

Local Control Accountability Plan

[California School Dashboard](#): 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
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2017-20 Plan Summary

The Story

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

Olive Grove Charter School 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.

Additionally, Support classes are offered for students in math and English-language arts and for completion of UC A-G approved laboratory requirements in science. We are eager to adopt and implement state approved NGSS textbooks for K-high school levels this summer. We look forward to finalizing our cycle of adoption of CCSS curriculum for core courses. At our OGCS Learning Center, we provide student with the opportunity to enroll in our visual arts class are available to the 5-8th graders and high school level. Students can also opt to assist in developing the district wide yearbook. Our high school students who are employed, can enroll in the Work Experience Education course and gain either CTE or elective credits each semester. We also offer a Teacher's Assistant course, where students work closely to assist teachers with various office duties. Next fall, we are seeking to expand our math tutoring options by searching the local college community for tutors, supervised by teachers at the center. Our shining star this fall will be a new CTE (Career Technology and Engineering) program, expanding this category of courses to reflect the need for our school to offer avenues of career exploration for high school students. This option will be accompanied by the use of Smart TV screens to enhance student learning.

If students score below grade level on our benchmark test in math or reading, intervention courses are assigned as needed for elective credits. Students enrolled in Strongmind courses this fall will also have access to 24 hour tutoring. All 9th graders will be enrolled in a college prep. course called *Get*

Focused, Stay Focused and open enrollment is offered to all high school students. This course counts as a dual enrollment through Allan Hancock college. We recognize student's need for technology and loan out chromebooks for home use and additionally, students have access to two carts filled with Chromebooks at the Learning Center.

Olive Grove Charter School 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, parenting, and students experiencing negative social/emotional responses to bullying/discrimination issues within their more traditional school setting. Olive Grove Charter School also supports students that must work to help support their families or are assisting families with childcare in order for the parents to work full time. OGCS is also referred to students/families by school counselors in the LUSD area where OGCS; Lompoc Learning Center currently operates. They do so because they feel students would be more successful in an independent studies setting. Our students receive more individualized instruction and support by reconnecting with our teachers who work to build a support system of trust and caring relationship. Students are referred to us by counselors, Advocates for children, Probation Officers, and parents with students already enrolled. They send us students who are getting into trouble/expelled and/or failing and falling behind their peers at their local district schools. Some students are experiencing severe emotional issues such as anxiety or are in crisis. We are able to provide an alternative educational setting that meets their needs. The percent of students that are registered and qualify for free and reduced lunch is high. Although we are DASS certified, we are striving to provide a customized program with highly qualified staff and curriculum. We hold the bar high for all students and work to provide consistency in support.

At OGCS, Lompoc, we are working to engage all parents and guardians in each student's education. We contact parents/guardians minimally once a week and encourage monitoring of course completion at home. Next fall, we are implementing a new communication system that will allow teachers, parents and students to call a specific contact number to reach teachers on their laptops, ensuring a record on contacts and topics discussed. We are planning new orientation strategies that directly engage parents and guardians in each student's education, followed up by several parent education nights, including veteran parents to offer input and relate to new parents. This will include an interpreter for Spanish speaking parents. Finally, our Advisory/ELAC Council development is underway this past year with several parents, students, teachers and other community members in attendance. We look forward to continuing with this council in the fall and encouraging more parents and students to attend each month.

LCAP Highlights

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

The 2019-20 LCAP will focus on increasing services for unduplicated students, such as increased structured ELL (English Language Learner) acquisition classes and increased counselor availability for Students with Disabilities. This same population of students will also receive small group instruction with an Educational Specialist Support Teacher each week. All students will have availability of tutoring through a multi-platform structure such as small group and one on one teacher instruction. Virtual support (both Strongmind 24 hour tutoring and Thinkingstorm) will be available for all 6-12th grade students. Other Intervention supports are available for lower grades K-8 to support student learning. Additional space is actively being search for in the Lompoc area, however, we can still support the new science and CTE labs in the current location. We will continue to hold monthly Advisory Council meetings and provide feedback the OGCS Board. Field trip planning will begin in the fall with the assistance of the Advisory Council and Lompoc staff input.

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

Olive Grove Charter; Lompoc Learning Center Staff values creating a warm, safe and inviting atmosphere for all parents and students. Additionally, we partner with parents and students to re-engage them in learning, by developing a foundation of trust and caring attitude for all students. Meeting with students on an individual basis, assists teachers with understanding how to meet a student needs, both educationally and socio-emotionally. We have an onsite counselor to offer assistance and develop a team of support for any student.

Our curriculum development has expanded this year and will include OGCS teachers monitoring all online courses and offering virtual assistance. Student placement in intervention courses continues to improve through benchmark testing and our onsite counselor developing individualized learning plans.

Alignment of Identified EL students with EL curriculum (Inside and EDGE) this past year has proven to be a valuable and worthy effort to meet these students' needs. We issue a placement test at the beginning of the course and a final assessment at the end to gauge growth. We are expanding our online courses to include courses for EL learners for the fall.

Note: We are a first year school and do not have any California 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

Olive Grove Charter; Lompoc Learning Center's greatest needs are helping students to close the educational gap and gap in equity that they have experienced at other schools. We provide individualized course planning, access to supports at our school that include small group instruction, online intervention programs, access to one on one teacher response time, and a quiet place to study with wifi and chromebook access. All teachers assist students when the need arises including providing the correct avenue to receive help such as attending a lab or emailing a specific teacher with questions.

As recommended by the WASC visiting committee Chair; The Administration and Staff need to continue to develop educational strategies to assist all students in all levels of math via its online math program and strategies during the one on one meetings with students. Students who underperform should continue to be offered intervention courses such as Reading Plus, Imagine

math, Lexia, and other interventions deemed necessary to bridge the gap in student learning. Student should also attend the math and EL/ELA labs regularly for extra support.

Our Benchmark scores through Renaissance Place are low for math with 20% of our overall population scoring in the red zone; Urgent Intervention category. We will provide more math support time for 3-12th grade by increasing support time lab days/hours. In addition, virtual tutoring will readily be available for students engaged in Strongmind courses. Reading levels for 25% of our overall population were far below grade level as well. Intervention courses will be assigned and monitored by all independent studies teachers. Virtual support will be in place for students taking textbook courses in math and English with ThinkingStorm. We are planning to bring in more math tutors and our primary focus will be on closing the equity gap in math for all student populations.

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

We are a first year school and do not have any California Dashboard Indicators. We are basing student needs on their benchmark scores, prior grades, IEP's (when applicable), counselor/parent/student input, and SST/504 data (when applicable). We will have more data to report in next year's LCAP.

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.

No schools in the LEA identified CSI

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

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 at teacher meetings year-round and an online LCAP questionnaire that was available from April 1 to May 25th. The Advisory Council met June 3rd to review and amend the proposed LCAP (developed from the stakeholder feedback and charter petition goals), which was then taken to the OGCS Board of Directors for a public hearing on June 12. Feedback from the OGCS Board of Directors and the public hearing was immediately incorporated and then brought back for final approval 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 so goals included all stakeholder groups and included all state priorities.

Goals, Actions, & Services 2018/2019 LCAP

New Goal

Goal 1

Reduce the achievement gap for English Language Learners.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Local Priorities:

Identified Need:

Currently, twelve percent of OGCS's student population is categorized as ELL. Forty-six percent of these students are Level 3; moderately developed. In order to support and foster further development, OGCS needs to implement structured EL support classes, ensure additional access to Reading Plus (reading intervention program) and hire credentialed EL staff.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
Structured, Standards-aligned EL Support classes	Eight hours of support classes in session per week	Structure, targeted EL support classes to include standards-aligned lesson plans.
More access/training in Reading intervention program	50% of EL students access ReadingPlus intervention program weekly	100% of EL students access Reading Plus intervention program weekly

Planned Actions / Services

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Schoolwide

All

Actions/Services

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

New

2019-20 Actions/Services

Provide eight hours of structured EL support class time to provide students with standards-aligned instruction. Professional development for teaching staff will be provided as well.

Budgeted Expenditures

Year	2019-20
Amount	\$17,000.00
Source	LCFF
Budget Reference	Certificated Salaries and Benefits

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Schoolwide

All

Actions/Services

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

New

2019-20 Actions/Services

OGCS will increase the access and student training for our Reading Plus intervention program.

Budgeted Expenditures

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

New Goal

Goal 2

Increase academic interventions to increase student achievement in Mathematics and ELA

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,5,7,8,

Local Priorities: 2,7

Identified Need:

According to Renaissance benchmark assessment data, 48% of our 2-12 graders are performing below grade level in reading and 42% fall below grade level in mathematics.

Both of these subgroups of students need further access to and support in intervention.

Expected Annual Measurable Outcomes:

Metrics/Indicators	Baseline	2019-20
ThinkingStorm Online Tutoring	OGCS has very few online tutoring options	Students will have 24-7 access to Thinking Storm online tutoring
Full Time Tutor	OGCS has 0 FTE full-time tutors	OGCS will hire 1.0 FTE full time tutor to aid and support students working at the Learning Center
Virtual Support Teacher Salary	OGCS offers 2 virtual support sessions in the areas of Math and English	OGCS will offer 16 Virtual Support Sessions in Math and English
Incentives such as elective credit for Intervention Programs	Current attendance data indicates only 50% of students enrolled in Math Intervention participate on any given weekly	OGCS teachers will start each weekly meeting with reviewing participation and assist students with action plan for participation
Increase Imagine Math Licenses	OGCS, SB currently has 50 licenses	OGCS will increase licenses by 50%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All
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Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All
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Actions/Services

New

2019-20 Actions/Services

Students will have 24-7 access to ThinkingStorm Online tutoring

Budgeted Expenditures

Year	2019-20
Amount	\$3,000.00
Source	LCFF
Budget Reference	Educational Consultants

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All

Actions/Services

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

New

2019-20 Actions/Services

OGCS will hire 1 full time tutors to aid and support students working at the Learning Center

Budgeted Expenditures

Year	2019-20
Amount	\$35,000.00
Source	LCFF
Budget Reference	Classified Salaries

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

Year	2019-20
Amount	\$5,000.00
Source	LCFF
Budget Reference	Materials and Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

New

2019-20 Actions/Services

Virtual Support Teacher Salary: OGCS will offer 16 virtual support sessions in the areas of Math & English. This is an increase of 14 hours of virtual support.

Budgeted Expenditures

Year	2019-20
Amount	\$25,000.00
Source	LCFF
Budget Reference	Certificated Teachers and Salaries

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All

Actions/Services

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

Year	2019-20
Amount	\$5,000.00
Source	LCFF
Budget Reference	Approved Textbook and Core Curricula Materials

New Goal

Goal 3

Leasing additional educational facilities and adding staff support to accommodate educational programs such as Career Technical Education and Science support labs.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,5,6,7

Local Priorities:

Identified Need:

With the adoption of Career Technical Education, CTE faculty support is needed to support students with their technical needs. In order to accommodate the CTE program along with increased student roster requires the lease of additional space.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
Salary of teacher to oversee CTE program and build partnerships within the community.	No current CTE teacher	Staff the CTE classroom with a 0.40 FTE teacher to supervise the program 2 days a week.
Additional Space for CTE and Science	No dedicated space	Locate and lease additional square footage for CTE and Science programs.

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Sp

All

2019-20 Actions/Services

Staff the CTE classroom with a 0.40 FTE teacher to supervise the program 2 days a week.

Budgeted Expenditures

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:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Sp

All

2019-20 Actions/Services

Locate and lease additional square footage for CTE and Science programs.

Budgeted Expenditures

Year	2019-20
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Amount	\$25,000.00
Source	LCFF
Budget Reference	Space Rental/ Leases Expenses

New Goal

Goal 4

Mental Health, Social Emotional - Provide students and staff with support needed to improve mental health outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement), Priority 3: Parental Involvement (Engagement), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: OGCS Parent surveys, advisory boards, and California Healthy Kids Survey (CHKS)

Identified Need:

According to the most recent CHKS, at least 43% of senior students report mental health needs. Additionally, 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

Metrics/Indicators	Baseline	2019-20
Hire additional 0.4 FTE counselor.	OGCS has 0.8 FTE counselors	OGCS will have 1.2 FTE counselors
Real World Educational Field Trips Opportunities	No expenditures for real world educational field trip opportunities.	Field trip budget will be increase 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

Parenting Groups	No current opportunities for parent groups addressing mental health issues	Parents will attend parenting groups based on needs assessment data in Santa Maria.
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Planned Actions / Services

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:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All	All
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Actions/Services

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. 1.4 FTE Counselors

Budgeted Expenditures

Year	2019-20
Amount	\$120,000.00
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:

Students to be Served:

Location(s):

(Select from All, Students with Disabilities, or Specific Student Groups)

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All

Actions/Services

New

2019-20 Actions/Services

Field trip budget will be increase 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

Year	2019-20
Amount	\$30,000.00
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:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

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

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

New

2019-20 Actions/Services

Offering parent group sessions will give parents the opportunity to develop a larger support network, enabling them to get the support and resources necessary to improve the mental health of their students.

Budgeted Expenditures

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

New Goal

Goal 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:

State Priorities: 1, 2, 5

Local Priorities:

Identified Need:

Students with Disabilities will engage in more rigorous CCSS A-G approved coursework in Strong Mind and t Specialist Support Teacher.

Students with Disabilities will also meet face to face with a Students with Disabilities counselor for socio-emo

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
More small group Support lead by Educational Specialist	No small group instruction in core subjects held	Multiple weekly opportunities to support Students with Disabilities in small group sessions for core subjects using A-G approved curriculum
0.40 Students with Disabilities Counselor and 1.0 FTE Education Specialist	No current in-person SPED counselors available; online counseling only	A counselor will meet in person with students in Lompoc two days per week, as indicated in the IEP accommodations and/or as needed. Students will also meet with an Education Specialist weekly.

Planned Actions / Services

Action 1

Students assigned Strongmind courses will have full access to 24 hour tutoring supports, Intervention support classes and access to small group instruction. The combination of support structure will enhance overall student learning, Benchmark scores and state testing outcomes.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

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

New

2019-20 Actions/Services

Students will attend weekly core curriculum group support labs.

Budgeted Expenditures

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

Action 2

We will also offer PTE Socio-Emotional Learning support for qualifying students, to meet the related services, as written in the IEP. Academic planning will also be structured into the counselor duties. Students with Disabilities will meet with an Education Specialist weekly.

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

Actions/Services

New

2019-20 Actions/Service

Students with Disabilities will have meetings in person with the counselor who provides social emotional support instead of online counseling services. The same individual will also support student's academic planning. Students will meet with an Education Specialist weekly.

Budgeted Expenditures

Year	2019-20
Amount	\$130,00.00
Source	Students with Disabilities
Budget Reference	Certificated Salaries and Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 354,509.00	27.54 %

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: Lompoc has an Unduplicated Pupil Percentage of 78.63%. Additionally, Olive Grove Charter School: Lompoc 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.

\$ 17,000.00: ELD Classes

\$ 10,000.00: ReadingPlus Licenses

\$ 5,000.00: ThinkingStorm 24/7 Tutoring

\$ 35,000.00: Full-time Tutor

\$ 5,000.00: Intervention Incentives

\$ 25,000.00: Live Virtual Support Classes

\$ 10,000.00: Imagine Math Licenses

\$ 35,000.00: CTE Credentialed Teacher

\$ 5,000.00: Community Partnership Development

\$ 10,000.00: Facilities CTE Remodel

\$260,000.00: Counselors

\$ 50,000.00: Educational Fieldtrip Opportunities

TOTAL: \$530,00.00