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For more information regarding the content of this material, please contact the Charter Schools Division by phone at 916-322-6029 or by e-mail at charters@cde.ca.gov.

Olive Grove Charter - Lompoc – Academic Memorandum Response

General Information

School Address: 820 North H Street, Suites BCD, Lompoc, CA 93436-4145

Website Address: http://www.olivegrovecharter.org/

County-District-School Code: 42 77206 0138370

Charter Number: 2012

Charter Term: July 1, 2018, through June 30, 2025

School Description: Olive Grove Charter-Lompoc (OGC-Lompoc) enables students with different learning styles and family situations to get the education they would not be able to achieve in a traditional school setting. This is achieved in a collaborative effort with parents, as primary deliverers of the educational program, certificated teachers, and the community.

Grade Levels Served: Kindergarten through Grade Twelve

2021–22 Enrollment: 98

Site Based or Non-Site Based: Non-Site Based

California Assessment of Student Performance and Progress (CAASPP) Test Results

The following data represents percentages of students that met or exceeded standards for English Language Arts (ELA) and mathematics (Math). This information was obtained from the CAASPP Test Results for California's Assessments web page at https://caaspp-elpac.ets.org/caaspp/.

Results for All Grades and Students

OGC-Lompoc opened in 2018. As such, no data is provided for 2016-17 or 2017-18.

The CDE notes that OGC-Lompoc participated in the DASS Program from 2018-19 through 2021-22.

Year	2016–17	2017–18	2018–19	2019–20[1]	2020–21[2]	2021–22
School ELA	No Data	No Data	35.83%	No Data	10 or fewer students tested	32.61%
School Math	No Data	No Data	8.33%	No Data	10 or fewer students tested	13.05%
State ELA	48.56%	49.88%	51.10%	No Data	49.01%	47.06%
State Math	37.56%	38.65%	39.73%	No Data	33.76%	33.38%

Results for Student Sub-Groups 2021–22

Student Sub-Group	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
School ELA	10 or fewer students tested	10 or fewer students tested	10 or fewer students tested	25.81%	10 or fewer students tested
School Math	10 or fewer students tested	10 or fewer students tested	10 or fewer students tested	12.91%	10 or fewer students tested
State ELA	12.47%	20.64%	27.79%	35.24%	15.61%
State Math	9.71%	10.30%	15.90%	21.23%	11.41%

2022 California School Dashboard Data Overview

Due to the COVID-19 pandemic, state law allows the 2022 California School Dashboard (Dashboard) to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Additional information regarding 2022 Dashboard data is available on the

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[1] Results are not available due to the suspension of testing as a result of the novel coronavirus (COVID-19) pandemic.
[2] Due to factors surrounding the COVID-19 pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results.

Dashboard Communication Toolkit web page at
https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp. The following information was
obtained from the Dashboard website at https://www.caschooldashboard.org/.

Performance (Status) Levels

Dashboard Indicator	School Performance (Status) Level	State Performance (Status) Level
Chronic Absenteeism	Very High	Very High
Suspension Rate	Very Low	Medium
English Learner Progress	No Performance Level / 69.20% making progress	Medium
Graduation Rate	No Performance Level / 82.60% rate	Medium
College/Career	Not Reported	Not Reported
ELA	Low	Low
Math	Very Low	Low

Areas of Greatest Progress and Need

Based on the charter school's internal spring and fall 2022 assessments, and the 2022
California School Dashboard (Dashboard), identify the school's areas of greatest
progress and greatest need.

**1. What internal assessments (not California Assessment of Student Performance
and Progress [CAASPP]) are being used to demonstrate the school's areas of
greatest progress? Are any of these assessments on the approved verified data
list? If so, which ones?**

Information regarding the verified data list is available on the California Department of
Education, Verified Data Criteria and Adopted Indicators web page at
https://www.cde.ca.gov/sp/ch/verifdatacrit.asp.

OGC-Lompoc utilizes Renaissance Star assessments, which is on the approved verified
data list.

2. Identify the school's areas of greatest progress:

2022 English Learner progress

From 2018-19 to 2021-22:
- A higher percentage of students met or exceed standard in math in 2022 than in
2019.

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- A lower percentage of students fell into the "standard not met" category in both ELA and math, indicating an increase in the percentage of students who nearly met, met, or exceeded from 2019 to 2022.
- There was an improvement in average distance from standard in both ELA and math.

3. What data demonstrate these areas of progress? Include any related Dashboard data and internal data.

2022 Dashboard English Learner Progress Indicator
69.2% making progress - exceeds county 47.61% and state 50.3%

CAASPP Math met or exceeded standard- (all students) - increased 4.72 percentage points
2018-19: 8.33%
2021-22: 13.05%

CAASPP ELA standard not met (all students) - declined 19.43 percentage points
2018-19: 47.69%
2021-22: 28.26%

CAASPP Math standard not met (all students) - declined 10.19 percentage points
2018-19: 75.41%
2021-22: 65.22%

CAASPP ELA average distance from standard - improved 27.44 points
2018-19: -50.77
2021-22: -23.33

CAASPP Math average distance from standard - improved 19.83 points
2018-19: -132.74
2021-22: -112.91

4. Identify the school's areas of greatest need including references to student sub-groups:

The school's areas of greatest need include:
- Mathematics - all, socioeconomically disadvantaged
- Chronic Absenteeism - all, Hispanic, socioeconomically disadvantaged
- Graduation Rate – all, socioeconomically disadvantaged

5. What data demonstrate these areas of need? Include any related Dashboard data and internal data.

Mathematics - While a greater percentage of students met or exceeded standard in math on the 2021-22 CAASPP than they did on the 2018-19 CAASPP, only 13.05% of all students met or exceeded standard in math on the 2021-22 CAASPP, which means that, conversely, 86.95% nearly met or did not meet standard. This is reflected on the

Dashboard with a "very low" status for math for all students and for socioeconomically disadvantaged students.

Chronic Absenteeism - Chronic absenteeism is "very high" for every group on the Dashboard. However, on the positive side, OGC-Lompoc's chronic absenteeism rates are at a comparatively lower percentage than both Santa Barbara County and the state.
- All: 25% OGC-Lompoc; 33.84% county; 30% state
- Socioeconomically disadvantaged: 22.2% OGC-Lompoc; 40.25% county; 37.4% state
- Hispanic: 21.2% OGC-Lompoc; 37.03% county; 35.8% state

Graduation Rate - The graduation rate for all students is 82.6%, which is below the county (89.58%) and state (87.4%). The grad rate for socioeconomically disadvantaged is lower, at 81%, which is also below the county (87.14%) and state (85.1%). On the positive side, OGC-Lompoc's grad rate for the Hispanic student group (86.7%) just about matches the county (87.25%), and it exceeds the state (85.3%).

Please note that OGC-Lompoc was DASS in 2021-22, so the one-year graduation rate would be a more accurate reflection.

6. How is the school addressing these areas of need? Include references to student sub-groups.

The school is addressing these areas of need in the following ways:
- Further developing and implementing our LEAP model, which represents our strategies for learning, engagement, attendance, and parent/guardian empowerment
- Increased credit recovery options and increasing opportunities for students to retake missed or failed a-g courses
- Daily instructional opportunities for TK-5
- At least weekly instructional opportunities for 6-12, most students have multiple direct instruction opportunities each week
- An increased focus on in-person math and science labs
- Office hours with subject-specific content teachers
- Tutoring
- IXL integrated into math and ELA courses
- SEL opportunities
- Enrichment opportunities
- Summer school
- Administration of CAASPP Interims
- Piloting a CAASPP test preparation program
- Reduced supervising teacher loads to allow increased focus on teaching assignments and increased attention to each student

Summary of Performance on Measurable Pupil Outcomes

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

Priority 1: Basic Conditions of Learning: 100% of OGC-Lompoc teachers hold a California teaching credential appropriate for independent study, 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: OGC-Lompoc 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: 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 OGC-Lompoc teachers and parents/guardians. 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. OGC-Lompoc utilizes ParentSquare to ensure an efficient and organized system of communication with families. We send out weekly announcements to keep parents/guardians informed of what is happening. We are reinstituting family engagement activities at our centers, such as a family week in October when we administered the CAASPP interims. In this instance, we invited parents/guardians to come to the center and interact with staff while students took the interims.

Priority 4: Pupil Achievement:
2022 Summative Assessment (CAASPP):
- 33% of students Met or Exceeded Standard for ELA
- 13% of students Met or Exceeded Standard for Math

% of pupils who have successfully completed A-G requirements or CTE pathways:
- 5.41% a-g completers
- 96.83% pupils enrolled in courses required for UC/CSU admission
- 0% CTE completers

Priority 5: Pupil Engagement:
2021-22 Attendance Rates: 92.41% present; 7.59% absent

Chronic Absenteeism Rate: 25%

High school graduation rate: 82.6%

Priority 6: School Climate:
Suspension Rate: 0%; Expulsion Rate: 0%

OGC-Lompoc administers the California Healthy Kids Survey (CHKS) but in spring 2022 the school did not receive enough responses to generate valid data points.

Priority 7: Course Access: All OGC-Lompoc 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. OGC-Lompoc 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: 196

Counselor # FTE assigned to school: 0.5

High school graduation rate: 82.6%

ELL Outcomes: OGC-Lompoc continues to refine its ELD program to ensure English Learners have access to State standards and to ELD standards through designated and integrated ELD instruction.

2021-2022 Summative ELPAC
- 0% Level 1
- 26.7% Level 2
- 60% Level 3
- 13.3% Level 4

2021–22 Local Control and Accountability Plan Progress

1. Provide a summary of progress made in meeting the school's 2021–22 Local Control and Accountability Plan (LCAP) goals:

Key features of OGC-Lompoc's LCAP include three goals centered around the following areas: teaching and learning; health, wellness, safety, and climate; and engagement.

The main components of OGC-Lompoc's LCAP goals are to:

1. Enhance academic support and interventions to address the needs of all students and to prepare students for post-graduation college and career readiness;
2. Improve the health and wellness of all students and staff, while maintaining a safe, engaging, and positive school climate; and

3. Develop and implement Learning, Engagement, Attendance, and Parent Empowerment (LEAP) strategies as part of a comprehensive plan to increase student academic and personal achievement.

There were no substantive differences in the planned actions and actual implementation during 2021-22. According to the Baseline to Year 1 metrics and educational partner feedback, the charter determined that the systems and processes were generally effective in making progress towards achieving the LCAP goals in 2021-22. There were no significant changes made to the planned goals, metrics, desired outcomes, or actions to the 2022-23 LCAP; only minor changes were made to some metrics as well as to the wording of some goals and actions to better reflect current practice.

2. Provide a summary of the ongoing 2022–23 LCAP annual update process, including the school's work to engage community members in the process:

OGC-Lompoc is taking a year-round, team-focused approach to monitoring our LCAP metrics and implementation of actions. LCAP 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. A mid-year update was provided to the OGCS, Inc. Board and also to staff. In the spring, we implement additional opportunities for reflection, progress monitoring, and for refining goals and actions for future year(s), including the following types of educational partner engagement:
- Leadership team participates in workshops, collaboration, analysis, reflection
- Listening sessions for all educational partners
- Educational partner surveys
- Advisory Council review and approval
- Board review & approval

3. How is the school addressing learning loss from the prior school year?

The school is addressing learning loss in the following ways:
- Increased credit recovery options and increasing opportunities for students to retake missed or failed a-g courses
- Daily instructional opportunities for TK-5
- At least weekly instructional opportunities for 6-12, most students have multiple direct instruction opportunities each week
- An increased focus on in-person math and science labs
- Office hours with subject-specific content teachers
- Tutoring
- IXL integrated into math and ELA courses
- SEL opportunities
- Enrichment opportunities
- Summer school
- Administration of CAASPP Interims

- Piloting a CAASPP test preparation program
- Reduced supervising teacher loads to allow increased focus on teaching assignments and increased attention to each student
- Enhancing our integrated ELD supports
- Fine tuning our designated ELD programming
- Additional PD around ELD and supporting EL/MLL students

2022–23 Plan for Independent Study

1. Inform if the school is providing independent study (IS) in the 2022–23 school year, including the percentage of average daily attendance enrolled in IS:

OGC-Lompoc is providing independent study in the 2022-23 school year. Our school program is exclusively IS, so 100% of average daily attendance is enrolled in IS.