**LCAP Year**

2019-2020

**Local Control Accountability Plan**

[California School Dashboard](https://www.caschooldashboard.org/#/Home): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
| --- | --- | --- |
| SBE Olive Grove Charter School: Buellton | Stacey Bean Adams – Learning Director | sadams@olivegrovecharter.org805-623-1111 |

**[2017-20 Plan Summary](#_Introduction_1" \o "Link to instructions for Plan Summary)**

**The Story**

Describe the students and community and how the LEA serves them.

Olive Grove Charter School: Buellton currently operates as an independent study program authorized by the California State Board of Education (SBE), with operations overseen by the California Department of Education (CDE).  Students attend individualized meetings with a certificated teacher on a weekly basis. At this individualized meeting, the certificated teacher reviews previously assigned learning objectives and assignments, provides instructional support, delivers tests, and assigns learning objectives and assignments for the subsequent week.  Parents of students in grades TK-8 are present at every weekly meeting and parents of students in grades 9-12 are present in one meeting a month (as parents are an integral part of the program’s success). If parents are unable to attend or support students academically, additional supports are put in place for the student to achieve academic and social/emotional success through supports specific to each student’s personalized academic plan.  Support classes are offered for students in math and English-language arts and for completion of UC A-G approved laboratory requirements in the science and visual arts classes. Additionally, Olive Grove Charter School offers enrichment labs for collaborative, hands-on, inquiry-based learning opportunities.

Olive Grove Charter School: Buellton meets the needs of students that are looking for alternatives to the traditional educational system.  We are currently seeing an increase in students with special health considerations and students experiencing negative social/emotional responses to bullying/discrimination issues within their more traditional school setting.  Olive Grove Charter School Buellton also supports students that must work to help support their families or are working in a professional setting, be it sports or entertainment. OGCS is also referred to students/families by school counselors that feel students would be more successful in a setting where the student receives more individualized instruction and support and/or students who are getting into trouble/expelled and/or failing and falling behind their peers at their local district schools.

### LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

SBE Olive Grove Charter: Buellton had its inaugural year in 2018-2019 – its first year as a LEA, therefore, its dashboard has not yet published to establish OGCS: Buellton’s greatest progress, needs or performance gaps. Our strategic planning team has established goals based on our parent and student surveys, our LCAP questionnaires, current student benchmark data, and our collaborations with other Olive Grove LEA leadership.

Key features of this year’s LCAP include: reducing the achievement gap for English Language Learners; increased access to academic intervention programs; leasing additional facility space to support student learning; providing students and staff with support to improve mental outcomes; and providing opportunities for high school Students with Disabilities to engage in small group study.

With implementation of these goals along with the specific actions and services associated with each feature, the students at SBE Olive Grove School Buellton should move toward greater progress by 2019-2020 as projected by our measurable outcomes.

### Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

**Greatest Progress**

This is our first year in existence, so we do not have the dashboard data.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

#### Greatest Needs

This is our first year in existence, so we do not have the dashboard data.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student*”* performance. What steps is the LEA planning to take to address these performance gaps?

#### Performance Gaps

This is our first year in existence, so we do not have the dashboard data.

### Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

#### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

#### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

#### Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

## [Stakeholder Engagement](#_Goal)

LCAP Year: 2019-2020

### Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LEA consulted with staff, families, students, and community stakeholders through one-on-one discussions, discussions at  teacher meetings year-round, and an online LCAP questionnaire that was available from April 1 to May 20. The advisory council met to review and amend the proposed LCAP on June 5th (developed from the stakeholder feedback and charter petition goals, which was taken to the OGCS Board of directors for a public hearing June 12. Feedback from the OGCS Board of directors and public hearing was immediately incorporated and then brought back on June 18).

### Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Stakeholder responses were incorporated into the LCAP based on priority levels established through the in-person and questionnaire stakeholder responses. Advisory council and board of director suggestions were also added. Goals included all stakeholder groups and included all stakeholder priorities.

## [Goals, Actions, & Services](#_Goals,_Actions,_and_3)

New Goal

### [Goal](#_Goal_2) l

### Reduce the achievement gap for English Language Learners.

#### [State and/or Local Priorities addressed by this goal](#_Related_State_and/or_1):

State Priorities: 1,2,4,7

Local Priorities:

#### [Identified Need](#_Identified_Need):

Currently, less than 2% of our population are designated as English Language Learners; however, for that small population, in order to support and foster further development, OGCS needs to implement structured EL Support classes and offer additional access to Reading Plus (reading intervention program).

#### [Expected Annual Measurable Outcomes](#_Expected_Annual_Measurable)

| Metrics/Indicators | Baseline | 2019-20 |
| --- | --- | --- |
| Implement structured, standards-aligned EL Support Classes | EL support classes | Structure targeted EL support classes to include standards-aligned lesson plans. |
| Access/training in Reading intervention program | 0% of our ELD students access our Reading Intervention Program unless they are designated as needing ELA support | 100% of our ELD students will access our Reading Intervention Program in addition to the structured ELD supports |

### [Planned Actions / Services](#_Planned_Actions/Services_3)

#### Action 1

[For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.1664s55):

|  |  |  |
| --- | --- | --- |
| [**Students to be Served**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.3q5sasy)**:** (Select from English Learners, Foster Youth, and/or Low Income) | [**Scope of Services**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.kgcv8k)**:**(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | [**Location(s):**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.1jlao46)(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners | LEA-wide | All  |

| Select from New, Modified, or Unchanged for 2019-20 |
| --- |
| New |

| 2019-20 Actions/Services |
| --- |
| Using the 4 hours of structured EL support class time, provide students with standards-aligned instruction, which will include professional development for teaching staff. |

##### [Budgeted Expenditures](#_Budgeted_Expenditures_4)

| Year | **2019-20** |
| --- | --- |
| Amount | $ 8,500.00 |
| Source | LCFF |
| Budget Reference | Certificated Salaries and Benefits  |

#### Action 2

[For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.1664s55):

|  |  |  |
| --- | --- | --- |
| [**Students to be Served**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.3q5sasy)**:** (Select from English Learners, Foster Youth, and/or Low Income) | [**Scope of Services**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.kgcv8k)**:**(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | [**Location(s):**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.1jlao46)(Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners | LEA-wide | All  |

##### [Actions/Services](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.2iq8gzs)

|  |
| --- |
| Select from New, Modified, or Unchanged for 2019-20 |
| New |

|  |
| --- |
| 2019-20 Actions/Services |
| OGCS will increase the access and student training for Reading Plus, our reading intervention program. |

##### [Budgeted Expenditures](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.1x0gk37)

|  |  |
| --- | --- |
| Year | **2019-20** |
| Amount | $5,000.00 |
| Source | LCFF   |
| Budget Reference | Approved Textbooks and Core Curricula Materials   |

### [Goal](#_Goal_2) 2

**Increase access to and participation in Academic Intervention programs, with an emphasis on Math & Reading.**

#### [State and/or Local Priorities addressed by this goal](#_Related_State_and/or_1):

State Priorities1,2,4,5,7,8

Local Priorities:

#### [Identified Need](#_Identified_Need):

Students and parents have commented in surveys and teacher interviews that they would utilize and that they need more online tutoring support.

In addition to curriculum support, students 3-12th grade who score below grade level need further support and incentives in intervention programming.

#### [Expected Annual Measurable Outcomes](#_Expected_Annual_Measurable)

| Metrics/Indicators | Baseline | 2019-20 |
| --- | --- | --- |
| Thinking Storm Online Tutoring | OGCS has limited online tutoring options | Students will have 24-hour access to Thinking Storm Online Tutoring |
| Rewards for Intervention | There are currently limited incentives put in place for Intervention Programs | Designated funds for Intervention Program use rewards and incentives |
| Increase Imagine Math Licenses | OGCS invested in 300 Imagine Math Licenses | Double Imagine Math Licenses |

### [Planned Actions / Services](#_Planned_Actions/Services_3)

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action 1

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](#_For_Actions/Services_Not):

| [**Students to be Served**](#_Applicable_Pupil_Subgroups)**:**(Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](#_Location(s)_1)**:**(Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| --- | --- |
| All | All schools  |

##### [Actions/Services](#_Actions/Services_2)

| Select from New, Modified, or Unchanged for 2019-20 |
| --- |
| New |

| 2019-20 Actions/Services |
| --- |
| Students will have 24-7 access to Thinking Storm Online Tutoring |

##### [Budgeted Expenditures](#_Budgeted_Expenditures_4)

| Year | **2019-20** |
| --- | --- |
| Amount | $2,000.00 |
| Source | LCFF  |
| Budget Reference | Educational Consultants  |

#### Action 2

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.sqyw64):

|  |  |
| --- | --- |
| [**Students to be Served**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.3cqmetx)**:**(Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.4bvk7pj)**:**(Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| All | All |

##### [Actions/Services](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.2iq8gzs)

|  |
| --- |
| Select from New, Modified, or Unchanged for 2019-20 |
| New |

|  |
| --- |
| 2019-20 Actions/Services |
| Designated funds for Intervention program use rewards and incentives  |

##### [Budgeted Expenditures](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.1x0gk37)

|  |  |
| --- | --- |
| Year | **2019-20** |
| Amount | $2,000.00   |
| Source | LCFF |
| Budget Reference | Materials and Supplies |

#### Action 3

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.sqyw64):

|  |  |
| --- | --- |
| [**Students to be Served**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.3cqmetx)**:**(Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.4bvk7pj)**:**(Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| All | All |

##### [Actions/Services](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.2iq8gzs)

|  |
| --- |
| Select from New, Modified, or Unchanged for 2019-20 |
| New |

|  |
| --- |
| 2019-20 Actions/Services |
| Double the amount of Imagine Math (Math intervention) Licenses |

##### [Budgeted Expenditures](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.1x0gk37)

|  |  |
| --- | --- |
| Year | **2019-20** |
| Amount | $3,000.00   |
| Source | LCFF   |
| Budget Reference | Approved Textbooks and Curricula Materials   |

New Goal

### [Goal](#_Goal_2) 3

Leasing additional educational facilities to support additional classroom and office space and to accommodate additional private counseling, special education, testing, secure storage, and director space.

#### [State and/or Local Priorities addressed by this goal](#_Related_State_and/or_1):

State Priorities: 1,3,6,7

Local Priorities:

#### [Identified Need](#_Identified_Need):

In order to accommodate counseling, special education, additional classroom space and a director’s office, the Olive Grove Learning Center Buellton will need to lease increased office space.

#### [Expected Annual Measurable Outcomes](#_Expected_Annual_Measurable)

| Metrics/Indicators | Baseline | 2019-2020 |
| --- | --- | --- |
| Lease additional space for CTE classes, counseling office, Students with Disabilities office and Learning Center Director office. | Current facilities | Increase square footage  |

### [Planned Actions / Services](#_Planned_Actions/Services_3)

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action 1

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](#_For_Actions/Services_Not):

| [**Students to be Served**](#_Applicable_Pupil_Subgroups)**:**(Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](#_Location(s)_1)**:**(Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| --- | --- |
| All  | All |

##### [Actions/Services](#_Actions/Services_2)

| Select from New, Modified, or Unchanged for 2019-20 |
| --- |
| New |

| 2019-20 Actions/Services |
| --- |
| Lease new space to accommodate counseling, special education, additional classroom space, CTE program and a director’s office.  |

##### [Budgeted Expenditures](#_Budgeted_Expenditures_4)

| Year | **2019-20** |
| --- | --- |
| Amount | $16,000.00  |
| Source | LCFF |
| Budget Reference | Space Rental/Leases Expense  |

New

### [Goal](#_Goal_2) 4

Mental Health – Social/Emotional – Provide students and staff with support to improve mental outcomes

#### [State and/or Local Priorities addressed by this goal](#_Related_State_and/or_1):

State Priorities: 3,6,8

Local Priorities:

#### [Identified Need](#_Identified_Need):

Mental health support has been identified as a priority through parent surveys and advisory board feedback. Specifically, one of the highest priorities was social emotional learning opportunities, including workshops on handling emotional wellbeing and conflict resolution.

#### [Expected Annual Measurable Outcomes](#_Expected_Annual_Measurable)

| Metrics/Indicators | Baseline | 2019-20 |
| --- | --- | --- |
| Hire additional 0.2 FTE counselor.  | OGCS has 0.2 FTE counselors | OGCS will have 0.4 FTE counselors |
| Real World Educational Field Trips Opportunities | No expenditures for real world educational field trip opportunities. | Field trip budget will be increased to ensure all students have opportunities for global learning, improving emotional well-being (particularly for students with anxiety) by increasing opportunities to socialize and experience positive outcomes in a public place. |
| Professional Development on Student Mental Health Issues  | No Professional Development specifically aimed at improving the mental health of our student population | Staff will be trained in 2 mental health related topics to increase knowledge  |

### [Planned Actions / Services](#_Planned_Actions/Services_3)

#### Action 1

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.sqyw64):

|  |  |
| --- | --- |
| [**Students to be Served**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.3cqmetx)**:**(Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.4bvk7pj)**:**(Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| All | All |

##### [Actions/Services](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.2iq8gzs)

|  |
| --- |
| Select from New, Modified, or Unchanged for 2019-20 |
| New |

|  |
| --- |
| 2019-20 Actions/Services |
| Hiring additional counseling staff will ensure all students have access to individual and group counseling support as needed.  |

##### [Budgeted Expenditures](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.1x0gk37)

|  |  |
| --- | --- |
| Year | **2019-20** |
| Amount | $35,000.00   |
| Source | LCFF   |
| Budget Reference | Certificated Salaries and Benefits   |

**Action 2**

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.sqyw64):

|  |  |
| --- | --- |
| [**Students to be Served**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.3cqmetx)**:**(Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.4bvk7pj)**:**(Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| All | All  |

[**Actions/Services**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.2iq8gzs)

|  |
| --- |
| Select from New, Modified, or Unchanged for 2019-20 |
| New |

|  |
| --- |
| 2019-20 Actions/Services |
| Field trip budget will be increased to ensure all students have opportunities for global learning, improving emotional well-being (particularly for students with anxiety) by increasing opportunities to socialize and experience positive outcomes in a public place. |

[**Budgeted Expenditures**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.1x0gk37)

|  |  |
| --- | --- |
| Year | **2019-20** |
| Amount | $10,000.00 |
| Source | LCFF   |
| Budget Reference | Expenses for ticket purchases, entrance fees and transportation   |

**Action 3**

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.sqyw64):

|  |  |
| --- | --- |
| [**Students to be Served**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.3cqmetx)**:**(Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.4bvk7pj)**:**(Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| All | All  |

##### [Actions/Services](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.2iq8gzs)

|  |
| --- |
| Select from New, Modified, or Unchanged for 2019-20 |
| New |

|  |
| --- |
| 2019-20 Actions/Services |
| Increasing the number of professional development opportunities specifically directed at improving student mental health will give all teachers the support and resources necessary to meet student mental health needs.  |

##### [Budgeted Expenditures](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.1x0gk37)

|  |  |
| --- | --- |
| Year | **2019-20** |
| Amount | 0 |
| Source | N/A   |
| Budget Reference | N/A   |

New

[Goal](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.2lwamvv) 5

Provide opportunities for high school Students with Disabilities to engage in small group study sessions for core subjects, led by an Educational Specialist support teacher.

#### [State and/or Local Priorities addressed by this goal](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.111kx3o):

State Priorities: 1,2,5

Local Priorities:

#### [Identified Need](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.206ipza):

|  |
| --- |
| Students with Disabilities will engage in more rigorous CCSS A-G approved coursework in Strongmind and textbooks with the support of the Educational Specialist support teacher.Students with Disabilities will also meet face to face with a SPED counselor for socio-emotional support and educational course plan. |

#### [Expected Annual Measurable Outcomes](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.2zbgiuw)

|  |  |  |
| --- | --- | --- |
| Metrics/Indicators | Baseline | 2019-20 |
| Hire Students with Disabilities Counselor | No current Students with Disabilities counselors  | 0.20 FTE Students with Disabilities counselor will be hired.  |
| Target Specific Group Instruction | Currently Students with Disabilities only have access to Education Specialist during weekly meetings. | Increase availability of Ed Specialist by creating group support sessions students can attend to work on goals and get support in StrongMind coursework.  |
| Special Education Training for Counselors and Directors | Limited training has been given in this area | Provide 2-day training for counselors and directors. Counselors will be training on best practices for counseling students.  |

### [Planned Actions / Services](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.3ygebqi)

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

#### Action 1

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.sqyw64):

|  |  |
| --- | --- |
| [**Students to be Served**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.3cqmetx)**:**(Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.4bvk7pj)**:**(Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| Students with Disabilities | All  |

##### [Actions/Services](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.2iq8gzs)

|  |
| --- |
| Select from New, Modified, or Unchanged for 2019-20 |
| New |

|  |
| --- |
| 2019-20 Actions/Services |
| Designate a counselor whose caseload is limited to just Students with Disabilities. This counselor will meet with students and provide individual counseling to meet the counseling minutes from students IEPs. Counselor will also collaborate with staff and make sure students are on track for graduation.   |

##### [Budgeted Expenditures](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.1x0gk37)

|  |  |
| --- | --- |
| Year | **2019-20** |
| Amount | $17,000.00   |
| Source | Students with Disabilities   |
| Budget Reference | Certificated Salaries and Benefits   |

#### Action 2

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.sqyw64):

|  |  |
| --- | --- |
| [**Students to be Served**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.3cqmetx)**:**(Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.4bvk7pj)**:**(Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| Students with Disabilities | All  |

##### [Actions/Services](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.2iq8gzs)

|  |
| --- |
| Select from New, Modified, or Unchanged for 2019-20 |
| New |

|  |
| --- |
| 2019-20 Actions/Services |
| Increase availability of Ed Specialist by creating group support sessions students can attend to work on goals and get support in StrongMind coursework.   |

##### [Budgeted Expenditures](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.1x0gk37)

|  |  |
| --- | --- |
| Year | **2019-20** |
| Amount | $17,000.00   |
| Source | Students with Disabilities   |
| Budget Reference | Certificated Salaries and Benefits   |

#### Action 3

[For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.sqyw64):

|  |  |
| --- | --- |
| [**Students to be Served**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.3cqmetx)**:**(Select from All, Students with Disabilities, or Specific Student Groups) | [**Location(s)**](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.4bvk7pj)**:**(Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
| Students with Disabilities | All  |

##### [Actions/Services](https://docs.google.com/document/d/1br0i9voJJx2KuAddic9qZ5S5UH7svT8DWodoNg_R3PU/edit?ts=5ced5741#heading=h.2iq8gzs)

|  |
| --- |
| Select from New, Modified, or Unchanged for 2019-20 |
| New |

|  |
| --- |
| 2019-20 Actions/Services |
| Provide 2-day training for counselors and directors. Counselors will be training on best practices for counseling students.  |

##### [Budgeted Expenditures](#_1x0gk37)

|  |  |
| --- | --- |
| Year | 2019-20 |
| Amount | 0 |
| Source | N/A |
| Budget Reference | N/A |

## [Demonstration of Increased or Improved Services for Unduplicated Pupils](#_1baon6m)

LCAP Year: 2019-2020

|  |  |
| --- | --- |
| [Estimated Supplemental and Concentration Grant Funds](#pkwqa1) | [Percentage to Increase or Improve Services](#39kk8xu) |
| $ 26,664.00 | 5.54 % |

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Olive Grove Charter School: Buellton has an Unduplicated Pupil Percentage of 27.21%. Additionally, Olive Grove Charter School: Buellton has greater than a 70% high at-risk student population that qualify for the Dashboard Alternative School Status. Supports for all students are principally directed to and effective in meeting its goals for unduplicated pupils and high at-risk pupils.

$ 8,500.00: ELD support classes

$ 5,000.00: ReadingPlus Licenses

$ 2,000.00: ThinkingStorm 24/7 Tutoring

$ 2,000.00: Intervention Incentives

$ 3,000.00: Imagine Math Licenses

$ 35,000.00: CTE Credentialed Teacher

$ 16,000.00: Additional Facilities

$ 17,000.00: Counselors

$ 10,000.00: Educational Fieldtrip Opportunities

TOTAL: $98,500.00