Margaret (Meg) Rydman |
| Job Title | Superintendent |
| Email Address | mrydman@olivegrovecharter.org |
| Phone Number | 805-260-9148 |