

Olive Grove Charter - Santa Barbara

School Accountability Report Card Reported Using Data from the 2018—19 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 2019—20)

District Contact Information (School Year 2019—20)	
District Name	SBE - Olive Grove Charter - Santa Barbara
Phone Number	(805) 623-1111
Superintendent	Laura Mudge
Email Address	lmudge@olivegrovecharter.org
Website	www.olivegrovecharter.org

School Contact Information (School Year 2019—20)	
School Name	Olive Grove Charter - Santa Barbara
Street	1933 Cliff Dr.
City, State, Zip	Santa Barbara, Ca, 93109-1520
Phone Number	805-623-1111
Principal	Laura Mudge, Executive Director
Email Address	info@olivegrovecharter.org
Website	www.olivegrovecharter.org
County-District-School (CDS) Code	42772220138396

Last updated: 1/21/2020

School Description and Mission Statement (School Year 2019—20)

Mission

"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.

Vision and Purpose

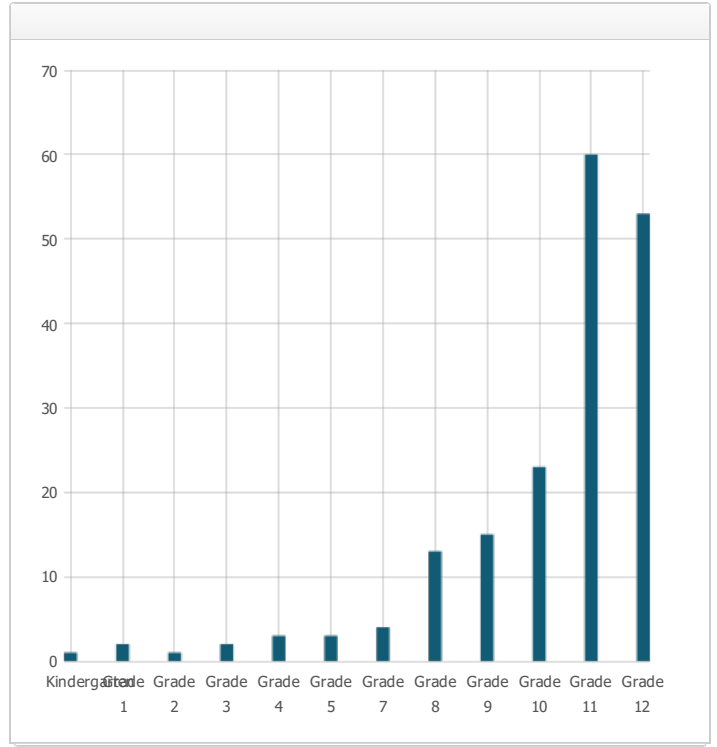
We the Community and Staff of Olive Grove Charter School Believe:

- 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 on 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.

Last updated: 1/21/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	1
Grade 1	2
Grade 2	1
Grade 3	2
Grade 4	3
Grade 5	3
Grade 7	4
Grade 8	13
Grade 9	15
Grade 10	23
Grade 11	60
Grade 12	53
Total Enrollment	180



Last updated: 1/21/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.60 %
American Indian or Alaska Native	0.60 %
Asian	%
Filipino	%
Hispanic or Latino	46.70 %
Native Hawaiian or Pacific Islander	0.60 %
White	43.90 %
Two or More Races	7.20 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	51.10 %
English Learners	5.60 %
Students with Disabilities	17.20 %
Foster Youth	0.60 %
Homeless	%

A. Conditions of Learning

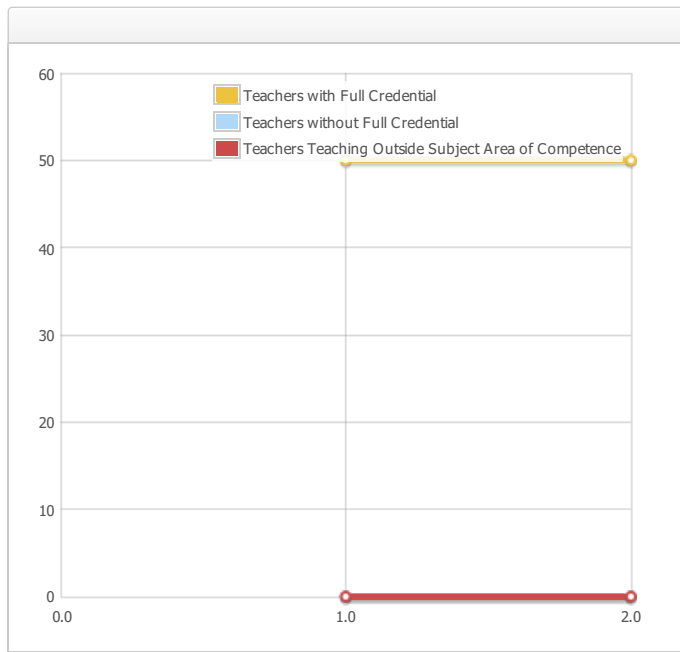
State Priority: Basic

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

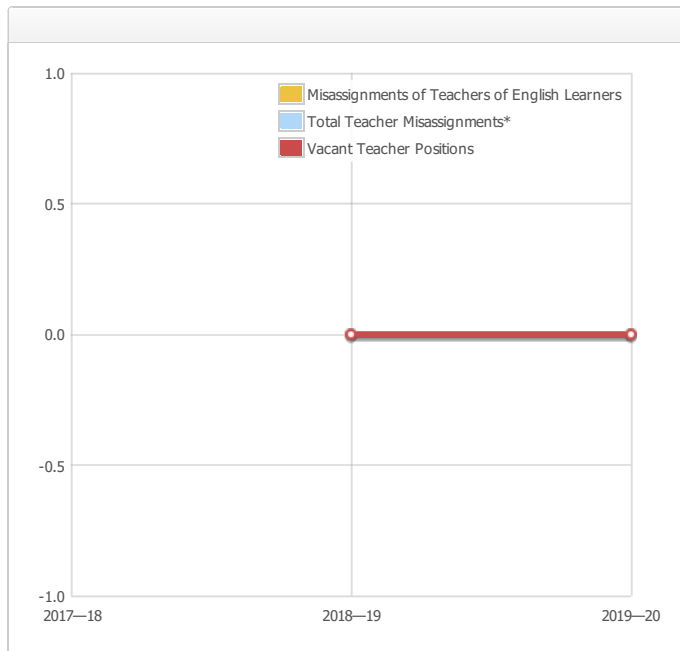
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential		50	50	50
Without Full Credential		0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	0



Last updated: 1/21/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: 1/21/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019–20)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders Program (TK-5) Edgenuity (TK-5) Strongmind (6-12) Pearson Inside (6-12) Pearson My Perspectives ELA APEX AP	Yes	0.00 %
Mathematics	Pearson Envision (TK-12) Miller/ Levine Biology Pearson Chemistry Strongmind (6-12) APEX AP	Yes	0.00 %
Science	Pearson Elevate Science (TK-8) Miller/ Levine Biology Pearson Chemistry Strongmind (6-12) APEX AP	Yes	0.00 %
History-Social Science	Harcourt Social Studies Textbook/ Workbook (TK-5) Edgenuity (TK-5) Strongmind (6-12) Pearson (6-12) APEX AP	Yes	0.00 %
Foreign Language	Strongmind Rosetta Stone	Yes	0.00 %
Health	Strongmind	Yes	0.00 %
Visual and Performing Arts	UC A-G approved Olive Grove Charter School curriculum and lab	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2020

School Facility Conditions and Planned Improvements

Olive Grove Charter School's systems, interior, cleanliness, electrical, restrooms, safety, structural, and external conditions are all rated good.

Last updated: 1/21/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

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 2020

Overall Rating Good

Last updated: 1/21/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)					50%	50%
Mathematics (grades 3-8 and 11)					38%	39%

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: 1/21/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	104	80.62%	19.38%	40.38%
Male	51	41	80.39%	19.61%	39.02%
Female	78	63	80.77%	19.23%	41.27%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	66	53	80.30%	19.70%	26.42%
Native Hawaiian or Pacific Islander					
White	51	40	78.43%	21.57%	50.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	72	55	76.39%	23.61%	29.09%
English Learners	18	13	72.22%	27.78%	7.69%
Students with Disabilities	24	18	75.00%	25.00%	22.22%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/21/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	132	102	77.27%	22.73%	19.61%
Male	51	41	80.39%	19.61%	24.39%
Female	81	61	75.31%	24.69%	16.39%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian					
Filipino					
Hispanic or Latino	68	51	75.00%	25.00%	9.80%
Native Hawaiian or Pacific Islander					
White	52	40	76.92%	23.08%	30.00%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	73	54	73.97%	26.03%	9.26%
English Learners	18	14	77.78%	22.22%	0.00%
Students with Disabilities	24	16	66.67%	33.33%	12.50%
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

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: 1/21/2020

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

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
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: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/21/2020

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	120
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.10%

Last updated: 1/21/2020

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

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	85.71%
2017–18 Graduates Who Completed All Courses Required for UC/CSU Admission	--

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 2018—19)

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 and double dashes (--) appear in the table 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: 1/21/2020

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 2019—20)

Parent Involvement in Governance

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

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

- Parents participate in the annual development of their child's 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.

Parents bring a wealth of experiences to the school community.

Parent Advisory

The Parent Advisory meetings are held at least four times annually. Parent Advisory is composed of ten (10) members representing all the stakeholders which include: one (1) administrator, three (3) teachers, one (1) non-certificated employee, and five (5) parents all nominated and elected by those groups they represent. The Parent Advisory at OGCS is the vehicle through which the school community comes together to chart the Charter School's plan for improvement. The goal of the Parent Advisory is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program.

The main responsibilities of the Parent Advisory are as follows:

- Annually develop and approve the Single Plan for Student Achievement or similar
- Review and revise School Safety Plans
- Develop site level parent involvement policy
- Advise the Charter school on the parent involvement policy.
- Review the Charter school parent compact (Title I)
- Advise the Charter school in the development of the Local Control and Accountability Plan

The Parent Advisory will engage in pertinent discussions about SBAC and Renaissance STAR scores, academic achievement for all students, safe and drug free schools, reading interventions for underperforming students, and daily and on-time attendance. In addition, Parent Advisory will support and maintain a schoolwide focus on State Standards and specific focus on English Language Development Standards aligned to English Language Arts Standards to improve student achievement, especially for OGCS's English Learners. The Parent Advisory will give an annual update to the Board of Directors.

English Learner Advisory Council (ELAC)

To the extent that OGCS has more than 21 identified English Learners, regardless of the types of programs offered at the Charter School, OGCS will voluntarily maintain an English Learner Advisory Committee. The ELAC meets four times per year. The ELAC meetings shall be in accordance with the Brown Act. ELAC is composed of a Teacher or Program Lead and parents of English Learners. Translation is provided by parents and staff. The ELAC will give an annual update to the Board of Directors.

The purpose of ELAC is to provide parents of English learners the opportunity to:

1. Participate in the Charter School's needs assessment on any issue, not limited to those pertaining to English Learners
2. Advise the team leads and Charter School staff on the Charter School's program and services for English Learners
3. Provide input on the most effective ways to ensure regular Charter School attendance
4. Advise the Charter School on the annual language census
5. Advise the Parent Advisory Council on the development of the LCAP

State Priority: Pupil Engagement

Last updated: 1/21/2020

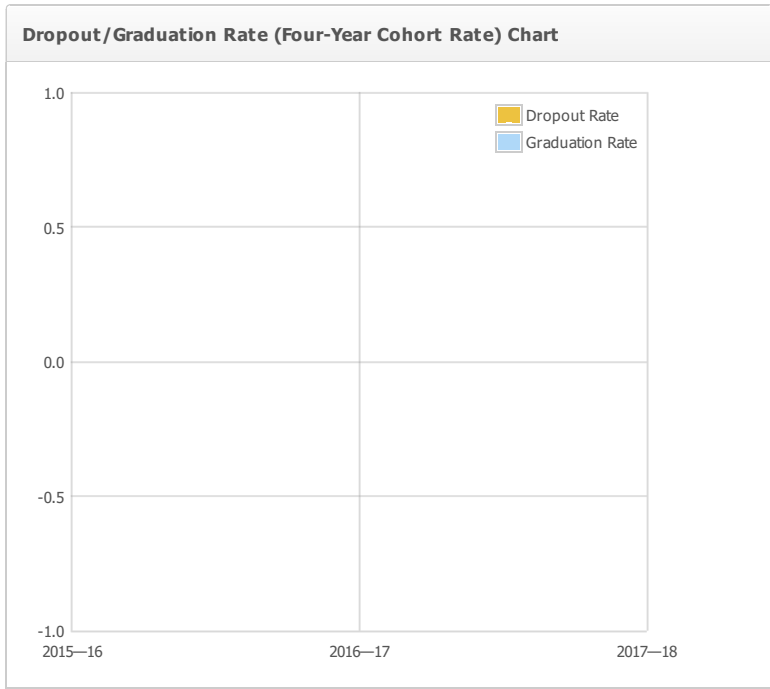
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	--	9.70%
Graduation Rate	--	--	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	--	--	9.10%	9.60%
Graduation Rate	--	--	--	--	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/21/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	--	--	0.00%	--	--	0.00%	3.60%	3.50%	3.50%
Expulsions	--	--	0.00%	--	--	0.00%	0.10%	0.10%	0.10%

Last updated: 1/21/2020

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 2016—17)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English				
Mathematics				
Science				
Social Science				

* 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 2018—19)

Subject	Average Class Size	Number of Classes * 1-22	Number of Classes * 23-32	Number of Classes * 33+
English	2.00	84		
Mathematics	1.00	82		
Science	2.00	42		
Social Science	3.00	60		

* 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: 1/21/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	60.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Number of Pupils per Counselor

Last updated: 1/21/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	6.00

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/21/2020

Advanced Placement (AP) Courses (School Year 2018—19)

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	2	N/A
All Courses	0	0.00%

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

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

Last updated: 1/21/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement		7	10

Last updated: 1/21/2020