

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 |
|---|---|--|
| SBE Olive Grove Charter School: Orcutt/ Santa Maria | Janae Swenson Learning Center Director | jswenson@olivegrovecharter.org 805-632-1111 |

2017-20 Plan Summary

The Story

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

Olive Grove Charter School: Orcutt/ Santa Maria 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 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 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.

The 2019-20 LCAP will focus on providing services for unduplicated students such as our ELL, English Learner Acquisition programs, and an increase in school-based counselors. OGCS will incorporate new CTE career pathways as well as maintain our California A-G approved coursework. OGCS will offer field trips and parent groups to support the mental health and social emotional wellbeing of our students. Staff will be provided with additional training to have the resources needed increase student achievement. Students with disabilities will receive increased counseling and academic support.

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, so we do not have the dashboard data to determine this.

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, so we do not have the dashboard data to determine this.

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, so we do not have the dashboard data to determine this.

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 within the LEA are identified for 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.

Not applicable

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.

Not applicable

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, 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 (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

New Goals

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, 12% of OGCS’s student population is categorized as ELL. 46% of these students are Level 3: moderately developed. In order to support and foster further development, OGCS needs to implement structured EL Support classes, give additional access to ReadingPlus (reading intervention program) and hire additional ELA staff.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2019-20 |
|--|---|--|
| Salary: hire additional credentialed English teacher | OGCS has 2.6 FTE credentialed English teachers. | OGCS will add 1.4 FTE credentialed English teacher (ELA1 or CLAD). |
| Structured, Standards-aligned EL Support classes | OGCS holds EL support sessions. | Structured 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 ReadingPlus 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, or Specific Grade Spans)

| | | |
|------------------|----------|-------------|
| English Learners | LEA-wide | All schools |
|------------------|----------|-------------|

Actions/Services

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

New

2019-20 Actions/Services

OGCS will hire 1.4 additional FTE credentialed, experienced English teachers to teach EL support classes.

Budgeted Expenditures

| | |
|--------|--------------|
| Year | 2019-20 |
| Amount | \$112,000.00 |

| | |
|------------------|------------------------------------|
| 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, Special Schools, or Grade Spans) |
|---|---|--|
| English Learners | LEA-wide | All Schools |

Actions/Services

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

New

2019-20 Actions/Services

Provide 8 hours of structured EL support class time, provide students with standards-aligned instruction, which will include professional development for teaching staff.

Budgeted Expenditures

| | |
|--------|---------|
| Year | 2019-20 |
| Amount | \$0 |
| Source | N/A |

| | |
|------------------|-----|
| Budget Reference | N/A |
|------------------|-----|

Action 3

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

| Students to be Served: <small>(Select from English Learners, Foster Youth, and/or Low Income)</small> | Scope of Services: <small>(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</small> | Location(s): <small>(Select from All Schools, Special Schools, or Specific Grade Spans)</small> |
|--|--|--|
| English Learners | LEA-wide | All Schools |

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 ReadingPlus, our reading intervention program.

Budgeted Expenditures

| | |
|------------------|---|
| Year | 2019-20 |
| Amount | \$10,000.00 |
| Source | LCFF |
| Budget Reference | Approved Textbooks and Core Curricula Materials |

Goal 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:

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

Local Priorities:

Identified Need:

According to Renaissance Reading benchmark assessment data, 59% of 2nd-12th grades are performing below grade level.

According to Renaissance Math benchmark assessment data, 62% of 2nd-12th graders are performing below grade level.

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

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 ThinkingStorm 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 |
| Rewards for Intervention Program | low motivation when it comes to completing assigned intervention programs. | Designated funds for Intervention program use rewards and incentives |

| | | |
|--------------------------------|---|--|
| Virtual Support Teacher Salary | OGCS offers 2 virtual support sessions in the areas of Math & English | OGCS will offer 16 virtual support sessions in the areas of Math & English |
| Increase Imagine Math Licenses | ImagineMath Licenses | Double ImagineMath Licenses |

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 C |
| All | All |

Actions/Services

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

New

2019-20 Actions/Services

Students will have 24-7 access to ThinkingStorm Online tutoring

Budgeted Expenditures

| | |
|--------|------------|
| Year | 2019-20 |
| Amount | \$5,000.00 |
| 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)

All

Location(s):

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

All

Actions/Services

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

New

2019-20 Actions/Services

OGCS will hire 1 full time tutor 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) | Location(s): (Select from All Schools, Specific Schools, and/or Specific C |
| All | 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)

Location(s):

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

All

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 Salaries and Benefits |

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)

All

Location(s):

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

All

Actions/ServicesSelect from New, Modified, or Unchanged for
2019-20

New

2019-20 Actions/ServicesDouble the amount of Imagine Math (Math
intervention) Licenses**Budgeted Expenditures**

| | |
|------------------|---|
| Year | 2019-20 |
| Amount | \$10,000.00 |
| Source | LCFF |
| Budget Reference | Approved Textbooks and Core Curricula Materials |

Goal 3

Facilities, additional square footage and CTE

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. Goal is to Meet the 300 hour CCI requirement of onsite learning at the Learning Center and to create a pathway that will lead to high demand jobs in the Santa Maria Valley.

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 0.80 FTE teacher to supervise the program 2 days a week in two locations. |
| Work to increase students taking CTE related dual enrollment college courses. | No current partnerships established | Develop partnerships with local career related companies that will provide internships and students. Develop a clear pathway for students in these |

| | | |
|--|--|--|
| | | courses to go as they work through the program. |
| Build a CTE classroom in the downstairs building of the learning center. | Current classroom needs to be remodeled. | Remodel a classroom for Construction Program. This will include hiring a contractor to take out current walls and get room ready for a classroom that can support the modules. |

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 C

| | |
|-----|-----|
| All | All |
|-----|-----|

2019-20 Actions/Services

Staff the CTE classroom with a 0.80 FTE teacher to supervise the program 2 days a week in two locations.

Budgeted Expenditures

| | |
|--------|-------------|
| Year | 2019-20 |
| Amount | \$70,000.00 |
| 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) | Location(s): (Select from All Schools, Specific Schools, and/or Specific C |
| All | All |

2019-20 Actions/Services

Develop partnerships with local career related companies that will provide internships and students. Develop a clear pathway for students in these courses to go as they work through the program.

Budgeted Expenditures

| | |
|------------------|------------------------------------|
| Year | 2019-20 |
| Amount | \$5,000.00 |
| Source | LCFF |
| Budget Reference | Certificated Salaries and Benefits |

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) | Location(s): (Select from All Schools, Specific Schools, and/or Specific C |
|--|--|

All

All

2019-20 Actions/Services

Remodel a classroom for Construction Program. This will include hiring a contractor to take out current walls and get room ready for a classroom that can support the modules.

Budgeted Expenditures

| | |
|------------------|----------------------|
| Year | 2019-20 |
| Amount | \$10,000.00 |
| Source | LCFF |
| Budget Reference | Building Maintenance |

Goal 4

Mental Health and Social/Emotional Needs- Provide students and staff with support needed to improve social/emotional mental health outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,6,8

Local Priorities:

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 1.0 FTE counselor. | OGCS has 2.0 FTE counselors | OGCS will have 3.0 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. |

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 Specific C

All

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. 3.0 FTE Counselors

Budgeted Expenditures

| | |
|------------------|------------------------------------|
| Year | 2019-20 |
| Amount | \$260,000.00 |
| 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 Specific C

All

Actions/Services

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

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 | \$50,000.00 |
| 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)

Location(s):

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

All

All

Actions/Services

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

| | |
|--------|---------|
| 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) | Location(s): (Select from All Schools, Specific Schools, and/or Specific C |
| All | 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 |

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 Strongmind and textbook support teacher.

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

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2019-20 |
|---|---|--|
| Hire Students with Disabilities Counselor and Increase Education Specialist FTE | No current Students with Disabilities counselors and 2 FTE Education Specialist | 0.60 FTE counselor will be hired and 3.0 FTE Education Specialists |
| 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

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)

Students with Disabilities

Location(s):

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

All Schools

Actions/Services

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 students. 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.

Additionally, include 3.0 FTE Education Specialists on staff.

Budgeted Expenditures

| | |
|------------------|------------------------------------|
| Year | 2019-20 |
| Amount | \$300,000.00 |
| 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:

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 C

| | |
|----------------------------|-------------|
| Students with Disabilities | All Schools |
|----------------------------|-------------|

Actions/Services

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

New

2019-20 Actions/Services

Increase availability of Education Specialist by creating group support sessions students can attend to work on goals and get support in StrongMind coursework.

Budgeted Expenditures

| | |
|------------------|---------|
| Year | 2019-20 |
| Amount | 0 |
| Source | NA |
| Budget Reference | NA |

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)

Location(s):

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

| | |
|----------------------------|-------------|
| Students with Disabilities | All Schools |
|----------------------------|-------------|

Actions/Services

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

| | |
|--------|------------|
| Year | 2019-20 |
| Amount | \$3,500.00 |
| Source | LCFF |

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 |
|--|--|
| \$ 586,627.00 | 21.91 % |

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: Orcutt/ Santa Maria has an Unduplicated Pupil Percentage of 70.59%. Additionally, Olive Grove Charter School: Orcutt/ Santa Maria 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.

- \$ 112,000.00: 1 FTE Credentialed English Teacher for EL 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
- \$ 70,000.00: 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: \$597,00.00