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**OLIVE GROVE CHARTER SCHOOLS, INC.**

District Office

2353 S. Broadway, Second Floor, Santa Maria, CA 93454

Phone: 805.623.1111. Fax: 805.623.1175 www.olivegrovecharter.org

Academic Memo Response - Revised October 2021
Olive Grove Charter School - Lompoc, CDS 42 77206 0138370

- *Based on the school's internal spring 2021 assessments, identify the greatest progress and greatest need.*

Based on Olive Grove Charter School - Lompoc's (OGCS) internal spring 2021 assessments, the greatest progress was demonstrated in the percentage of students meeting or exceeding standards in ELA; overall, 60.5% of students met or exceeded standards in ELA. This represents 25% growth in proficiency in ELA from the school's 2019 CAASPP results.

The greatest need remains improvement in the area of mathematics. Overall, 33.3% of students met or exceeded standards in Math, which also represents a 25% growth in those demonstrating proficiency from the 2019 CAASPP results. However, many of our students have not mastered basic math skills which impedes their ability to be successful in higher level mathematics.

- *Provide a summary of the performance in Element 2 (Measurable Pupil Outcomes) in the petition.*

Priority 1: Basic Conditions of Learning: 100% of OGCS teachers hold an appropriate California teaching credential, 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.

Priority 3: Parental Involvement: An average of 96% of parents/guardians report strongly agree/agree in response to "Promotion of Parental Involvement" questions on the 2021 California Healthy Kids Survey. Instead of monthly newsletters, we send out weekly announcements to keep parents/guardians informed of what is happening. Monthly coffee socials with the Executive Director and Learning Center Director have been suspended due to the pandemic. Parents/guardians are encouraged to attend their student's regular meetings with their teacher; parents/guardians of TK-5th grade students are required to attend every meeting and those of students in 6th-12th grade are required to attend at least once monthly.

Priority 4: Pupil Achievement:

2021 Summative Assessment (STAR Renaissance in lieu of CAASPP):

- 60.5% of students Met or Exceeded Standard for ELA
- 33.3% of students Met or Exceeded Standard for Math

% of pupils who have successfully completed A-G requirements or CTE pathways

- 0% a-g completers (DataQuest 2020)
- 90.3% pupils enrolled in courses required for UC/CSU admission (2019-20 SARC)
- 0% CTE completers (2019-20 SARC)

Pupils classified as "prepared for college" by the EAP (Dashboard College/Career Measures Report 2020): 2.8% Prepared; 22.2% Approaching Prepared; 75% Not Prepared

Priority 5: Pupil Engagement:

2020-2021 Attendance Rates (as of P2 4/15/21): 91.88% present; 8.12% absent

Chronic Absenteeism Rate: 20% (2019 Dashboard)

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High school graduation rate: 88.9% (Dashboard Additional Report 2020)

Priority 6: School Climate:

Suspension Rate: 0%; Expulsion Rate: 0%

OGCS administers the California Healthy Kids Survey (CHKS). The average number of respondents reporting they strongly agree or agree in response to "Student Learning Environment" questions is 87.5%, and an average of 96% of respondents reported they strongly agree or agree in response to "Promotion of Parental Involvement" questions. Specific highlights from this year's CHKS survey include: 100% of parents/guardians indicate they strongly agree/agree the "school treats all students with respect"; 100% agree or strongly agree the school "has high expectations for all students"; 76% agree or strongly agree that the school "encourages students to care about how others feel"; 100% of parents/guardians indicate they strongly agree/agree the "school provides quality counseling and supports for students with social or emotional needs"; and 85% of HS students indicate they strongly agree/agree there are "caring adults in school".

Priority 7: Course Access: All OGCS 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 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. OGCS 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: 172.5 (2019-2020 SARC)

Counselor # FTE assigned to school: 0.8 (2019-2020 SARC)

High school graduation rate: 88.9% (Dashboard Additional Report 2020)

ELL Outcomes: OGCS redeveloped and refined its ELD program to ensure English Learners have access to State standards and to ELD standards through designated and integrated ELD instruction.

2020-2021 Summative ELPAC - Overall - 12 EL students actively enrolled during testing window

- 0% Level 1 (0 students)
- 42% Level 2 (5 students)
- 25% Level 3 (3 students)
- 33% Level 4 (4 students)

Annual Reclassification (RFEP) Rates (DataQuest 2020-21):

- 9.8% EL (13 students)
- 16.5% Fluent-English-Proficient (22 students)
- 11.5% Redesignated FEP (3 students)
 - This represents an increase from the year prior. [DataQuest 2019-20 indicates 0% (0) students Redesignated FEP.]

- *Provide a summary of progress made in meeting the school's 2020–21 Learning and Continuity Plan goals, including information on the ongoing 2021–22 Local Control Accountability Plan (LCAP) process, community member engagement, and how the school is addressing learning loss from the prior school year.*

OGCS made strong progress on the goals within its **2020-2021 Learning Continuity and Attendance Plan** which focused on students' mental and emotional health and well-being as well as the access to devices and secure and reliable Internet connections. OGCS was unable to fully reopen our learning center during 2020-2021 due to the evolving nature of circumstances surrounding the pandemic. However, as OGCS is a nonclassroom-based, independent study charter school, the continuity of instruction was minimally disrupted with the continued provision of support services in an online format. All OGCS students in need of a device are issued a

Chromebook. In the case where a student did not have access to the Internet, OGCS offered resources/assistance to gain that access at their home or elsewhere. The need for this access was greater than we expected, but we were able to accommodate in a relatively timely fashion. OGCS followed independent study statutory requirements and regulations in lieu of the distance learning requirements, and the school continued to use existing methods for assessing pupil progress and measuring participation in daily engagement and work product completion. OGCS staff are accustomed to supporting students with limited in-person interaction, therefore, roles and responsibilities were not greatly affected. Supports for pupils with unique needs were not altered to a great degree because of the pandemic, except for special education students for whom the virtual provision of services was mostly satisfactory according to parent/guardian and student feedback. In fact, most students have opted to continue with receiving these services virtually, even when presented with the option to return to in person.

Key features of OGCS's **2021-2022 LCAP** include three goals centered around the following areas: teaching and learning; health, wellness, safety, and climate; and engagement. The main components of our goals are to: enhance academic support and interventions to address the needs of all students; improve the health and wellness of all students and staff, while maintaining a safe and positive school climate; and increase levels of engagement and involvement across stakeholder groups to increase students' educational success.

OGCS implements a meaningful engagement process which solicits ongoing input from multiple stakeholder groups, and the school is nimble and responsive to suggestions and identified needs. Teachers collect input and feedback from students and parents on an ongoing basis during their regular meetings. Surveys are administered and the responses analyzed to inform the development of the LCAP and the program in general. Leadership and staff analyze data (anecdotal and quantitative) and engage in discussion and brainstorming in a continuous cycle of improvement. The OGCS Advisory Council regularly meets to provide input on, review, and approve program offerings, documents, and plans. And the OGCS, Inc. Board of Directors continuously reviews the program and provides input and oversight to maintain the mission and vision of the charter.

OGCS students enrolled before and during the pandemic experienced many of the same challenges physically, emotionally, and mentally that people everywhere did. However, their learning was only minimally disrupted, due to the fact that they were already accustomed to completing their school work independently, with minimal direct day-to-day supervision of a school staff. Moving all supports online presented only minimal challenge, and students were able to continue with their school work relatively seamlessly. However, we are finding students coming new to us with significant learning loss from the prior school year. OGCS is implementing multiple levels of support for these students through the following actions: developing and refining curricular options to ensure students have access and are enrolled in a broad course of study; ensuring courses are challenging, rigorous, and standards-based but inclusive of all students' goals and abilities; providing specific, targeted intervention programs in ELA and math for identified students TK-12; implementing direct intervention with content teachers/office hours/virtual & live support hours, and tutors; further developing and refining the EL program to ensure English Learners access State standards and ELD standards; maintaining counseling staff to ensure all students have access to individual and group counseling support as needed; providing school-based mental health services, including individual and group counseling activities; providing a variety of enrichment activities and opportunities; and providing an optional summer school program during summer 2021 and summer 2022.

- *Inform if Independent Study (IS) will be offered in the 2021–22 school year and provide a best estimate as to what percentage of ADA will be enrolled in IS. Also, provide a summary of how IS will be offered this year, if applicable.*

OGCS is a nonclassroom-based, independent study charter school by design. Therefore, 100% of ADA are enrolled in independent study. Independent study will be offered in the same manner as past years, in accordance with our charter and independent study requirements, with the addition of synchronous instruction, live interaction opportunities, and tiered re-engagement strategies as required by AB 130 and AB 167.

Response from Olive Grove Charter - Lompoc

Comparative & Subgroup Data (where available)

Priority 1

Year	2021	2020
% of OGCS teachers who hold an appropriate California teaching credential	100%	100%
% of students who have access to their own standards-aligned curriculum and instructional materials	100%	100%
Facilities in good repair	All	All

Priority 2

Year	2021	2020
% of students who have standards-aligned curriculum and instructional materials	100%	100%
% of high school students who have access to standards-aligned, UC a-g approved courses	100%	100%
% of students who have access to a Chromebook	100%	100%

Priority 3

Year	2021	2020
% of parents/guardians who report strongly agree/agree in response to “Promotion of Parental Involvement” questions on the California Healthy Kids Survey	96%	82%

Priority 4

<i>Pupil Achievement</i>									Race/Ethnicity							
	Overall		Special Education		ELLs		Socio-Economically Disadvantaged		White		Hispanic		American Indian		Two or more races	
Year	2021	2019	2021	2019	2021	2019	2021	2019 ⁺	2021	2019	2021	2019	2021	2019	2021	2019
ELA % met or exceeded	60.5	35.4	44	*	50	*	60	25	70	42	51	30	100	*	100	*
Math % met or exceeded	33.3	8.3	33	*	100	*	29	2.5	25	9	31	2	0	*	100	*

2021 = Renaissance STAR (used in lieu of CAASPP for spring 2021 summative assessment)

2019 = CAASPP (most recent available CAASPP data)

No assessments were administered in spring 2020.

*10 or fewer students tested.

*Data represents the average % of students identified as socio-economically disadvantaged based on economically disadvantaged & parent education, not including foster, homeless, as fewer than 10 students were tested in those categories.

% of pupils who have successfully completed A-G requirements or CTE pathways no subgroup data is available

Year	2019-20 SARC	2018-19 SARC
a-g completers	0%	n/a (no 17-18 grads)
Pupils enrolled in courses required for UC/CSU admission	90.3%	79.23%
CTE completers	0%	n/a (no 17-18 grads)

Pupils classified as “prepared for college” by the EAP (Dashboard College/Career Measures Report)

Year	Overall		Hispanic		Socio-Economically Disadvantaged	
	2020	2019	2020	2019	2020	2019
Prepared	2.8%	0%	0%	0%	0%	0%
Approaching Prepared	22.2%	4.8%	27.6%	5.9%	21.4%	2.9%
Not Prepared	75%	95.2%	72.4%	94.1%	78.6%	97.1%

Priority 5 - no subgroup data is available

Year	2021	2020
Attendance Rates (through April 15 of each year, for comparison’s sake)	91.88%	92.54%

Year	2020	2019
Chronic Absenteeism Rate (no comparison, data based on 2019 Dashboard and there is no other Dashboard to compare)	n/a	20%
High school graduation rate	88.9%	54.8%

Priority 6

Year	2021	2020
Suspension Rate	0%	0%
Expulsion Rate	0%	0%

Priority 8

Year	2019-20 SARC	2018-19 SARC
Pupil to Academic Counselor Ratio	172.5	58.5
Counselor # FTE assigned to school	0.80	2.0

ELL Outcomes

Summative ELPAC		
Year	2021	2019

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Level 1	0%	4.55%
Level 2	42%	31.82%
Level 3	25%	45.45%
Level 4	33%	18.18%

Annual Reclassification (RFEP) Counts and Rates		
Year	2020-21	2019-20
EL Students	9.8%	18.8%
Fluent-English-Proficient Students	16.5%	15.9%
Students Redesignated FEP	11.5%	0%