California Department of Education
Charter Schools Division
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Attachment 27

# Olive Grove Charter-Orcutt/Santa Maria Academic Memorandum Response

## Section 1. School Information

### General Information

1. **School Address:** 5075 Bradley Road, Orcutt, California 93455-5077
2. **Located in District:** Santa Maria Joint Union High School District
3. **Website Address:** [http://www.olivegrovecharter.org](http://www.olivegrovecharter.org/)
4. **County-District-School (CDS) Code:** 42.77198.0138362
5. **Charter Number:** 2011
6. **Current Charter Term Start Date:**08/10/2018.
7. **Current Charter Term End Date:** 06/30/2026
8. **School Description**: Olive Grove Charter-Orcutt/Santa Maria (OGC-Orcutt/Santa Maria) 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.
9. **Grade Levels Served:** K-12
10. **2022–23 Enrollment:** 152
11. **Instruction Type:** Nonclassroom Based

### Demographic Information

The following demographic information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Student Group Information

| Student Group | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| English Learners | 3.9% | 15.6% |
| Foster Youth | 0.7% | 0.6% |
| Homeless | 3.3% | 19.4% |
| Socioeconomically Disadvantaged | 63.2% | 79% |
| Students with Disabilities | 14.5% | 12.3% |

Table 2. 2023 Race/Ethnicity Information

| Race/Ethnicity | School Total (Percentage) | District Total (Percentage) |
| --- | --- | --- |
| African American | 2.6% | 0.6% |
| American Indian | 0.7% | 0.6% |
| Asian | 0.7% | 0.7% |
| Filipino | 2% | 1.5% |
| Hispanic | 53.9% | 88.5% |
| Pacific Islander | 0% | 0.1% |
| Two or More Races | 5.9% | 0.6% |
| White | 32.9% | 7.2% |

## Section 2. California School Dashboard Data Overview

### California School Dashboard

The following performance information was obtained from the California School Dashboard website at <https://www.caschooldashboard.org/>.

Table 1. 2023 Performance Levels

| **Dashboard Indicator** | **School Performance Level** | **State Performance Level** |
| --- | --- | --- |
| **Chronic Absenteeism** | **Green**8.6% chronically absent | **Yellow**24.3% chronically absent |
| **Suspension Rate** | **Blue**No suspension | **Orange**3.5% suspended at least one day |
| **English Learner Progress** | **No Performance Color**Less than 11 students, data not displayed for privacy | **Yellow**48.7% making progress |
| **Graduation Rate** | **Red**61.4% graduated | **Orange**86.4% graduated |
| **College/Career** | **Very Low**9.3% prepared | **Medium**43.9% prepared |
| **English Language Arts** | **Orange**22.4 points below standard | **Orange**13.6 points below standard |
| **Mathematics** | **Orange**119.8 points below standard | **Orange**49.1 points below standard |

### California Assessment of Student Performance and Progress

The School’s California Assessment of Student Performance and Progress (CAASPP) results are available on the CAASPP website at <https://caaspp-elpac.ets.org/caaspp/>.

A direct link to the School’s CAASPP English language arts/literacy and mathematics test results is available at [www.caschooldashboard.org/reports/42771980138362/2023](http://www.caschooldashboard.org/reports/42771980138362/2023).

## Section 3. Areas of Greatest Progress and Need

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

The school's Suspension Rate continues to be an area of strength. The Dashboard shows that 0% of students were suspended at least one day.

The school's Chronic Absenteeism is below that of the State, at 8.6% chronically absent compared to the State's rate of 24.3%. Additionally, the school's rate declined 19.8% from the previous year, compared to the State's decline of 5.7%.

The school's English Language Arts indicator is orange but it maintained, increasing its distance from standard for all students 2.5 points.

The school's Mathematics indicator is orange, but its distance from standard for all students increased 11.8 points.

1. **What internal assessments (not 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?**

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 school’s areas of greatest need. Include references to student groups.**

Graduation Rate is an area of need based on Dashboard data. The performance color is red, and 61.4% of all students graduated, representing a decline of 25.6%. This is compared to 86.4% of all students graduating in the State, which declined just 1%. The socioeconomically disadvantaged student group has a red performance color, and the Dashboard shows that 64.7% of socioeconomically disadvantaged students graduated, which exceeds the all-student rate.

College/Career is an area of need based on a performance level of very low and just 9.3% of all students being prepared. The socioeconomically disadvantaged student group has a performance level of very low, and the Dashboard shows that 9.1% of socioeconomically disadvantaged students are prepared, which is slightly lower than but essentially matches the all-student rate.

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

The school is addressing these areas of need in the following ways:

* Implementation of a new online curriculum for our 6th-12th grade students this year
* Fine tuning teacher assignments and course content expectations
* Currently investigating the cause of the decline in the graduation rate
* Examining our graduation requirements to look for any areas where we might be able to provide additional flexibility for students who come to us with credit deficiencies
* One of our counselors is focused on 11th & 12th grade students, conducting comprehensive transcript reviews and graduation planning
* Increased credit recovery options and increasing opportunities for students to retake missed or failed a-g courses, e.g. external online course, community college courses.
* Daily instructional opportunities for TK-5
* At least weekly instructional opportunities for 6-12; most students have multiple direct instruction opportunities each week
* Office hours with subject-specific content teachers
* Tutoring
* Continuing to develop and implement strategies for learning, engagement, attendance, and parent/guardian empowerment
* SEL opportunities
* Enrichment opportunities
* Family Support Coordinator - enhancing school-home lines of communication
* Continuing to provide individualized, multi layers of support to students in order to maximize student work completion, which translates to positive attendance in our independent study setting

Our current efforts are implemented schoolwide, but we are in the process of crafting actions more targeted to specific student groups.

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

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

Priority 1: Basic Conditions of Learning: 100% of OGC-Orcutt/Santa Maria 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: OGC-Orcutt/Santa Maria 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 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. The school utilizes ParentSquare to ensure an efficient and organized system of communication with families.

Priority 4: Pupil Achievement:

2023 Summative Assessment (CAASPP):

* 36% of students Met or Exceeded Standard for ELA
* 9.33% of students Met or Exceeded Standard for Math
* % of pupils who have successfully completed A-G requirements or CTE pathways:
* 4.5% a-g completers
* 98.17% pupils enrolled in courses required for UC/CSU admission
* 0% CTE completers

Priority 5: Pupil Engagement:

2022-23 Attendance Rates: 94.23% present; 5.77% absent

Chronic Absenteeism Rate: 8.6%

High school graduation rate: 61.4%

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: 190

Counselor # FTE assigned to school: 0.8.

ELL Outcomes: OGC-Orcutt/Santa Maria 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.

2022-2023 Summative ELPAC: 16.67% Level 1; 41.67% Level 2; 33.33% Level 3; 8.33% Level 4.

## Section 5. Local Control and Accountability Plan Progress

1. **Provide a summary of progress made in meeting the School’s 2022–23 Local Control and Accountability Plan (LCAP) goals.**

Key features of OGC-Orcutt/Santa Maria's LCAP include three goals centered around the following areas: teaching and learning; health, wellness, safety, and climate; and engagement. The main components of the school'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 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 2022-23. There were no significant changes made to the planned goals, metrics, desired outcomes, or actions for the 2023-24 LCAP.

1. **Provide a summary of the school’s 2023–24 LCAP mid-year update that describes what the School is doing to increase community input.**

The majority of actions across the three goals (9 actions out 13) are partially implemented, 3 are fully implemented, and 1 is planned. Expenditures are generally trending on track, though some year-to-date spending is lower than anticipated due to the fact that revenue amounts anticipated at the time of adopting the budget in June exceeded actual amounts due to lower enrollment.

To increase community input the school is conducting recurring discussions with staff regarding our mission/vision/core values and analyzing 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 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.