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OGCS: Orcutt/ Santa Maria Annual Academic Report

Olive Grove Charter School: Orcutt/ Santa Maria (OGCSOSM) was authorized by the California State Board of Education in July of 2018. The mission of the Olive Grove Charter School: Orcutt/ Santa Maria is to plan, monitor, and assist in the education of students K-12 in a home or blended school learning environment enabling them to speak, read, write, use technology, and calculate effectively to become self-motivated, competent, and life-long learners. The Olive Grove Charter School: Orcutt/ Santa Maria will provide students with the necessary resources to achieve success and meet state standards in core academic subjects appropriate to their level. Additionally, students will become career/college ready upon completion of the program. This will be achieved in a collaborative effort with parents, certificated teachers and the community.

Greatest Progress and Greatest Need:

Olive Grove Charter School: Orcutt/ Santa Maria (OGCSOSM) is qualified as a Dashboard Alternative School Status (DASS) school. Please see the following link to verify Olive Grove Charter School's DASS active status: <https://www.cde.ca.gov/ta/ac/activeschools.asp>. DASS-qualified schools, such as OGCSOSM, are evaluated based on the DASS accountability standards. OGCSOSM recognizes that student academic improvement is a high priority and OGCSOSM tracks student growth throughout the year, adding in academic supports throughout the school year, when applicable and as necessary. As over 70% of OGCSOSM students are at-risk, as noted by our DASS active status, we are highly attuned to the fact these students have enrolled with considerable gaps in their education. We are proud of the academic success of our students when comparing OGCSOSM ELA and Math test results to other local area DASS schools. OGCSOSM is greatly outperforming local area DASS schools in both ELA and Math CAASPP scores, as we put measures into place to immediately address determined student academic gaps with increased supports and intervention programs.

OGCSOSM has increased the social-emotional supports during the 2019/2020 school year by adding more counselors that meet with students one-on-one. OGCSOSM has one counselor for academic and social-emotional counseling per every 125 student (which is way below the average of most high schools). As more and more students are reporting issues with anxiety and bullying (as well as the Covid-19 pandemic fears), it has been extremely important for students to be able to access a certificated counselor with experience assisting students in social-emotional concerns in addition to educational pathways.

As OGCSOSM serves an extremely high-risk population, OGCSOSM works extremely hard at working with each student's social and emotional wellbeing, as well as helping students gain



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confidence in their ability to succeed educationally. While OGCSOSM far exceeds local area DASS schools in Mathematics academic performance, our greatest need is still to improve Mathematics skills in our at-risk student population. Many of these students have gaps in their education and mathematics is a curricular area that builds upon skill level mastery annually. Many students do not master the earlier mathematical skills necessary for higher level mathematics standards. OGCSOSM has especially observed that fractions and percentages (for example) are an area that most students have not mastered and are critical to student academic success in junior high and high school mathematic courses.

OGCSOSM implemented Strongmind online mathematics curriculum that while rigorous, works to engage students through direct instruction, visuals, games, practice, and lessons researched to increase student engagement and standards mastery. Additionally, Imagine Learning Math was purchased as an intervention strategy to target mathematical gaps and has proven highly successful. Math classes, both live-streamed and in-person, meet weekly to review mathematical skills that are course aligned. Thinking Storm 24/7 online tutoring was added in the 2019/2020 school year and live tutors were added full-time at the learning centers to further support students in their mathematical gains, as well.

OGCSOSM Schoolwide Element 2 Goals, Actions, and Measurable Outcomes Performance Summary:

Priority 1: Basic Conditions of Learning. 100% of OGCSOSM teachers hold a California teaching credential and 100% of students have Common Core aligned curriculum, assignments, and instructional material.

Priority 2: Implementation of State Standards. 100% of students in K-8 have NGSS grade level aligned enrichment activities, including curriculum. 100% of high school students had access to NGSS aligned, UC A-G approved courses. 100% of students have Common Core aligned curriculum, assignments, and instructional materials. Additionally, 100% of students have computer access. All students have taken Renaissance STAR benchmark testing triennially.

Priority 3: Parental Involvement. Monthly coffee socials are being held with the Executive Director and Learning Center Director and monthly newsletters keep parents informed. Parents are encouraged to attend weekly meetings with teachers and are always welcome during school hours. OGCSOSM administered the WestEd Healthy Kids Survey and had a 80% response rate, with 71% of parents confirming that they feel welcome to participate at school. OGCSOSM scored an overall 99th State Percentile and 99th Similar Schools Percentile on the School Climate Report Card.



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Priority 4: Pupil Achievement. OGCSOSM scored an overall 99th State Percentile and 99th Similar Schools Percentile on the WestEd School Climate Report Card. ELA CAASPP data showed that 29.35% Met or Exceeded State Standards in Spring 2019 (while low, is still higher than the 9.78% of students that Met or Exceeded State Standards in other local area DASS schools). Math CAASPP data showed that 6.48% Met or Exceeded State Standards in Spring 2019 (while low, is still higher than the 0.00% of students that Met or Exceeded State Standards in other local area DASS schools).

Priority 5: Pupil Engagement. 100% of high school English, math, art and science classes have support classes scheduled weekly at the OGCSOSM learning center. Students had many field trips scheduled this year for real world learning opportunities. Additional weekly, hands-on, learning lab classes were added onto the learning center schedule. OGCSOSM has provided students with many additional dynamic online curriculum course offerings this year, as well.

Priority 6: School Climate. OGCSOSM had no suspensions. OGCSOSM scored an overall 99th State Percentile and 99th Similar Schools Percentile on the WestEd School Climate Report Card. A full time counselor is available to students during open school hours. A coffee social is held monthly for staff, parents, and students to meet and engage with the Executive Director and Learning Center Director.

Priority 7: Course Access. OGCSOSM offers a full UC a-g course list. OGCSOSM provides computer access to 100% of students. 100% of high school English, math, art and science classes have a support class scheduled weekly.

Priority 8: Other Pupil Outcomes. OGCSOSM established a baseline graduation rate, student retention rate, and college/career ready rate this year and will track increases upon results from this year's Dashboard results.

ELL Outcomes: OGCSOSM is established a baseline percentage of ELL students that advance at least one level or are re-designated English fluent this year and will track increases upon results from this year's Dashboard results.



Olive Grove Charter School - Orcutt/Santa Maria
Academic Memo - Additional Information

1. A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.

Olive Grove Charter School - Orcutt/Santa Maria (OGCS) is a nonclassroom-based, independent study charter school with one learning center in Orcutt, California (Santa Barbara County) and one learning center in San Luis Obispo County. As such, the continuity of instruction has only been minimally disrupted with the moving of in-person support services to an online platform. As a result of the blended-learning structure outlined in the school's charter, OGCS students are already accustomed to a model consisting of primarily distance learning despite the closure of the learning centers due to the COVID-19 pandemic. Support services typically provided in person at the learning centers, including small group classes, tutoring, and weekly meetings between students and teachers, are now provided on an online platform. Special education and counseling services also transitioned to a virtual platform, utilizing online resources and/or teleconferencing.

As they did prior to the pandemic, OGCS students will continue to receive instruction via online curriculum platforms, including StrongMind for grades 6-12, Edgenuity for grades TK-5, and Google Classroom. Weekly meetings between the student and the teacher will be held via Google Hangouts until the time in-person interactions may resume. Student engagement is monitored, and when a lack of progress or engagement is identified, students and parents/guardians are contacted via Google Hangout, phone call, email, and/or text message, much the same as before the pandemic. Academic intervention meetings with students, parents/guardians, and school staff are held via Google Hangout until the time in-person interactions may resume.

2. A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.

OGCS students are customarily provided a Chromebook, so access to devices is not an issue. A small percentage of students who relied solely on the learning center for Internet access are granted resources/assistance to gain that access at home or elsewhere. We are assisting families with locating low-cost Internet plans and in cases of demonstrated need, we are providing wireless Internet hotspots, and the school will pay for the accompanying monthly service fees.

3. A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter's demographics and grade levels served.

As a nonclassroom-based, independent study charter school, there was minimal disruption to the program with the moving of in-person support services to an online platform. Pupil learning loss will be addressed continuously and as usual through our independent study model.

4. A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.

OGCS recognizes the impact of the pandemic on the mental health and well-being of students, parents/guardians, staff, and the community as a whole. In an effort to provide necessary support in these challenging times, we foresee that collectively, at minimum 10% of our counselors' efforts will shift to COVID-19 support. Counselors will run small groups virtually to support students and keep them connected to peers. Topics of greatest interest and meaning to the students were identified in a recent survey, and those survey results will help inform our plans for counseling groups.

Additionally, staff will be offered additional opportunities for professional development and training as they become available.

5. A description of how the charter school will address the anticipated apportionment deferrals.

OGCS does not have enough cash on hand to be able to continue to operate with these anticipated deferrals. Therefore, OGCS plans to request a waiver in order to avoid some or all of the apportionment deferrals, if/when one becomes available. In the event we are not able to secure a waiver and/or if apportionment amounts are such that access to additional funds will still be required, we are applying for financing through the California School Finance Authority (CSFA)'s California State Deferral Financing Program.