

Olive Grove Charter

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	SBE - Olive Grove Charter
Phone Number	(805) 623-1111
Superintendent	Laura Mudge
E-mail Address	lmudge@olivegrovecharter.org
Web Site	www.olivegrovecharter.org

School Contact Information (School Year 2018—19)	
School Name	Olive Grove Charter
Street	4500 Highway 166
City, State, Zip	New Cuyama, Ca, 93254-9720
Phone Number	805-623-1111
Principal	Laura Mudge, Executive Director
E-mail Address	info@olivegrovecharter.org
Web Site	www.olivegrovecharter.org
County-District-School (CDS) Code	42769500132894

Last updated: 1/28/2019

School Description and Mission Statement (School Year 2018—19)

"Olive Grove Produces IDEAL Students":

I = Informed Critical Thinkers

D = Dedicated and Responsible Citizens

E = Effective Communicators

A = Able Technology Users

L = Learners, Motivated and Self-Directed

The mission of the Olive Grove Charter School is to plan, monitor, and assist in the education of students TK-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 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 as primary deliverers of the educational program, certificated teachers and the community.

We the Community and Staff of Olive Grove Charter School Believe:

- Every student can learn and be successful.
- Every student can benefit from participating in a balanced curriculum of academics, technological application, arts, and physical education. • Education is a shared responsibility requiring the active collaboration of all stakeholders.
- A successful learning environment is dependent upon respect, integrity, and equity.
- A safe and clean environment is essential for effective learning.
- Continuous fiscal solvency is critical to the success of the school.

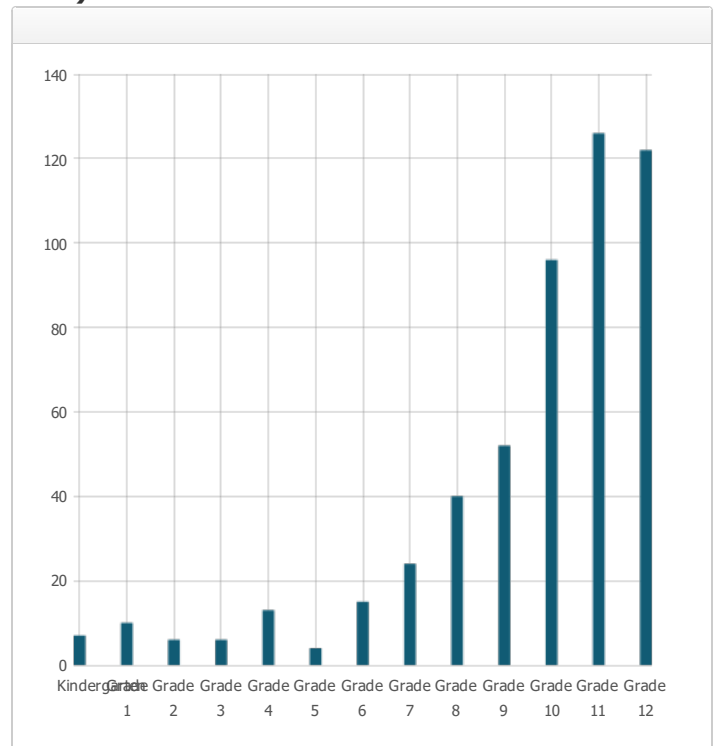
We Care About Our Children

The Olive Grove Charter School provides a voluntary alternative public educational choice for families of students in grades TK-12 who choose to educate their students in a home or blended environment with the parents as the primary deliverers of the educational program. The Olive Grove Charter School enrolls a diverse population of students who understand and value the school's mission and are committed to the school's operational philosophy. The Charter School provides guidance, support, assistance, and resource materials to enable parents to succeed in meeting the individual academic needs of their students. The Charter School provides an alternative means for the delivery of a challenging comprehensive education program to students whose learning styles or family choice makes a non-traditional school environment preferable.

Last updated: 1/28/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	7
Grade 1	10
Grade 2	6
Grade 3	6
Grade 4	13
Grade 5	4
Grade 6	15
Grade 7	24
Grade 8	40
Grade 9	52
Grade 10	96
Grade 11	126
Grade 12	122
Total Enrollment	521



Last updated: 1/28/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.3 %
American Indian or Alaska Native	0.8 %
Asian	0.6 %
Filipino	1.0 %
Hispanic or Latino	54.9 %
Native Hawaiian or Pacific Islander	0.4 %
White	37.6 %
Two or More Races	3.1 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	66.8 %
English Learners	12.1 %
Students with Disabilities	13.8 %
Foster Youth	0.6 %

A. Conditions of Learning

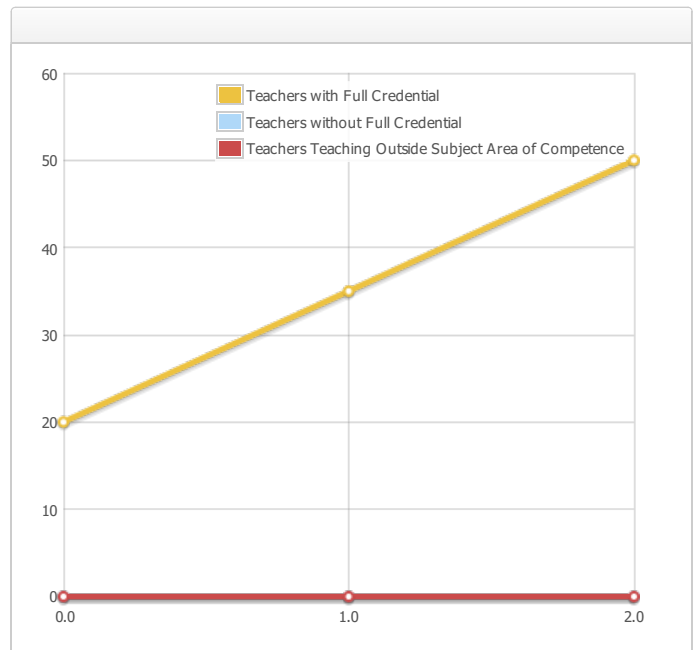
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

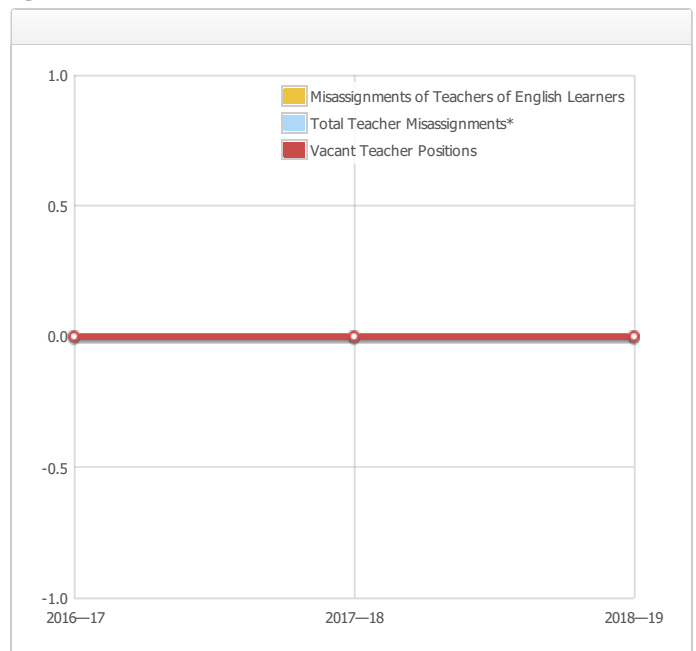
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	20	35	50	50
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/28/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
 * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/28/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: January 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders Program (TK-5) Pearson Gradpoint CCSS (6-12) Pearson Inside (6-12) Elements of Literature (9-12)	Yes	0.0 %
Mathematics	Pearson Envision (TK-12) Pearson Gradpoint (6-12) Aleks Online (3-12)	Yes	0.0 %
Science	Harcourt Science (TK-8) Miller/ Levine Biology Pearson Chemistry Prentice Hall Earth Science Pearson CCSS Gradpoint (6-12) (All 9-12 with additional laboratory wet-lab component done in support classes onsite)	Yes	0.0 %
History-Social Science	Harcourt Social Studies Textbook/ Workbook (TK-8) Prentice Hall (9-12) Pearson Gradpoint (6-12)	Yes	0.0 %
Foreign Language	Pearson Gradpoint Rosetta Stone	Yes	0.0 %
Health	Pearson Gradpoint	Yes	0.0 %
Visual and Performing Arts	UC A-G approved Olive Grove Charter School curriculum and lab	Yes	0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/28/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good

Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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Last updated: 1/28/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	37.0%	30.0%	37.0%	30.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	11.0%	9.0%	11.0%	9.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/28/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	342	273	79.82%	30.15%
Male	143	120	83.92%	24.17%
Female	199	153	76.88%	34.87%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	198	162	81.82%	22.98%
Native Hawaiian or Pacific Islander	--	--	--	
White	116	91	78.45%	39.56%
Two or More Races	11	--	72.73%	50.00%
Socioeconomically Disadvantaged	227	176	77.53%	18.86%
English Learners	58	48	82.76%	12.50%
Students with Disabilities	47	34	72.34%	12.12%
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/28/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	346	256	73.99%	9.38%
Male	145	115	79.31%	6.96%
Female	201	141	70.15%	11.35%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	199	148	74.37%	6.08%
Native Hawaiian or Pacific Islander	--	--	--	
White	118	88	74.58%	13.64%
Two or More Races	12	--	66.67%	
Socioeconomically Disadvantaged	229	160	69.87%	3.75%
English Learners	57	44	77.19%	2.27%
Students with Disabilities	48	32	66.67%	
Students Receiving Migrant Education Services	--	--	--	
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/28/2019

CAASPP Test Results in Science for All Students Grades Five, Eight and High School Percentage of Students Meeting or Exceeding the State Standard

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/28/2019

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	62.1%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	7.6%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/28/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

As the Charter School is being established to serve the needs of the students, the Board believes that it is imperative that they shall value the active involvement of families are actively involved. We will encourage the participation of parents in Olive Grove Charter School's Advisory Council, which will be established to facilitate communication between all members of the OGCS community and to help meet the goals and objectives of the Charter School.

California law does not require charter schools to establish school site councils, however, OGCS believes that they can provide an important forum for bringing together parents, teachers and students, to hold structured dialogue about the educational program. OGCS will establish a school site council to provide input in school planning, including development of the LCAP. Required council composition shall include at least two parents, two staff members, and two students.

Parents of OGCS students also have other opportunities for parent involvement, including:

- Parents participate in the annual development of their child's Individualized Learning Plan (ILP).
- Parents have daily access to their students' teachers via phone and email.
- Parents have the opportunity to serve on, as well as elect a representative as a member of, the Board of Directors. • Parents are encouraged to attend all teacher-student meetings, as well as school activities and events.
- Parents will be involved in the development of the Charter School's LCAP each year.

Students achieve in a collaborative effort with parents, certificated teachers as supervisors of the educational program, and the community as a resource for the educational program. Parents and students work with a certificated teacher to determine educational goals and objectives and create the student's Individualized Learning Plan (ILP) and master educational plan. Certificated teachers also determine the most effective teaching strategies. Parents are required to monitor learning daily and sign an affidavit on a regular basis to certify that they have monitored their child's learning daily. For all students in grades TK-12, parents sign weekly personalized learning plans that record student progress.

State Priority: Pupil Engagement

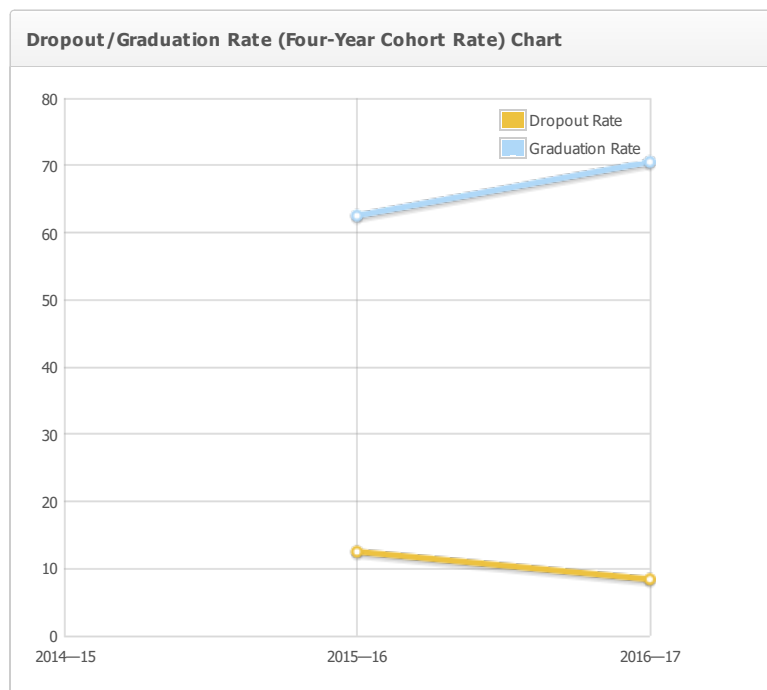
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	--	12.5%	--	--	10.7%	9.7%
Graduation Rate	--	62.5%	--	--	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	8.4%	8.4%	9.1%
Graduation Rate	70.5%	--	82.7%



For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/28/2019

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	100.0%	100.0%	88.7%
Black or African American	100.0%	100.0%	82.2%
American Indian or Alaska Native	0.0%	0.0%	82.8%
Asian	100.0%	100.0%	94.9%
Filipino	0.0%	0.0%	93.5%
Hispanic or Latino	81.6%	81.6%	86.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	88.6%
White	100.0%	100.0%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	95.8%	95.8%	88.6%
English Learners	62.5%	62.5%	56.7%
Students with Disabilities	91.7%	91.7%	67.1%
Foster Youth	100.0%	100.0%	74.1%

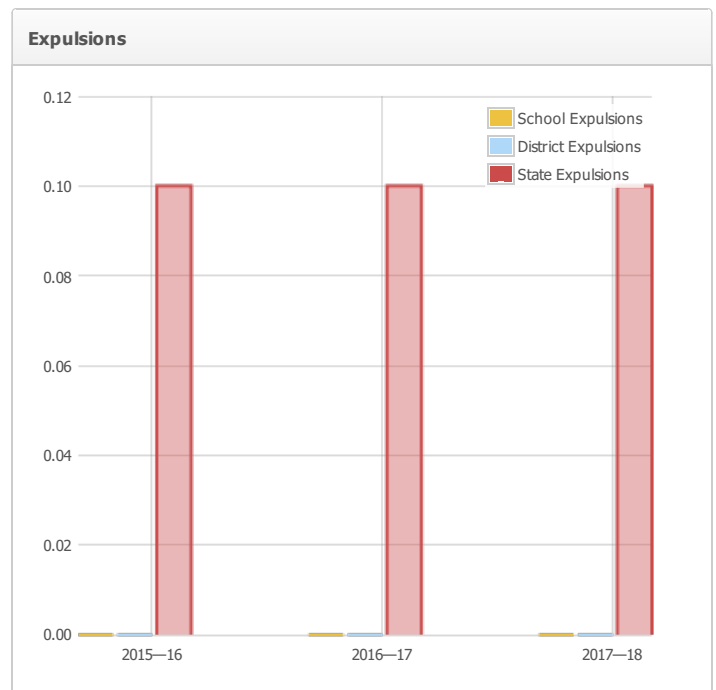
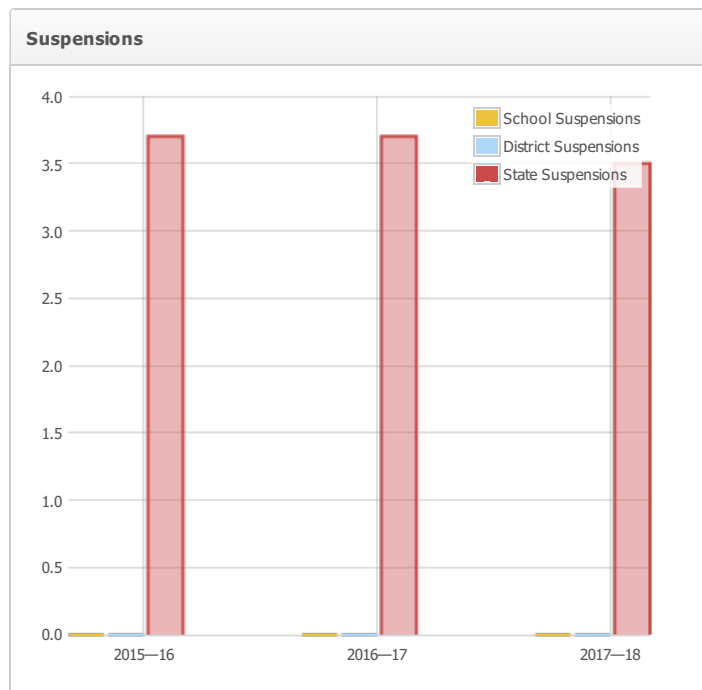
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/28/2019

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	2.0	51		
Mathematics	2.0	20		
Science	2.0	30		
Social Science	2.0	40		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	2.0	136		
Mathematics	2.0	101		
Science	2.0	58		
Social Science	2.0	102		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	2.0	249		
Mathematics	2.0	180		
Science	3.0	99		
Social Science	2.0	171		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/28/2019

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	0	--

Note: Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Last updated: 1/28/2019