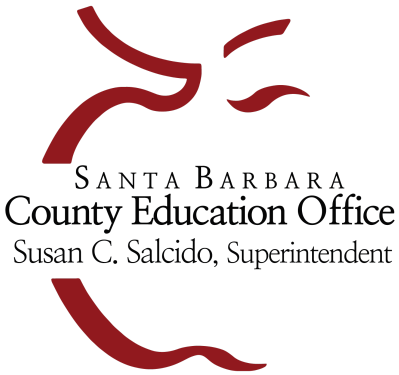


Olive Grove Charter - Santa Barbara Documents



Olive Grove - Santa Barbara
Petition



Olive Grove Charter - Santa Barbara
Charter Renewal Petition
July 1, 2026 - June 30, 2031

Submitted to Santa Barbara Unified School District
on July 30, 2025

TABLE OF CONTENTS

Introduction..... 1
Overview..... 3
Affirmations and Declarations..... 5
Element 1 – The Educational Program..... 8
Element 2 – Measurable Pupil Outcomes..... 68
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured..... 76
Element 4 – Governance..... 79
Element 5 – Employee Qualifications..... 85
Element 6 – Health and Safety Procedures..... 107
Element 7 – Student Population Balance..... 115
Element 8 – Admission Policies and Procedures..... 116
Element 9 – Independent Financial Audit..... 120
Element 10 – Suspension and Expulsion Procedures..... 121
Element 11 – Employee Retirement Systems..... 142
Element 12 – Public School Attendance Alternatives..... 143
Element 13 – Employee Return Rights..... 144
Element 14 – Dispute Resolution Process..... 145
Element 15 – Charter School Closure Procedures..... 147
Miscellaneous Provisions/Impact Statement..... 150

Introduction

Evidence of Meeting Charter Renewal Criteria

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).

In March 2025, the California Department of Education ("CDE") published a list of high-, middle-, and low-performing charter schools**. The CDE has determined Olive Grove Charter - Santa Barbara is middle-performing, and thus eligible for a five-year charter renewal term.**

<u>Dashboard Performance Renewal Criteria – Middle Performing</u>

Education Code Section 47607.2(b) states:

> (1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].
> (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system, or any successor

system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).)

Olive Grove Charter - Santa Barbara California School Dashboard State and Local Indicators (2024)

The following chart reflects Olive Grove Charter - Santa Barbara's 2024 Dashboard performance indicators as compared to Santa Barbara Unified School District and the State of California. (NOTE: The California School Dashboard does not report color gauge performance for fewer than 30 students.)

	OGCS Santa Barbara	Santa Barbara USD	California
Chronic Absenteeism	No Performance Color	Yellow	Yellow
Suspension Rate	Blue	Green	Blue
English Learner Progress	No Performance Color	Yellow	Orange
Graduation Rate	No Performance Color	Green	Yellow
College/Career	No Performance Color	Green	Yellow
English Language Arts	No Performance Color	Orange	Orange
Mathematics	No Performance Color	Orange	Orange

The following chart reflects Olive Grove Charter - Santa Barbara's 2024 Dashboard Local Indicators as compared to Santa Barbara Unified School District.

2024 Dashboard Local Indicators	OGCS Santa Barbara	Santa Barbara USD
Basics: Teachers, Instructional Materials, Facilities	"Standard Met"	"Standard Met"
Implementation of Academic Standards	"Standard Met"	"Standard Met"
Parent and Family Engagement	"Standard Met"	"Standard Met"
Local Climate Survey	"Standard Met"	"Standard Met"
Access to a Broad Course of Study	"Standard Met"	"Standard Met"

Overview

Olive Grove Charter - Santa Barbara ("OGCS" or the "Charter School") is an independent study charter school serving students in grades TK-12 using a hybrid educational model. OGCS provides a quality public education choice for families who select for their students to be educated in a personalized, hybrid learning environment. OGCS's flex-based independent study charter school enables students with different learning styles, educational needs, mental or physical health needs, and family situations to get a personalized education that is not available in a traditional school setting.

Since 2018, OGCS has operated its independent study program under the authorization of the California State Board of Education ("SBE"), with operational oversight provided by the California Department of Education ("CDE"). OGCS's learning center is located within the boundaries of the Santa Barbara Unified School District (the "District"). OGCS is governed by the Olive Grove Charter Schools, Inc. Board of Directors, and it is operated by Olive Grove Charter Schools, Inc. ("OGCS, Inc."), a California nonprofit 501(c)(3) public benefit corporation which is composed of OGCS Santa Barbara and a family of three other charter schools located across Santa Barbara County. In March 2025, the CDE placed OGCS in the "middle" performance category based on the 2024 California School Dashboard. Under AB1505, this charter school performance track designation indicates the Charter School has met the eligibility criteria for a five-year renewal term. Additionally OGCS's current verified data shows measurable increases in academic achievement as defined by one year's progress for each year in school.

OGCS is fully accredited by the Western Association of Schools and Colleges ("WASC"). OGCS is in good standing with the SBE, the CDE, and the El Dorado Charter SELPA. As a public school, OGCS students take the same statewide assessments and the school is subject to the same accountability measures as all other California public schools and districts.

OGCS meets the needs of students that are looking for innovative options differing from those of the traditional educational system. Increasing numbers of students benefit from the student-centered, personalized learning model offered through this independent study teaching and learning environment. The OGCS model also supports students who must work to help support their families or are working in a professional setting. School systems, students, and parents/guardians seek out OGCS when it is believed a more personalized learning environment will support student academic outcomes and personal success.

Students at OGCS attend individualized meetings with a certificated teacher on a regular basis. At this individualized meeting, the certificated teacher reviews previously assigned learning objectives and assignments, provides instructional support, delivers assessments, and assigns learning objectives and assignments. Parents/guardians are an integral part of the program's success. Parents/guardians of students in grades TK-8 are expected to be present at every meeting with the teacher of record. For students in grades 9-12 parents/guardians are encouraged to be present at every meeting, but are required to attend one meeting per month,

at minimum. If parents/guardians are unable to attend or to support students academically, additional supports are put in place for the student to achieve academic and social-emotional success through each student's personalized independent study academic plan, as outlined in the Independent Study Agreement ("ISA"). As part of a systematic approach to grade level and post-secondary success, additional support options are offered for students in math and English-language arts and for completion of UC A-G approved laboratory requirements in science and visual arts.

Until 2022 OGCS qualified for Dashboard Alternative School Status ("DASS"), though the school's population evolved such that it has not since qualified to renew this status. OGCS continues to have a relatively high level of transiency, however, in that many students enroll after the start of the school year/semester, and many students depart prior to the conclusion of the semester. Additionally, many incoming high school students arrive with serious deficiencies in their course completion, both in terms of A-G completion as well as in relation to the completion of graduation requirements.

The Learning Center located in Santa Barbara provides the services and resources required under Education Code Section 51746 (required services and resources for independent study students, including but not limited to learning centers and instructional staff), intervention support for all students, direct instruction opportunities for all students, a location for federally mandated special education services to allow the provision of a free appropriate public education ("FAPE") to students who qualify under the Individuals with Disabilities Education Act ("IDEA"), state mandated testing as required of charter schools pursuant to Education Code Section 47605(d), and laboratory facilities to allow students to fulfill UC and CSU A-G requirements.

Affirmations and Declarations

As the authorized lead petitioner, I, Meg Rydman, hereby certify that the information submitted in this renewal petition for a California public charter school named Olive Grove Charter - Santa Barbara ("OGCS" or the "Charter School"), operated by Olive Grove Charter Schools, Inc. ("OGCS, Inc."), and located within the boundaries of the Santa Barbara Unified School District (the "District"), is true to the best of my knowledge and belief; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Olive Grove Charter Schools, Inc. declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. (Education Code Section 47605(e)(1))
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Sections 47605(e)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5, California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the CDE notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall meet or exceed the legally required minimum number of schooldays. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000*, et seq*. ("CPRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950*, et seq.* ("Brown Act").
- The Charter School shall comply with Government Code Section 1090, *et seq*., as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with Education Code Section 51744, *et seq*. related to independent study, as applicable.
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq. ("PRA").

_____ _____

Meg Rydman, Superintendent
Olive Grove Charter Schools, Inc.
www.OliveGroveCharter.org
805-623-1111

Date

Element 1 – The Educational Program

The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. **(Ed. Code § 47605(c)(5)(A)(i).)**

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. **(Ed. Code § 47605(c)(5)(A)(ii).)**

If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements. **(Ed. Code § 47605(c)(5)(A)(iii).)**

Olive Grove Charter - Santa Barbara serves students TK-12 primarily living in Santa Barbara and its surrounding communities, though students may reside anywhere within Santa Barbara County or a contiguous county. As a flex-based public independent charter school, we have the advantage of being able to provide a strong quality option for families seeking a different educational experience for their children.

Our educational program consists of online asynchronous standards-based instruction coupled with frequent opportunities for students to receive synchronous and in-person academic support online and at the OGCS Santa Barbara Learning Center**.** The blending of synchronous, asynchronous, and in-person learning offers the flexibility needed by families and students to ensure impactful student learning in an independent study format.

Since OGCS Santa Barbara began its operation as its own distinct charter in August 2018, the educational program has adapted to changes in technology and the increased need for additional supports such as social-emotional learning in order to provide an increasingly personalized experience for each student. Feedback from families has focused on the great appeal of OGCS's independent study model and the individualization offered for each of its students although the school serves a diverse population of learners.

OGCS Santa Barbara Enrollment Ethnicity & Student Groups 2018 through 2025							
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
# Enrolled	180	170	159	109	80	82	74
Hispanic	46.7%	50.6%	42.8%	45.9%	56.3%	69.5%	70.3%
White	43.9%	39.4%	47.8%	39.4%	31.3%	25.6%	25.7%
African-American	0.6%	-	1.3%	1.8%	1.3%	-	1.4%
American Indian	0.6%	-	-	-	-	-	-
Asian	-	0.6%	0.6%	-	-	-	-
Pacific Islander	0.6%	-	-	-	-	1.2%	1.4%
2+ Races	7.2%	8.2%	5.7%	10.1%	8.8%	2.4%	1.4%
SED	51.1%	55.3%	56.6%	54.1%	56.3%	65.3%	58.1%
EL	5.6%	5.3%	5.7%	2.8%	10%	7.3%	6.8%
Foster	0.6%	0%	0.6%	3.7%	1.3%	0%	0%
SWD	17.2%	25.9%	24.5%	24.8%	27.5%	22%	13.5%
Homeless	-	0.6%	-	5.5%	1.3%	3.7%	0%

Source: CDE, California School Dashboard, Olive Grove Charter - Santa Barbara "Student Population Details" 2018 through 2024, and DataQuest "Enrollment by Ethnicity and Student Group" 2019 through 2025. Retrieved July 2025.

Since the pandemic, OGCS has been working with several families experiencing homelessness. This independent study program provides not only a stable educational program, but also social emotional support and individualized academic support either virtually and/or in person at the Learning Center.

OGCS Santa Barbara Enrollment Multi-Year Summary by Grade							
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
TK	-	-	-	-	-	0	0
K	1	2	0	0	2	2	2
Grade 1	2	0	7	1	0	1	0
Grade 2	1	1	2	3	1	0	1
Grade 3	2	1	2	1	0	1	0
Grade 4	3	1	2	4	1	4	1
Grade 5	3	2	3	0	2	0	1
Grade 6	0	3	4	2	2	4	2
Grade 7	4	0	12	5	1	7	5
Grade 8	13	9	5	13	7	8	5
Grade 9	15	11	13	7	9	4	5

OGCS Santa Barbara Enrollment Multi-Year Summary by Grade							
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Grade 10	23	35	36	13	8	12	14
Grade 11	60	37	32	35	15	14	24
Grade 12	53	68	41	25	30	25	14
Total Enrolled	**180**	**170**	**159**	**109**	**80**	**82**	**74**

Source: CDE DataQuest, Olive Grove - Santa Barbara "Enrollment Multi-Year Summary by Grade" reports for 2018 through 2025. Retrieved July 2025.

From the historical enrollment table above, it is important to recognize that while OGCS offers a full TK through 12th grade program, the majority of students enrolled are in the high school grade levels. OGCS has gained in popularity for high school aged students who have not experienced success in classroom-based comprehensive high schools. In some cases, the surrounding district schools have also referred high school students who are in need of a smaller setting, more personalization and/or are in need of credit recovery in order to graduate. Our program flexibility and personalization provided for transferring students in the secondary grade levels are designed to meet students where they are and to address the unique needs each student brings.

OGCS Santa Barbara Middle & High School Grade Levels Stability Rates 2018 through 2024						
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Overall	**42.2%**	**41%**	**79.3%**	**45.7%**	**51.3%**	**43.2%**
Grade 6	10%	40%	80%	33.3%	66.7%	75%
Grade 7	50%	31.6%	76.9%	22.2%	20%	44.4%
Grade 8	40%	34.4%	75%	58.8%	41.7%	33.3%
Grade 9	29.4%	31.1%	82.4%	35.7%	50%	27.3%
Grade 10	36.4%	35.6%	76.2%	31.6%	40%	33.3%
Grade 11	51.6%	38.5%	83.1%	67.5%	44.4%	55.6%
Grade 12	60%	57.8%	64.9%	39.4%	63.6%	51.7%

Source: CDE DataQuest, Olive Grove - Santa Barbara "Stability Rate" reports 2018 through 2024 . Retrieved July 2025.

The table above represents the stability rates of OGCS overall and by grade level beginning with grade 6. From this data, it is evident that OGCS serves as a high-quality educational option for families with a variety of short-term and long-term educational goals. Our families may enroll based on familial challenges/transitions (e.g., relocation, housing instability), inability to adhere to traditional school's rigid scheduling, dissatisfaction with the local school's in-person school options, or mental or physical health issues which make OGCS's program flexibility the best fit to address their specific situation.

This flexibility comes at some cost to the school when seeking to evaluate the program effectiveness through state-mandated assessments such as the California Annual Assessment of Student Performance and Progress ("CAASPP") and English Language Proficiency Assessments for California ("ELPAC"). As students move in and out of the school's independent study program and the enrollment numbers schoolwide and for the student groups can fluctuate, the data represented on the CAASPP and the resulting California School Dashboard can be subject to volatility within and between years. Considering the high mobility of our student population and the need to assess the program's impact on student growth, in 2020-21 OGCS started its partnership with Parsec Education to enable strategic data analysis of local assessments.

The diversity of the needs of students spanning TK to grade 12 would most likely be considered challenging for any small school's resources. However, OGCS's program design is well-suited to address each student's particular academic needs. We employ the use of verified data platforms, also known as local assessments (e.g., STAR Renaissance, iReady), to inform our plans for addressing students' academic needs. While state-mandated assessments are administered annually, the resulting information is of limited utility since the OGCS student groups are too small to receive color gauges on the CA School Dashboard or, in some cases, it may even be suppressed due to privacy concerns. Furthermore, the small numbers of students testing in grades 3-8 and 11 leads to volatility on OGCS's accountability measures.

School Culture and Climate

OGCS seeks to engage parents/guardians in supporting their child's educational program, and we rely on local survey data to assess parent/guardian satisfaction as well as areas for improvement. The 2024-25 Parent/Guardian Survey respondents represented 11% TK-5, 18% for grades 6-8, and 76% were grades 9-12. The results were overwhelmingly positive feedback with the majority of respondents selecting "Strongly Agree" to statements related to school safety, welcoming environment, communication, and academic support.

Parents/guardians identified high levels of satisfaction with flexible scheduling, individual pacing and remote options, supportive staff and counselors, and one-on-one teacher support.

Parents/guardians provided suggestions for increasing in-person events to build community for parents. These suggestions include family nights (e.g., snacks and socializing), monthly potlucks, and opportunities to socialize, generally.

Students responded positively across questions related to safety, welcoming environment, communication, support, and academic access. When asked about their favorite part of attending OGCS, student comments demonstrated strong appreciation for teachers and staff (described as kind, helpful, and understanding), they value the supportive and flexible environment, and the learning center environment and available resources (snacks, safe spaces).

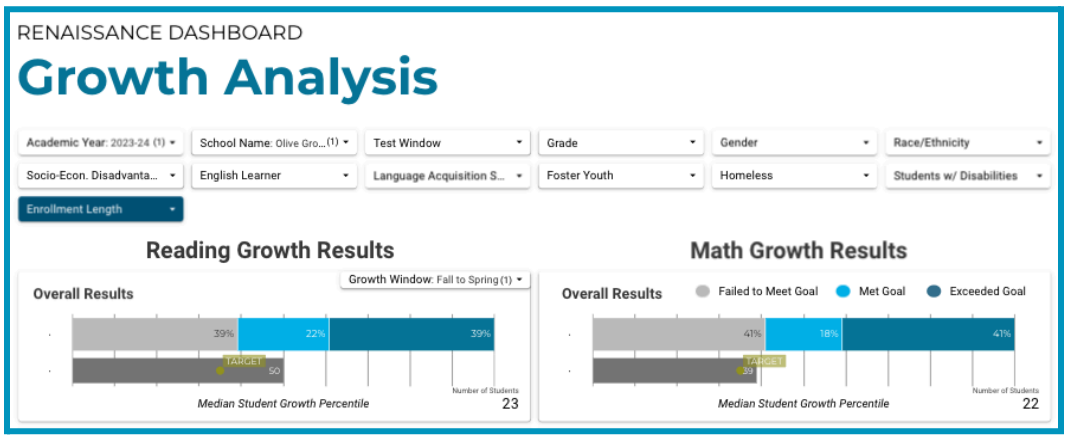
When asked about what makes them successful in the OGCS program, student responses included: virtual classes, teacher support, and counselor availability; personalized encouragement and strong relationships with staff were described as transformational; structure, mental health support, and in-person interactions were also emphasized. These responses show students deeply value the personal connections and support they receive from OGCS staff, particularly teachers and counselors.

The staff at OGCS are dedicated to the success of each student enrolled. Based on the survey responses, staff feels supported, equipped, and valued at OGCS. The high rates of agreement in questions related to safety, belonging, and support indicate a strong school culture.

Verified Data: STAR Renaissance

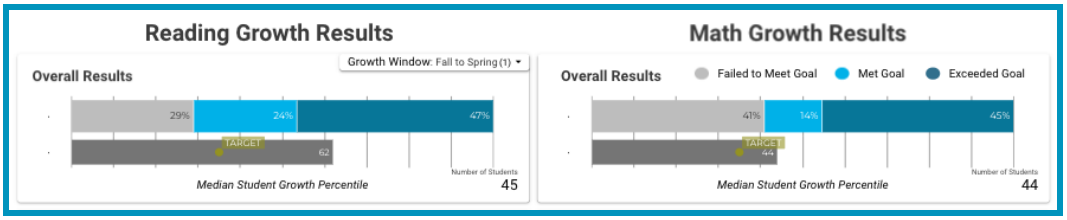
OGCS partners with Parsec Education to provide deeper analysis of student growth in Reading and Mathematics based on the use of the verified data from the STAR Renaissance assessments.

In the 2023-24 academic year, of the students tested in both the fall and spring assessment window (represented by students in grades 4 and 6 through 11), 61% met/exceeded the growth goal on STAR Renaissance Reading, and 59% met/exceeded the growth goal in mathematics.



Source: Parsec Education, Olive Grove Charter - Santa Barbara Data Dashboard “Renaissance Dashboard: 2023-24 Growth Analysis.” Retrieved July 2025.

In the 2024-25 academic year, with an increase in enrollment/number of students tested at Santa Barbara, 71% met/exceeded the growth goal in Reading, and 59% met/exceeded the growth goal in Math.

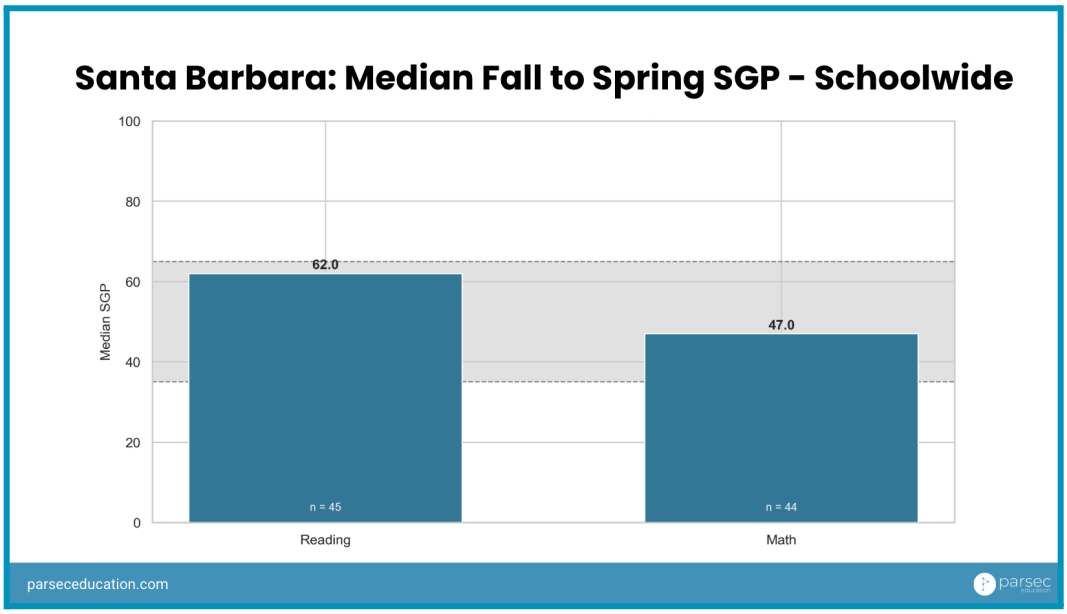


Source: Parsec Education, Olive Grove Charter - Santa Barbara Data Dashboard "Renaissance Dashboard: 2023-24 Growth Analysis." Retrieved July 2025.

Student Growth Percentile

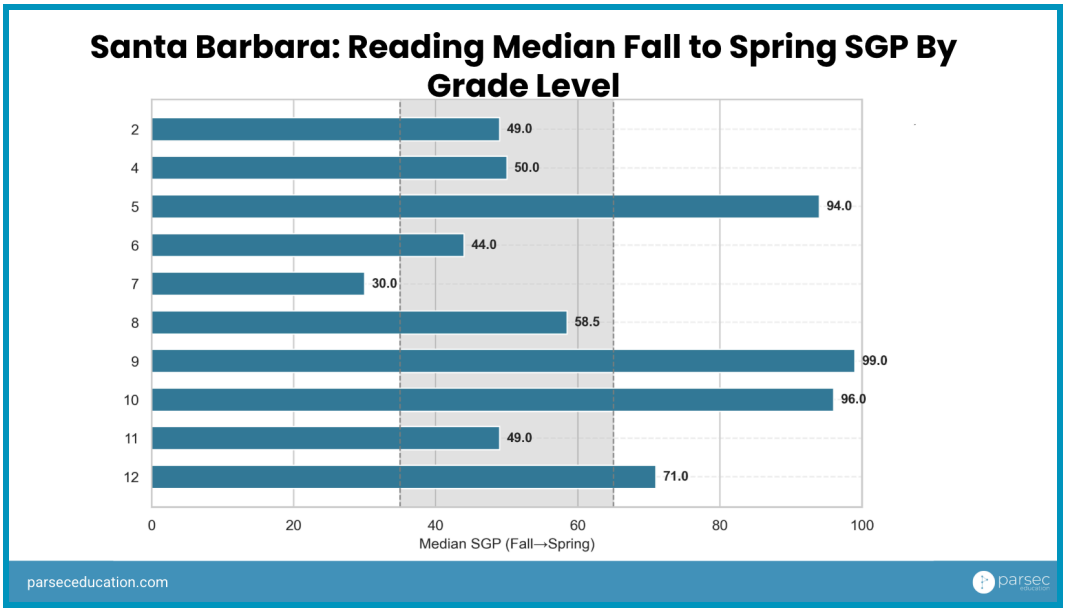
The graphs below illustrate the norm referenced Student Growth Percentile *("*SGP") on STAR Renaissance which compares a student's growth to that of his/her academic grade-level peers nationwide. The SGP is measured on a scale from 1 to 99, with 50 SGP being considered typical growth. This metric shows the average growth index, where a growth score of 35 to 65 indicates one year's typical growth. Values greater than 65 indicate more than expected growth, while values less than 35 suggest less than expected growth.

In the 2024-25 school year, OGCS students had an average SGP in the 62nd percentile for Reading and 47th Mathematics, which translates as students meeting the growth target of a year's progress in both subjects.



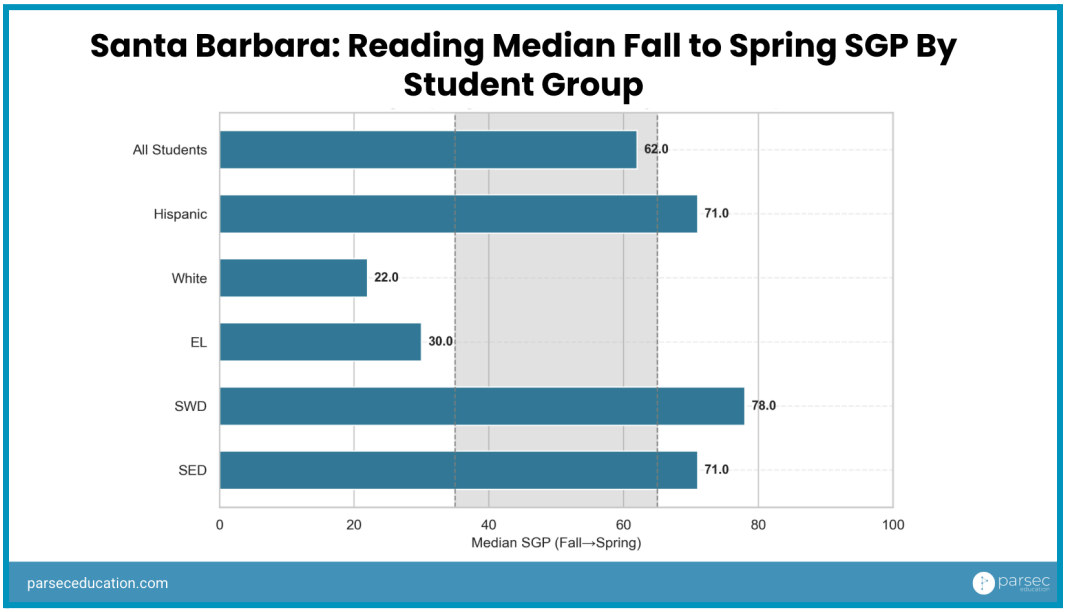
Source: Parsec Education, "Parsec Olive Grove 2024-25 End of Year Insights," June 25, 2025.

<u>Grade Level Growth Performance on STAR Renaissance Reading:</u> In 2025 Reading, all grade levels (except grade 7) were within or exceeded the median SGP. That is nine of ten represented grade levels meeting one year's growth. Grade 7 was slightly below the median at SGP of 50.



Source: Parsec Education, "Parsec Olive Grove 2024-25 End of Year Insights," June 25, 2025.

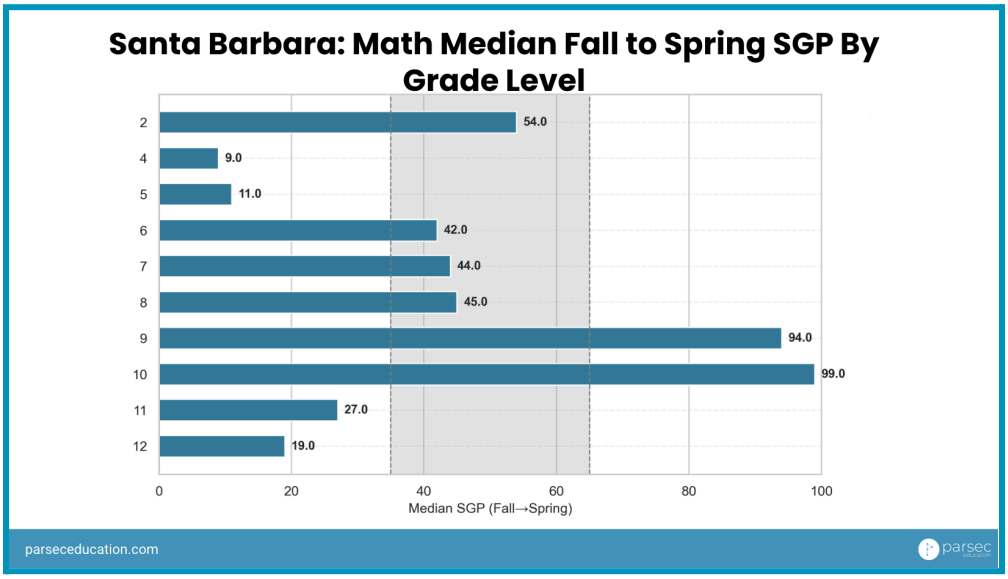
Student Group Growth Performance on STAR Renaissance Reading: By student group, three of five groups were above the median SGP. Notably, the SWD student group outperformed all other groups with an SGP of 78. The White and EL student groups were below the median for Reading.



Source: Parsec Education, "Parsec Olive Grove 2024-25 End of Year Insights," June 25, 2025.

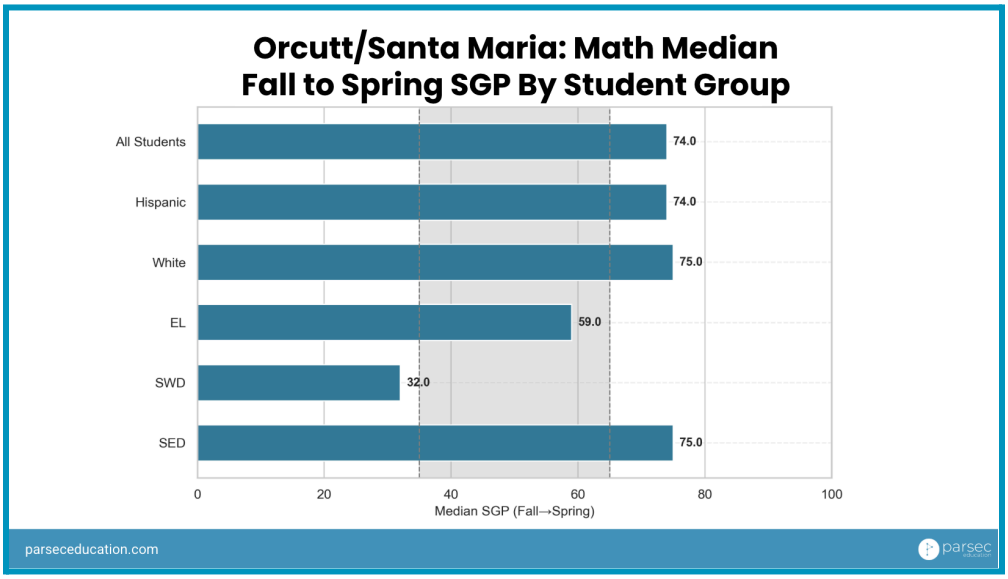
Grade Level Growth Performance on STAR Renaissance Mathematics: In Math schoolwide, six of the ten represented grade levels were within or exceeded the median SGP. With four grade

levels being below the median (and a smaller *n* tested), math continues to be an area for increased personalization and support for the students.



Source: Parsec Education, "Parsec Olive Grove 2024-25 End of Year Insights," June 25, 2025.

<u>Student Group Growth Performance on STAR Renaissance Mathematics:</u> For the 2024-25 student groups, four of five student groups were within or above the median SGP range. The Hispanic, White, and Socioeconomically Disadvantaged (SED) student groups above the median range for Mathematics; English Learners were within the SGP median range. These scores indicate a year's growth in mathematics. The Students with Disabilities (SWD) student group was slightly below the median range.



Source: Parsec Education, "Parsec Olive Grove 2024-25 End of Year Insights," June 25, 2025.

In the current LCAP (Goal 2, Action 1), OGCS has committed to increasing in-person academic support services including additional instructional time and small group instruction to address individual students' learning gaps in the area of math.

California School Dashboard

Chronic Absenteeism

OGCS Santa Barbara Dashboard Chronic Absenteeism Indicator 2019-2024						
	2019	**2020**	**2021**	**2022**	**2023**	**2024**
Chronic Absenteeism	9.1%	N/A		11.1%	19.2%	25%

Source: CDE California School Dashboard for Olive Grove Charter - Santa Barbara "Chronic Absenteeism Indicator" reporting for 2019 through 2024. Retrieved July 2025.

Chronic absenteeism has been challenging since the pandemic and continues to be an area for improvement. To address this issue, the 2024-27 Local Control & Accountability Plan (LCAP) Goal 3 has been designed to address the need for increased engagement by parents/guardians and students. The plan includes the following actions to improve in this area:

- **Attendance Initiatives:** OGCS designed an orientation course to ensure students understand and navigate the independent study program and meet expectations; staff members who coach students on the development of strong study skills and emphasize the importance of relationship building in order to increase engagement and success; provide transportation assistance as needed to ensure students have access to the resources offered by OGCS (e.g., Learning Center, tutoring, counseling, etc.)

- **Parent/Guardian Support/Training:** Increase the number of parent workshops on supporting their child's academic success in the home, including the importance of regular student attendance/participation in the OGCS learning platform and in-person Learning Center opportunities; increase parent understanding of the OGCS mission/vision in order to promote parent input in decision-making

- **Create community through Student and Family Events/Activities:** Provide involvement opportunities for in-person learning including enrichment, social events/activities; field trips aligned with content instruction

- **Family Communication and Involvement:** OGCS has designated a Family Support Coordinator who is charged with the development of regular communications with families, management of the Parent Advisory Council, administration of school surveys for all educational partners, and serves as point-person in connecting families with

community resources (e.g., wellness, mental health resources, school supplies, community-based organizations, etc.)

OGCS believes students are more successful when they have solid parent/family support and teachers/school staff who care not only about their academic success but their overall well-being.

Suspensions

OGCS Santa Barbara Dashboard Suspension Rate Indicator 2019-2024						
	2019	2020	2021	2022	2023	2024
Suspensions	0%	N/A		0%	0%	0%

Source: CDE California School Dashboard for Olive Grove Charter - Santa Barbara "Suspension Rate Indicator" reporting for 2019 through 2024. Retrieved July 2025.

Student discipline has been a consistent strength for OGCS with 0% suspensions since 2018-19. Since this Dashboard Indicator is based on the total enrollment of the school, we have consistently earned the highest gauge color of "Blue".

English Learner Progress Indicator

The enrollment size of English Learners at OGCS has fluctuated over the charter term with a low of 5.3% to a high of 10%. In Fall 2020 OGCS created a partial Teacher on Special Assignment ("TOSA") position to focus on how to improve EL progress on the ELPAC and in the core content areas. This was in response to an authorizer notification from the CDE Charter Oversight regarding the Charter's EL programming. The TOSA, along with teacher input and parent/guardian feedback, resulted in a redesigned English Learner Program with clear English Language Development ("ELD") course levels aligned to student language needs based on ELPAC results. The academic team, led by the EL Coordinator, selected and developed leveled traditional and digital curricula aligned with the California English Learner Roadmap. The implementation of this structured Designated and Integrated ELD program has positively impacted the progress of the small number of English Learners enrolled at OGCS.

OGCS Santa Barbara ELs and RFEPs enrolled 2019-2024							
	2019	2020	2021	2022	2023	2024	2025
% ELs	5.6%	5.3%	5.7%	2.8%	10%	7.3%	6.8%
# ELs	10	9	9	3	8	6	5
% RFEPs	17.2%	21.8%	10.7%	16.5%	25%	29.3%	21.6%
# RFEPs	31	37	17	18	20	24	16

Source: CDE DataQuest, Olive Grove Charter - Santa Barbara "Enrollment by English Language Acquisition Status and Grade" reports filtered for years 2018-19 to 2024-25. Retrieved July 2025.

The current Designated ELD program now consists of weekly in-person instruction coupled with the use of Lexia for practice and a curriculum developed by the Coordinator. Core content teachers have also benefited from professional development provided to improve the Integrated ELD supports.

The OGCS EL population has a higher concentration in grades 6 through 8 meaning that these students are (or will) become Long-Term English Learners ("LTELs"). Additionally, we see that many students who are RFEP struggle with the language demands in certain content courses in middle/high school grade levels. To assess the effectiveness of the Designated and Integrated ELD, we rely on internal verified data from STAR Renaissance to monitor the language needs and determine necessary interventions.

OGCS Santa Barbara EL Enrollment by Grade Span 2019-2024							
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
TK-Grade 2	0	0	0	1	1	0	0
Grades 3-5	1	1	0	0	2	1	1
Grades 6-8	0	1	3	1	2	3	2
Grades 9-12	9	7	6	1	3	2	2

Source: CDE DataQuest, Olive Grove Charter - Santa Barbara "Enrollment by English Language Acquisition Status and Grade" reports filtered for years 2018-19 to 2024-25. Retrieved July 2025

For high school ELs an added complication is the need to simultaneously address language development with their goal to successfully complete the course of study for graduation and to earn a high school diploma.

OGCS Santa Barbara Dashboard English Language Progress Indicator 2019-2024						
	2019	2020	2021	2022	2023	2024
English Learner Progress	33.3%	N/A		*	*	*

Source: CDE California School Dashboard for Olive Grove Charter - Santa Barbara "English Learner Progress Indicator" reporting for 2019 through 2024. Retrieved July 2025. *Denotes state data suppression when there are fewer than 11 students.

Since the number of ELs enrolled may fluctuate by the time of the Summative ELPAC, the California Dashboard suppresses data for privacy reasons when fewer than 11 students are tested. Therefore, OGCS has not had any EL data publicly published on the CA Dashboard since 2019.

Participation Rates in State Assessments

OGCS's small number of student enrollment and student groups in the state-tested grade levels prevents the assignment of color gauges on the CA Dashboard. As a flex-based program, parents are encouraged to support the state-mandated testing participation each year. While OGCS acknowledges participation rates as an area for continued improvement, the historical data on the Dashboard represents the assignment of "LOSS" scores (Lowest Obtainable Scaled Score) for three of the four years when the school did not meet the state's requirement of 95% participation rate.

OGCS Santa Barbara CAASPP Participation Rates								
Academic Year	English/Language Arts				Mathematics			
	Denominator for Participation	Tested	Participation Rate	ELA LOSS Penalty	Enrolled	Tested	Participation Rate	Math LOSS Penalty
2023-24	36	33	**92%**	**3%**	36	33	**92%**	**3%**
2022-23	40	37	**93%**	**2%**	40	37	**93%**	**2%**
2021-22	53	45	**85%**	**10%**	53	45	**85%**	**10%**
2018-19	126	104	**83%**	**12%**	127	102	**81%**	**14%**

Source: CDE's California School Dashboard & System of Support,"School Dashboard Additional Reports" for Olive Grove Charter - Santa Barbara reporting years 2019 through 2024. Retrieved July 2025.

For the 2024-25 testing cycle the school did meet the 95% threshold for participation. This was accomplished through a successful year-long engagement plan with all educational partners on the importance of state assessments.

English/Language Arts & Mathematics Indicators

As discussed earlier, OGCS understands the importance of state-mandated testing for accountability purposes. However, the true impact of the Charter School's program is best measured through the analysis of verified-data in reading and math, and in terms of individual students' growth in a year based on their starting points.

OGCS Santa Barbara Dashboard Academic Indicators 2019-2024						
	2019	2020	2021	2022	2023	2024
English/Language Arts	-15.6	N/A		-57.4	-17.6	-33.5
Mathematics	-117.3	N/A		-152.5	-114.8	-148.3

Source: CDE California School Dashboard "Academic Indicators"reporting for 2019 through 2024. Retrieved July 2025.

State-mandated testing is challenging for any school, but it especially difficult for a flex-based charter school. Our families select OCGS in some cases because they wanted to have more input

on their child's learning or the neighborhood schools were viewed as being too large or unsafe. Unfortunately, state testing is not considered a top priority for some parents/guardians as their child is enrolled in OGCS's independent study program.

For the 2019 through 2024 Dashboard years, OGCS was assigned LOSS scores for the Smarter Balanced ("SBAC") English/Language Arts and Mathematics assessments. In each area, the school was assigned a statistical penalty LOSS score for the percentage of students under the state's threshold. The published DFS in both ELA and Mathematics was artificially lowered by the assignment of the LOSS.

OGCS Santa Barbara Smarter Balance Assessment (SBAC) English/Language Arts "Met & Exceeded Standard" 2019-2024						
	2019	2020	2021	2022	2023	2024
All	40.38%	N/A		37.77%	45.95%	48.48%
Hispanic	26.41%			28.58%	41.66%	52.18%
White	50%			57.9%	50%	*
EL	*			*	*	*
SED	20%			31.58%	26.67%	35.29%
SWD	23.07%			*	*	*

Source: California Department of Education , California Assessment of Student Performance and Progress: Smarter Balanced (SBAC) English/Language Arts - Percentage of Students "Met/Exceeded" from 2019 through 2024. *Denotes state data suppression when there are fewer than 11 students.

SBAC English/Language Arts: As discussed earlier, OGCS student groups are too small to result in the assignment of performance colors on the California Dashboard for student groups for most indicators, and grade level data for participants is only available when on the CAASPP results website. OGCS CAASPP data by grade levels is not available for each grade for analysis due to the *n*-size being under 11 students in most cases. The available data for the White and Socioeconomically Disadvantaged (SED) student groups displayed above show growth, but caution must be taken when seeking to provide analysis when the number of students tested fluctuates widely from year to year.

OGCS Santa Barbara Smarter Balance Assessment (SBAC) Mathematics "Met & Exceeded Standard" 2019-2024						
	2019	2020	2021	2022	2023	2024
All	19.61%	N/A		2.22%	10.81%	9.09%
Hispanic	9.8%			0%	8.33%	4.35%
White	30%			5.26%	16.66%	*
EL	*			*	*	*

OGCS Santa Barbara Smarter Balance Assessment (SBAC) Mathematics "Met & Exceeded Standard" 2019-2024						
	2019	2020	2021	2022	2023	2024
SED	6.06%			0%	13.34%	5.88%
SWD	16.67%			*	*	*

Source: California Department of Education , California Assessment of Student Performance and Progress: Smarter Balanced (SBAC) Mathematics - Percentage of Students "Met/Exceeded" from 2019 through 2024. Retrieved July 2025. *Denotes state data suppression when there are fewer than 11 students.

SBAC Mathematics: As discussed in the previous sections, mathematics continues to be an area of growth for OGCS. The historical state data offers little insight since the enrollment/testing group numbers can change wildly from year to year.

We will continue to stress the importance of participation in state-mandated assessments to all of our families since it is the only way the CDE can have a broad view into the annual progress being made by the school. However, additional consideration of alternative metrics should be developed for determining the effectiveness of school programs that are outside of the traditional in-person education model, and for schools with small student enrollment/populations as the assignment of penalty scores are not readily interpreted when looking at the California School Dashboard System.

College/Career Readiness Indicator

OGCS Santa Barbara Dashboard College/Career Indicator 2019-2024						
	2019	2020	2021	2022	2023	2024
College/Career	10%	N/A		NR	3.1%	3.6%

Source: CDE California School Dashboard "College/Career Indicator" reporting for 2019 through 2024. Retrieved July 2025.

OGCS seeks to equip all students with the knowledge and skills to be successful upon graduation from high school to pursue post-secondary education options and/or the career of their choice. The CA Dashboard College/Career Indicator ("CCI") measurement for OGCS is an area for improvement, and it has been included in the LCAP Goal 2, which is focused on student outcomes. The following steps have been taken to improve in this area:

- **Post-secondary College/Career Awareness:** Beginning in middle school, students are exposed to college/career exploration and for the high school grade levels workshops/activities are provided to develop college awareness and college-going culture for students and parents/guardians. These workshop opportunities are designed to provide students and their parents/guardians with a better understanding of options

for students after high school graduation, including pursuing an Associate's of Bachelor's degree from a college/university, and careers that may not require a degree.

- **Expand CTE Offerings/Develop Partnerships for Community-based Internships or Part-time Employment:** Investigate and implement relevant Career/Technical Education (CTE) pathways to enable in-depth career exploration for students whose personal/professional goals are other than continuing into post-secondary education; guest speaker events for career talks; explore community-based partnerships for part-time employment/internships while enrolled at OGCS to increase student engagement and to encourage persistence to graduation with a high school diploma.

- **College Preparation Activities:** Aside from general understanding of college, some students and parents/guardians are not knowledgeable about admissions testing (e.g., SAT, ACT, etc.), availability of financial aid and financing a college education, dual enrollment to have an early start on earning college credit while still in high school, and the range of careers available based on a student's interests. OGCS invites guest speakers to present on these areas in an effort to promote college/career awareness and inspire students to apply themselves to their studies. Mentors and the school counselor engage in planning activities with each student/family.

- **College tours/Field Trips:** All students have the opportunity to participate in field trips to local universities/colleges.

Graduation Rate Indicator

OGCS Santa Barbara Dashboard Graduation Rate Indicator 2019-2024						
	2019	2020	2021	2022	2023	2024
Graduation	76.3%			79.5%	69.7%	79.3%

Source: CDE California School Dashboard "Graduation Rate Indicator" reporting for 2019 through 2024. Retrieved July 2025. *Denotes state data suppression when there are fewer than 11 students.

The Dashboard Graduation Rate Indicator fluctuates due to the nature of the independent study model - students enter and exit for a variety of reasons such as aging out of the compulsory education system or students needing to work to assist their families.

Recognizing that some of our high school students are at considerable risk of not completing high school with a diploma, OGCS has improved its efforts to keep students engaged in school. To address this issue the following actions are currently in place:

- **Mental Health Partnerships:** OGCS has ramped up its partnerships with community-based mental health providers in order to strengthen familial involvement and support their student's success.

- **Graduation Promotion and Dropout Prevention:** OGCS has developed an internal tracking system to identify students who are at risk of not graduating or dropping out. The monitoring system is based on the individualized graduation plans developed upon enrollment in the OGCS program. The monitoring of the plan is on-going and can serve as an early warning system for administration to implement available interventions to get the student back on-track.

- **Expand CTE Offerings/Develop Partnerships for Community-based Internships or Part-time Employment:** Investigate and implement relevant Career/Technical Education (CTE) pathways to offer to enable in-depth career exploration for students whose personal/professional goals are other than continuing into post-secondary education; guest speaker events for career talks; explore community-based partnerships for part-time employment/internships while enrolled at OGCS to increase student engagement and to encourage persistence to graduation with a high school diploma.

The school will continue to monitor and assess the effectiveness of these actions annually through the LCAP. Adjustments will be made as needed.

Student Population to be Served

OGCS seeks to provide a high-quality educational alternative through independent study to all interested families living in Santa Barbara and its surrounding communities. The Learning Center is centrally located in Santa Barbara. All TK-12 students are welcome, and the school provides the appropriate educational program and learning supports for English Learners, Students with Disabilities, youth experiencing homelessness, and those in the foster care system.

The OGCS independent study program will serve students from all racial and socioeconomic backgrounds and learning differences who may be: pursuing a specialized professional goal while still of compulsory education age; pregnant/parenting; have mental or physical health issues which prevent enrollment/attendance in traditional seat-based school settings; face transportation barriers attending traditional district schools; playing a role in their family's economic stability; face anxiety or bullying in the larger school setting; seeking a safe alternative to in-school programs where personal safety is a concern; or an integral part in the care of another family member. This is not an exhaustive list of the families or circumstances we seek to serve.

Enrollment Rollout Plan

OGCS Santa Barbara 5-Year Term Enrolment/Rollout Plan					
Grade	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
TK-3	2	2	2	2	2
4-6	2	2	2	2	2

OGCS Santa Barbara 5-Year Term Enrolment/Rollout Plan					
Grade	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
7-8	10	10	10	10	10
9-12	75	76	78	80	82
Total	**89**	**90**	**92**	**94**	**96**

Goals & Philosophy

Mission Statement:
The mission of Olive Grove Charter School is to prepare students with the skills necessary to self-advocate, communicate effectively, utilize technology responsibly, and pursue higher education or the workforce on their path to becoming successful adults. With the supportive leadership of their parents/guardians, credentialed teachers, and support team, our students utilize a rigorous, standards-based, online curriculum. Olive Grove is committed to an educational environment where TK-12 students excel at completing coursework and learning independently.

OGCS Core Values:

- **Partnership**
    - Entire team working together to achieve the same goal
    - Parent involvement
    - Staff involvement and support
    - Accountability for all learning partners
    - Building trust
- **Engagement**
    - Individualized, personalized support
    - Learner-centered
    - Rigorous curriculum
    - Adaptability, flexibility
    - Learning centers (safe space, optional in-person support)
- **Empowerment**
    - Fostering self-reliance
    - Self-advocacy
    - Responsibility
    - Resilience
    - Independence
- **Compassion**
    - Understanding and responding to individual students' situations
    - Modeling and instilling equity and respect
    - Prioritizing integrity
    - Cultivating kindness
    - Inclusive and accommodating

Characteristics of An Educated Person in the 21st Century

- Self-reliance: Having the power and skills to be resourceful
- Self-advocacy: Ability to represent one's views and/or interests
- Responsibility: Ability to make sound decisions and be accountable
- Resilience: Capacity to withstand or recover from difficulty and challenges
- Independence: Ability to function autonomously and make one's own decisions, without undue reliance on others

OGCS views the following skills and qualities as important for an educated person in the 21st century:

- Proficient skills and content knowledge in English, mathematics, social studies, and science
- Proficient 21st century skills, including communication, collaboration, creativity, and critical thinking
- Proficiency in basic technology applications
- Readiness to succeed in chosen post-secondary paths

OGCS's educational program enables students to employ the above skills as self-motivated, competent, lifelong learners.

Key Features of the Educational Program

OGCSs educational program is 100% independent study. The program is individualized to suit each student's academic needs by combining technology (for synchronous and asynchronous instruction) with in-person learning center support as a student needs. Based on each student's personal goals, students are provided with the tailored support and guidance to set goals and meet them with the assistance of tutors, advisors, academic teachers, and counselors. OGCS students have the ability to select how to engage with their educational programming through a blended environment.

Independent Study Assurances
As an independent study charter school, OGCS complies with all applicable independent study laws including, but not limited to, Education Code Sections 51745 *et seq.*, 47612.5, 47634.2; and Title 5, California Code of Regulations, Sections 11700-11705 and 19850-19854. These laws require, among other things, that OGCS operate pursuant to an adopted independent study Board policy; each student will have an independent study agreement; and OGCS files for a funding determination as a condition of funding. OGCS maintains work samples and written contemporaneous records that document all student attendance. An annual, independent audit of student records is conducted by a state-approved certified public accountant and to date, these audits are free of exceptions or qualifications. These records are made available for audit and inspection.

Curriculum and Instruction

All instructional materials are aligned to California Academic Standards, including the Common Core, CA English Language Development, and Next Generation Science Standards, and are accessible in the home setting from the OGCS website. Current curricular options adopted by the OGCS, Inc. Board of Directors include:

- Accelerate Education (TK through Grade 5)
- FlexPoint (Grades 6 through 12)
- UC Scout (Ethnic Studies requirement for graduation)
- eDynamic (High school Career Technical Education/CTE)
- i-Ready (State-verified assessment platform & Interventions)

OGCS also provides enrichment activities in the arts and teacher-led clubs.

The primary purpose of OGCS is to plan, monitor, and guide the education of TK-12 students in an independent learning environment, enabling them to become self-motivated, competent, lifelong learners. In addition to the academic core, students take courses in personal development in the arts, and physical education.

OGCS provides students with the resources necessary to achieve goals and meet adopted State Standards in all subjects appropriate to their level. OGCS utilizes standards-aligned curriculum, emphasizing higher-level thinking skills, prioritizing problems with depth over breadth, using inquiry, and providing increased opportunities to communicate, including speaking with teachers, family, community members, and peers.

Students achieve best based on the collaborative effort with parents/guardians, certificated teachers as supervisors of the educational program, and the community as a resource for the educational program. Parents/guardians and students work with a certificated teacher to determine educational goals and objectives. Certificated teachers determine the most effective teaching strategies. Parents/guardians are required to monitor learning daily.

Each student has a unique set of circumstances and abilities. OGCS understands that students learn best when they are motivated, involved, appropriately challenged and supported by caring adults. OGCS individualizes the educational program to the individual student's interests and ability levels to ensure that each student learns at their own optimal rate and level.

The learning journey for each student begins with an intake assessment in English/Language Arts and Mathematics. Through June 2025, OGCS used Renaissance Learning's STAR Assessments and beginning in 2025-26, OGCS will use i-Ready for this purpose. Both programs are aligned with Common Core State Standards and CAASPP testing expected outcomes in reading and mathematics. OGCS staff use the results from these local verified data platforms to identify student academic needs and program them into the necessary interventions or support, if appropriate. Teachers and counselors also examine the student's cumulative record

and monitor academic progress via report cards. Throughout the year, staff monitor progress on assessments and adjust students' course schedules and educational plans accordingly.

Students learn using standards-based online curriculum and supplementary materials. Student learning is enhanced through field trips and opportunities to engage in 1:1 and small group learning support. For many students, learning will take place primarily in the home but will also occur at the school site (the OGCS Learning Center) and within the community. Students have weekly contact with the certificated teacher assigned to supervise and monitor student assignments and progress. Content teachers are also available for additional assistance and educational support during regularly scheduled office hours. For some core high school courses, on-site support classes are offered with sessions occurring one to two times weekly, depending on the course and the content area. Onsite science labs are required for A-G lab science courses. Additionally, OGCS teaches students and parents/guardians to use resources provided to support student learning. Students are provided with devices and Internet access (hotspots) for use in the home as needed, and they are invited to study at the school location, utilizing OGCS's technology and staff for additional educational support.

At present, OGCS utilizes Accelerate Education's online curriculum as the primary platform for students in grades TK-5, and FlexPoint is the primary platform for students in grades 6-12. In both cases, the content is aligned to state standards. OGCS teachers are the online teachers of the courses. Currently, additional offerings are made through FlexPoint for Advanced Placement (AP) and honors courses, utilizing the FlexPoint's California credentialed teachers. Beginning in the 2025-26 academic year, eDynamic Learning will be utilized for Career Technical Education (CTE) online offerings provided by California credentialed teachers.

Assignments and due dates are clearly outlined within the online curricular platforms, and they are reiterated and clarified by OGCS teachers on a weekly basis.

As developmentally appropriate, opportunities are made available for enrichment and social interaction, including field trips and arts workshops. Other activities are offered based on staff and student interest.

One recent example of such offerings includes arts programming. To increase student access to the arts, OGCS partnered with the Children's Creative Project (CCP) to bring vibrant, hands-on arts experiences to students. Through dynamic visual arts and music workshops led by talented CCP Resident Artists, students in grades TK–12 had the opportunity to explore their creativity, express themselves, and have an enjoyable time interacting with their fellow students. Offerings include weekly or bi-weekly workshops, with separate sessions tailored for TK–5 and 6–12 grade spans. From strumming guitars and belting out vocals to experimenting with illustration and musical theatre, students were fully immersed in the joy of the arts.

Highlights included:

- Visual Arts & Illustration – Students brought their imaginations to life through sketching, painting, and storytelling.

- Music & Vocals – Learners found their rhythm and voice in high-energy, collaborative music sessions.
- Musical Theatre – Students explored acting, singing, and stage presence in a lively, supportive environment.

These engaging workshops were aligned with the California Visual and Performing Arts Content Standards and made possible through Prop 28 funding. More than just classes, they sparked joy, built confidence, and nurtured a lasting love for the arts.

OGCS plans to continue and expand upon these offerings in the new charter term.

Evaluation & Grading

Students participate in course-based assessments regularly throughout the semester and school year. There are quizzes, discussions, chapter/unit exams, as well as projects, papers, and/or final exams.

Grading and reporting guidelines are uniform for teachers. Grading reflects a student's relative mastery of an assignment and a sufficient number of grades are taken to support the grade assigned at progress reports and report cards. Student grades are determined by student performance on a variety of assignments: assessments (formal and informal); teacher-graded activities; computer-graded assignments; participation; and projects.

Grading Scales

TK through Grade 4 (4-point numeric system)	
4	"Above grade level"
3	"At grade level"
2	"Approaching grade level"
1	"Below grade level"

Grades 5 through 12 (A-F letter grade; Pass/Fail)	
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%
P/F *(Limited to approved courses)*	"Pass" = 60-100% "Fail" = 0-59.9%

For grades 5 through 12, OGCS utilizes letter grades. For high school course grades, unweighted courses are graded on a traditional 4.0 grade point average. AP and honors courses are graded on a weighted 5.0 scale.

High School Course Titles

Category	Course Title	Fall	Spring	Credits	A-G	Notes
A: History/Social Science	Economics	-	✓	5	✓	CP elective for UC a-g purposes
	U.S. Government	✓	-	5	✓	
	U.S. Government CR	✓	✓	5	✓	
	U.S. History	A	B	10	✓	
	U.S. History CR	A	B	10	✓	
	World History	A	B	10	✓	
	World History CR	A	B	10	✓	
B: English	English 1	A	B	10	✓	
	English 1 CR	A	B	10	✓	
	English 2	A	B	10	✓	Pre-req: English 1 or equivalent, e.g. Eng 9
	English 2 CR	A	B	10	✓	
	English 3	A	B	10	✓	Pre-req: English 2 or equivalent, e.g. Eng 10
	English 3 CR	A	B	10	✓	
	English 4	AB	B	10	✓	Pre-req: English 3 or equivalent, e.g. Eng 11
	English 4 CR	AB	AB	10	✓	
C: Mathematics	Pre-Algebra	A	B	10		Same course as MS pre-alg; May not be taken concurrently with any other HS math course
	2-Year Algebra 1 AB	A	B	2.5	✓	
	2-Year Algebra 1 CD	C	D	2.5	✓	
	Consumer Mathematics	A	B	10	✓	Pre-req: Algebra 1; CP elective for UC a-g purposes
	Algebra 1	A	B	10	✓	
	Algebra 1 CR	A	B	10	✓	
	Geometry	A	B	10	✓	Pre-req: Algebra 1
	Geometry CR	A	B	10	✓	
	Algebra 2	A	B	10	✓	Pre-req: Algebra 1 recommended
	Algebra 2 CR	A	B	10	✓	
D:Laboratory Science	Physical Science	A	B	10	✓	

Category	Course Title	Fall	Spring	Credits	A-G	Notes
	Physical Science Non-Lab	A	B	10		
	Chemistry	A	B	10	✓	Pre-req: Algebra 1; *Lab-based only*
	Biology	A	B	10	✓	
	Biology Non-Lab	A	B	10		
E: World Language	Spanish 1	A	B	10	✓	
	Spanish 2	A	B	10	✓	Pre-req: Spanish 1
F: Visual & Performing Arts	Digital Art Imaging 1	A	B	10	✓	Visual; Pre-req: Dig Art A before taking B
	Theatre, Cinema, and Film Production	A	B	10	✓	Performing; CP elective for UC a-g purposes
	Two-Dimensional Studio Art I	A	B	10	✓	Visual
G: College-Prep Electives*	Health	✓	✓	5	✓	
	Personal Finance and Money Management	✓	✓	5	✓	Life skills; Pre-req: Algebra 1 recommended
	Digital Information Technology	A	B	10	✓	Technology
	Psychology	✓	✓	5	✓	Only upperclassmen (11th/12th)
	Holocaust Studies	✓	✓	5	✓	Elective, Pre-req: World History
	Law Studies	✓	✓	5	✓	Elective
	Criminal Justice Operations	A	B	10	✓	Tech/**Voc**/Skills (not technology)
	Music of the World	✓	✓	5	✓	Elective (not VPA)
	Ethnic Studies	✓	✓	5	✓	UC Scout
	Physical Education	✓	✓	5		PE (log-based)
	Study Skills	A	B	1-2.5		SPED students only (log-based)
***Elective titles may vary based on teacher availability/interest and FlexPoint offerings.**						

Career Technical Education Course Titles (currently offered through eDynamic Learning)

Category	Course Title	Credits	Notes
Cosmetology	Cosmetology 2: The Business of Skin and Nail Care	5	
	Cosmetology 3a: Introduction to Hair Skills	5	
	Cosmetology 3b: Waving, Coloring, and Advancing Hair Skills	5	
	Cosmetology 3b: Waving, Coloring, and Advancing Hair Skills	5	

Category	Course Title	Credits	Notes
Health Science & Medical Technology			
	Medical Terminology 1a: Introduction	5	The first two courses are the same for each focus area listed below.
	Medical Terminology 1b: Discovering Word Foundations	5	
Healthcare Operational Support Services			
	Medical Office Administration 1a: Introduction	5	
	Medical Office Administration 1b: Vital to the Front Office	5	
Mental & Behavioral Health			
	Human and Social Services 1	5	
	Peer Counseling I	5	
Patient Care (Allied Health Assistant)			
	Allied Health Assistant 1a: Introduction	5	
	Allied Health Assistant 1b: Skills and Specialties	5	
Patient Care (Emergency Medical Responder)			
	Emergency Medical Responder 1a: Introduction	5	
	Emergency Medical Responder 1b: Prepared for Action	5	
Patient Care (Medical Assistant)			
	Medical Assistant 1a: Introduction	5	
	Medical Assistant 1b: Medical Assisting in Action	5	
Patient Care (Nursing Assistant)			
	Nursing Assistant 1a: Introduction	5	
	Nursing Assistant 1b: Patient Care	5	
Public and Community Health			
	Health Science: Public Health Part 1	5	
	Health Science: Public Health Part 2	5	
Business Management			
	Business Information Management 1a: Introduction	5	The first two courses are the same for each focus area listed below.
	Business Information Management 1b: Data Essentials	5	
Administrative Specialist			
	Office Administration 1a: Introduction	5	
	Office Administration 1b: Running the Office	5	
Legal Administrative Specialist			
	Legal Admin Specialist 1a: Introduction	5	
	Legal Admin Specialist 1b: Taking Care of the Legal Office	5	
Manager	Management 1a: Introduction	5	

Category	Course Title	Credits	Notes
	Management 1b: Insight & Oversight	5	
Entrepreneur	Entrepreneurship 1a: Introduction	5	
	Entrepreneurship 1b: Make Your Idea a Reality	5	

Advanced Placement and Honors Course Titles (currently offered through FlexPoint Virtual School)

Course Category	Course Title	Fall	Spring	Credits	A-G	Notes
A: History/Social Science	AP Human Geography	A	B	10	✓	meets OGCS elective grad requirement - not Social Studies
	AP U.S. Government and Politics			5	✓	
	AP U.S. History	A	B	10	✓	
B: English	AP English Language Composition	A	B	10	✓	
	AP English Literature Composition	A	B	10	✓	
C: Mathematics	Pre-Calculus Honors	A	B	10	✓	
	Calculus Honors	A	B	10	✓	
	AP Calculus AB	A	B	10	✓	
	AP Calculus BC	A	B	10	✓	
	AP Computer Science A	A	B	10	✓	
	AP Computer Science Principles	A	B	10	✓	
	AP Statistics	A	B	10	✓	
D: Laboratory Science	AP Biology	A	B	10	✓	
	AP Environmental Science	A	B	10	✓	
F: Visual & Performing Arts	AP Art History	A	B	10	✓	
G: College-Prep Electives	AP Macroeconomics			5	✓	
	AP Microeconomics			5	✓	
	AP Psychology	A	B	10	✓	

College Preparatory Course Offerings: Dual Enrollment at Local Colleges

Credit-bearing dual enrollment opportunities at Allan Hancock College and Santa Barbara City College are available to students enrolled in grades 9-12 based on consultation with the OGCS Counselor.

Graduation Requirements

In order to receive an OGCS high school diploma, students must complete a minimum of 210 credits divided between subject requirements and electives (as outlined below), and demonstrate mastery of state-mandated algebra concepts.

- All credits must be earned from an accredited institution.
- A letter grade of “D” or better is considered passing for graduation.

OGCS Graduation Requirements		
Area	**Years Required**	**Credits**
English	4 years	40 credits
Mathematics	2 years	20 credits
Social Studies	3 years	30 credits
Science	2 years	20 credits
Visual/Performing Arts	1 year	10 credits
Physical Education	2 years	20 credits
Ethnic Studies**	1/2 year	5 credits
Personal Finance***	1/2 year	5 credits
Health	1/2 year	5 credits
Technology/Vocational/Life Skills	2 semesters	10 credits
Electives*	11 semesters	55 credits
Electives**	10 semesters	50 credits

NOTE: Changing graduation requirements by the CDE
* Classes of 2025 to 2029
** Class of 2030
***Class of 2031

UC/CSU Admissions Requirements & Olive Grove Charter School Graduation Requirements Alignment

The University of California (UC) and the California State University (CSU) systems have established a uniform minimum set of courses required for admission as a freshman. The UC maintains public "A–G" course lists that provide complete information about the high school courses approved for admission to the university. In addition to the required courses, California public universities have other requirements for admission as a freshman.

Accreditation by the Western Association of Schools & Colleges (WASC)

OGCS is fully accredited through June 30, 2029. The most recent full self-study resulted in a six-year accreditation status with a mid-cycle report due at the end of school year 2025-26.

Transferability of Courses

OGCS is fully accredited by WASC, which ensures that our courses are transferable to other public high schools. Additionally, we maintain open lines of communication with local school districts and schools to clarify the academic transferability of our school's courses as needed. Parents/guardians are notified of the status of transferability of credits through such means as pre-enrollment conferences and information sessions and during meetings with the counselor and/or teacher.

Transitional Kindergarten

OGCS offers Transitional Kindergarten (TK) to children who will have their fourth birthday by September 1. TK at OGCS is year one of a two-year kindergarten program. As such, TK students complete the first half of the kindergarten curriculum, enhanced with additional developmentally appropriate activities. The supervising teacher makes all assignments and supports the parent/guardian with completing them and in supporting their child in preparing for future schooling. The parent/guardian is a necessary part of the TK program, and their involvement in the day-to-day school activities is integral to the success of the program.

School Schedules

The academic year includes 175 school days, and it is divided into two semesters. The school provides a choice for families of students who choose to educate their students in a home or blended environment. Students meet with their supervising teacher weekly or every other week and they also attend in person for math and English support, science labs, art classes, English Language Development, resource time, and other support classes.

Typical weekly schedule for OGCS students:
All students

- Complete assignments independently daily.
- Receive weekly checklist from teacher advisor with expectations for the week, progress updates, and announcements on Mondays.
- Participate in meeting with teacher advisor and parent/guardian (virtual or in person).
- Check-in texts, calls, emails from teacher advisor, counselor, and/or case manager, sometimes daily.
    - In-person support as needed

As needed/as applicable

- Attend office hours with course teachers for individual support from the content-specific teacher.

- Attend in-person activities, e.g. science lab, art workshop, guitar, field trip
- Attend tutoring sessions (in person or virtual).
- Attend ELD classes. (EL students)
- Work 1:1 with case manager and/or other provider. (students on IEPs)
- Participate in weekly activities, such as enrichment activities, Counseling Corner (6-8th daily live interaction) SEL activities, and/or counseling groups.
- Elementary students participate in daily synchronous sessions.

Instructional Minutes

OGCS is committed to ensuring that the legally required minimum number of annual instructional minutes and annual school days are offered as required by Education Code Section 47612.5 and Title 5, California Code of Regulations, Section 11960. Thus, for each academic year, OGCS offers, at a minimum, the following number of minutes of instruction as quantified by a certificated teacher:

- TK/K: 36,000 minutes
- Grades 1-3: 50,400 minutes
- Grades 4-8: 54,000 minutes
- Grades 9-12: 64,800 minutes

Academic Calendar

The calendar below is a “tentative draft” for the 2026-27 academic year. It will be presented to parents/guardians and staff for feedback, and it is subject to the approval of the OGCS, Inc. Board of Directors.

Olive Grove Charter Schools, Inc.

2026 - 2027 School Year Calendar *TENTATIVE*



August					
Mo	Tu	We	Th	Fr	
3	4	5	6	7	3-5 PD/Teacher workdays
10	11	12	13	14	6 First day of school
17	18	19	20	21	
24	25	26	27	28	
31					*18 student days; 21 teacher days*

September					
Mo	Tu	We	Th	Fr	
	1	2	3	4	
7	8	9	10	11	7 Labor Day
14	15	16	17	18	
21	22	23	24	25	
28	29	30			*21 student days; 21 teacher days*

October					
Mo	Tu	We	Th	Fr	
			1	2	
5	6	7	8	9	9 End of 1st quarter
12	13	14	15	16	12 Teacher workday
19	20	21	22	23	
26	27	28	29	30	*21 student days; 22 teacher days*

November					
Mo	Tu	We	Th	Fr	
2	3	4	5	6	
9	10	11	12	13	11 Veteran's Day
16	17	18	19	20	
23	24	25	26	27	23-27 Thanksgiving Break
30					*15 student days; 15 teacher days*

December					
Mo	Tu	We	Th	Fr	
	1	2	3	4	
7	8	9	10	11	17 Last day 1st semester
14	15	16	17	18	18 Teacher workday
21	22	23	24	25	21-31 Winter break
28	29	30	31		*13 student days; 14 teacher days*

January					
Mo	Tu	We	Th	Fr	
				1	1- 8 Winter break
4	5	6	7	8	7-8 PD/Teacher workdays
11	12	13	14	15	11 First day 2nd semester
18	19	20	21	22	18 Martin Luther King
25	26	27	28	29	*14 student days; 16 teacher days*

February					
Mo	Tu	We	Th	Fr	
1	2	3	4	5	
8	9	10	11	12	12 Lincoln's Birthday *observed*
15	16	17	18	19	15 President's Day
22	23	25	25	26	
					18 student days; 18 teacher days

March					
Mo	Tu	We	Th	Fr	
1	2	3	4	5	
8	9	10	11	12	12 End of 3rd quarter
15	16	17	18	19	15 Teacher workday
22	23	24	25	26	29-31 Spring break
29	30	31			*19 student days; 20 teacher days*

April					
Mo	Tu	We	Th	Fr	
			1	2	1-2 Spring break
5	6	7	8	9	
12	13	14	15	16	
19	20	21	22	23	
26	27	28	29	30	*20 student days; 20 teacher days*

May					
Mo	Tu	We	Th	Fr	
3	4	5	6	7	
10	11	12	13	14	
17	18	19	20	21	24 Last day of school
24	25	26	27	28	25-26 Teacher workdays
31					*16 student days; 18 teacher days*

#	School day	#	PD/Teacher workday -no school
#	No school	#	Holiday -no school

1st sem	88 student days	2nd sem	87 student days	175 total
	93 teacher days		92 teacher days	185 total

Professional Development

As part of ongoing continuous improvement, OGCS ensures professional development opportunities increase student achievement consistent with the challenging state academic standards, improves the quality and effectiveness of OGCS professionals, develops leadership

throughout OGCS, and provides greater access to effective counselors, leaders, paraprofessionals, and teachers.

OGCS recognizes the importance of supporting the professional growth needs of all Learning Center and Central Office team members. Through consultation with team members, parents/guardians, community partners, and leadership (as well as analysis of student and teacher related data), resources, training, and professional development opportunities aligned with the Local Control Accountability Plan ("LCAP") are provided.

Internal Professional Development
OGCS provides in-house trainings and resources disseminated organization-wide while also building capacity at each learning center by empowering learning center leadership to facilitate training specific to its center. Additionally, OGCS utilizes internal and external experts to deliver professional development to staff members during regularly scheduled meetings and inservice professional development.

Examples of Ongoing Training & Professional Development:
- Weekly all-staff meetings
- Asynchronous trainings
- Toolkits - Shared Drives
- Student meeting observation feedback
- Departmental collaboration
- Weekly leadership collaboration
- Staff-led meet ups, e.g. Google Certification support, intervention collaboration
- Community Resiliency Model training series
- Building Resilience: Trauma-Informed Systems of Support (Ricky Robertson)

Additionally, OGCS participates in the Teacher Induction Program (TIP), Preliminary Administrative Services Credential (PASC), and Clear Administrative Services Credential (CASC) program with our local county office of education to further develop the professional growth of OGCS team members.

External Professional Development
OOGCS provides multiple opportunities and encourages staff members in every classification to participate in relevant external local, regional, statewide, and national conferences and trainings. These professional development opportunities may include (but not limited to) SBCEO countywide professional development, professional organization memberships, professional conferences, workshops and trainings.

A sampling of workshops & conferences attended:
- AI K12 Deeper Learning Summit
- APlus Conference
- California Charter Schools Conference
- Charter Schools Development Center Conference

- Digital Learning Annual Conference (DLAC)
- FRISK Training
- Mental Health Awareness
- Promoting Resilience
- SBCEO AI Workshop Series
- SBCEO LCAP Workshop Series
- School Culture and Engagement
- School Pathways Conference
- UC High School Counselor Conference

The expectation is for an OGCS team member to grow professionally and upon return from the conference or training, share the learned expertise with all OGCS team members. OGCS team members are either offered the opportunity to attend relevant conferences or workshops or, if they come across an opportunity of interest, there is a process to request approval of professional development activities.. These opportunities are coordinated with other OGCS programs, actions, services, or strategies to support LCAP goals and outcomes for student success.

Teacher Recruitment

OGCS attracts educators and staff interested in working in an innovative, collaborative, alternative educational environment. Many of our staff members are recruited through word of mouth. Job openings for certificated staff are posted to Edjoin, and applications for employment are submitted through that platform. Job sites such as Indeed may be utilized, primarily for recruiting support staff. OGCS also attends job fairs in order to recruit well-qualified candidates.

Meeting the Needs of All Learners

English Learners

Identification
OGCS administers the home language survey as part of the enrollment process. All students newly enrolling in a California public school who indicate that their home language is not English will be assessed using the English Language Proficiency Assessments for California (ELPAC) within thirty days of initial enrollment[1] and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

[1] The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")
  The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")
  ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents/guardians of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Program Placement
Initial ELPAC assessments, reflective of designated supports, are administered within the first 30 calendar days of the new school year and ongoing as new students enroll. Notification of the initial ELPAC assessment results with recommendations for program placement is sent to the student's parents/guardians. Parents/guardians may request a meeting for clarification or explanation of processing, scoring, and English Language Development (ELD) programming. English Learners (EL) are provided designated and integrated ELD based upon the student's identified reading, writing, listening, and speaking (RWLS) English Language Proficiency (ELP).

English Language Development
An EL Coordinator oversees the ELD program, with every EL student receiving a program of designated and integrated ELD instruction. Designated ELD in a hybrid (online/in-person) model is offered weekly and aligned to the State's framework to facilitate the acquisition of the linguistic and communicative competencies that native English speakers possess when entering school and continue developing throughout life. Designated ELD lessons are generated in-house, and weekly meetings are held with the Designated ELD coaches to inform lesson refinement, student engagement, and student progression around RWLS. Programs such as PowerUp by Lexia provide daily access to reading intervention to increase student proficiency in reading. Programs such as PowerUP also provide ongoing progress monitoring data to inform areas of academic need among individual ELD students for real-time personalized ELD program refinement. In addition to the weekly meetings, ELD coaches receive annual training on Designated ELD best practices. Moreover, all faculty receive training and resources to support Integrated ELD. This training leverages State resources such as the CCSEA English Learner Toolkit of Strategies, ELA/ELD Framework, ELD Standards, and the California Practitioner's Guide for Education English Learners with Disabilities. As OGCS is an independent study personalized learning program, parent/guardian resources and supports continue to evolve to reinforce ELD in the home environment.

Designated English Language Development
Designated ELD model: Students designated as English Learners meet twice a week - once online and once in person.

- Remote designated ELD instruction occurs once a week, focusing on grammar, academic vocabulary, writing skills, and preparation for the ELPAC.

- In-person, small group practice focuses on speaking, listening, and writing skills built upon the topics presented in the remote ELD classes.

- Power Up by Lexia is assigned for daily at-home use to rapidly improve reading skills under the direction of the ELD teacher. Power Up provides ongoing assessment and recommendations for teacher support of individual student needs.

- Current ELD curriculum:

    - Power Up by Lexia
    - Cengage Edge
    - Scholastic Magazine and BRISK AI provide leveled reading, writing activities, and leveled supports to target student needs.

- Upon entering OGCS, secondary students are assigned a homogeneous group based on their previous ELPAC scores and/or their intake assessment reading scores. This group meets weekly with the ELD instructor in the online classes. The in-person classes are generally small groups of varying skill levels with differentiated writing activities.

Integrated English Language Development
All teachers who provide core content instruction to EL students at any grade level use integrated ELD methodology to provide access to core content areas for English learners. Integrated ELD promotes language development, particularly what is called "academic language", or the language of the discipline. EL students are provided with access to well-articulated, standards-based core curriculum via different scaffolding techniques and strategies.

The key features of the OGCS's integrated ELD includes:
- Grade-level appropriate content standards in each content area
- Chunking to build knowledge and understanding of the material
- Providing multiple learning opportunities to reinforce key concepts and vocabulary
- Using audio and visual supports
- Incorporating technology to individualize instruction
- Frontloading vocabulary before each module

The EL Coordinator provides professional development to staff members on integrated ELD.

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for identified students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents/guardians, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents/guardians.

OGCS meets all applicable legal requirements pertaining to the identification, assessment and service of students identified as English Learners (EL). OGCS will identify, serve and monitor the progress of EL students to ensure that they have full access to the OGCS educational program and that they make appropriate progress toward English proficiency through a strategic designated and integrated English Language Development (ELD) program.

Reclassification Procedures
Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Once an EL student is reclassified as English proficient, OGCS will continue to monitor the student's progress for at least two years using CAASPP scores and OGCS assessments.

Monitoring and Evaluation of Program Effectiveness
The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

Parent/Guardian and Community Engagement
OGCS, Inc. supports four LEAs and four learning centers: Buellton; Lompoc; Orcutt/Santa Maria; and Santa Barbara. OGCS, Inc. has an advisory council that meets quarterly to fulfill the duties of an English Learner Advisory Committee (ELAC), as applicable. If/when the number of EL students dictates the necessity of an ELAC, the advisory council reflects the best practices in the State's EL Roadmap, informs the refinement of this EL plan, provides input on the EL language acquisition program, and certifies a review of the consolidated application. In addition, local community resources are leveraged to support all ELD students in fully participating in high-quality instruction reflective of college, career, and community readiness.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

Discussions with the student and their parent/guardian, in conjunction with analysis of the academic record and any available assessment results allow for the identification of and appropriate placement of high achieving students.

While OGCS does not offer a Gifted and Talented Education (GATE) program, it does offer a continuum of approaches and options to provide effective support for high achieving and gifted students. OGCS's program is well suited to the needs of high achieving students because of the extent to which the course of study can be customized to provide academic acceleration and/or a higher level of cognitive challenge. Students may also take Advanced Placement or honors level courses and/or courses at local community colleges. If applicable, students may accelerate their work and complete their courses in less time than they would take in a traditional site-based school program.

Many high achieving students have grades that do not reflect their abilities. Whether this is situational or behavioral, OGCS offers the one-on-one, personalized support a student needs to be able to succeed. The individualized nature of the teacher-student relationship allows for the full development of an appropriate academic plan.

Students Achieving Below Grade Level

OGCS serves, in large part, students who have not experienced success in previous educational settings, especially among high school students. OGCS is designed with the requisites of this population of students in mind. Teachers assess students' needs on entry to the program and monitor progress throughout the year, working with students and parents/guardians to determine the resources and strategies that are most effective with each individual student.

Supports for students may include one or more of the following interventions:

- Instructional activities modified to accommodate different academic needs
- Instructional activities modified to incorporate students' interests
- Additional help from teachers and/or tutors by virtual means or in person
- Structured labs and small group instruction for extra practice and skills remediation
- Supplemental instruction, including targeted academic interventions to raise skills to grade level
- Student Study Team (SST) meetings with school personnel and the parent/guardian for students still not achieving at grade-level standards to review the above strategies and plan for new ones
- Individualized instruction
- Development of an educational course plan for graduation (high-school specific)

Students who are struggling may be required to participate in supplemental instruction or remedial coursework. Teachers discuss lack of progress with students and parents/guardians

and provide specific steps to take to address the issues. Above all, OGCS teachers continue to problem-solve and make adjustments to promote student success.

OGCS is built on a foundation of trust, professionalism and continuous improvement. The one-on-one relationship between the teacher and student fosters a mutually trusting and respectful relationship and environment. Developing relationships with the students and providing a nurturing environment tailored to student success is one of OGCS's greatest strengths.

At-promise and academically low-achieving students typically go through five stages on their path to educational success after enrolling in OGCS. Stage one is where the students learn to trust themselves and their teacher, as well as learn life skills that enable them to become lifelong learners. Students learn to change attitudes, gain self-confidence, begin to experience educational success, and start believing in school again. During stage two, students formulate goals, continue to improve their self-image, plan their educational program, exhibit a positive attitude, and improve attendance, punctuality and assignment completion. Stage three is where real learning occurs. Student achievement, meeting course requirements, and extra motivation is experienced during this stage. Stage four aligns with students meeting and exceeding their educational goals. Students begin to feel confident in themselves and look ahead towards college/career goals in their future. During stage five, students continue their educational and college/career goals postsecondary and achieve personal and social success.

At-promise and academically low-achieving students progress through these five stages with varying timelines. OGCS supports students throughout these five stages, no matter what length of time is required and also provides individualized educational and social/emotional supports throughout the process.

Many of the students who start with the school at the high school level are behind academically; both through demonstrated ability and in credits. All students have access to standards-based curriculum along with the support services offered by the school.

Students' transcripts are analyzed to determine the shortcomings both in terms of grades received and number of credits completed. Staff also interview students and parents/guardians to determine whether other factors will interfere with the academic progress expected at the school. Again, building relationships is of paramount importance at OGCS. It is through these relationships that teachers and staff learn about our students, their situations, and their individual needs and goals.

OGCS utilizes the Multi-Tiered System of Supports (MTSS) to ensure equitable access for all students in academic, behavioral, and social-emotional frameworks within the school. Students in Tier 1 are supported through the above-described academic and social-emotional/behavioral systems of support. If students are not successful with the many supports OGCS offers, modifications and/or interventions are put in place (through the collaborative efforts of the student, parent/guardian, teacher, counselor, support staff, and other interested and

appropriate educational partners in a formal Student Study Team (SST) meeting). If modifications and/or interventions are successful after six to eight weeks, then students move back in Tier 1. If students are still not successful, then additional and/or different modifications/interventions are put into place for an additional six to eight weeks. If students are still not successful, then students move into Tier 3. At Tier 3, students are provided with more significant and intensive interventions to support their educational and/or social-emotional/behavioral needs, including but not limited to increased weekly one-on-one support time, individualized counseling, structured organizational skills training, and/or collaboration with the student's physician and/or mental health provider.

Anyone who has a concern for the educational and/or social-emotional/behavioral well-being of a student will be able to refer that student to the Student Study Team. All interested and appropriate educational partners will be included in the SST meeting to provide information to share about the student's strengths, specific concerns, and effective or ineffective strategies that have been used in the past. These people may include, but are not limited to: teachers; parents/guardians; counselors; doctors; school administration; social workers; law enforcement; or even the students themselves. The meeting will be designed to bring together a team of advocates who work together for the benefit of the student. Upon implementation of an SST plan and follow up, if the problem persists after proceeding through the MTSS process, then the team may consider a referral for special education assessment or Section 504 assessment, as deemed necessary.

A Student Study Team (SST) is a multi-disciplinary team that considers, plans, and assesses general education interventions and supports for students experiencing academic, speech/language, and/or social emotional/behavioral difficulties. This early intervention for struggling students through the SST process is a function of the general education program and not of special education. The SST process provides an opportunity for an in-depth focus on improving school success one student at a time.

The purpose of the SST is to problem-solve and to identify supports in the general education setting which allow a student to be successful in that setting.

A student may be referred to the SST for:

- Lack of academic progress
- Behavioral/emotional concerns
- Attendance/truancy issues
- Consideration for retention
- Social adjustment
- Consideration for special education disabilities
- Other unresolved parent/guardian concerns

The SST process involves collecting data and establishing an action plan for interventions. These interventions are implemented over a period of time (typically at least 6-8 weeks), and then the team follows up to assess progress and next steps.

Socioeconomically Disadvantaged/Low Income Students

Socioeconomically disadvantaged and low income students are identified by eligibility for the National School Lunch Program. OGCS annually administers a Household Data Collection to obtain this information.

Student support services vary based on student need. Specific services or interventions to support the needs of these students may include:

- Referral to community-based organizations for assistance in a variety of areas including counseling
- Attention is given to ensure that each student receives nutritious meals and snacks
- Basic supplies (hygiene, school supplies, etc.) are provided
- Assistance with accessing health care and other resources as needed
- Devices are loaned for access to the curriculum and school resources as needed
- Internet access via hotspots are provided for home internet access as needed
- Transportation to and from the learning center is provided via bus passes
- Liaison (Family Support Coordinator) - manage and coordinate communications, connect families to resources

OGCS creates and/or identifies resources and programs specifically targeted for students identified as socioeconomically disadvantaged.

OGCS offers targeted support services such as transportation assistance, access to supplies, mental health resources, and academic tutoring to remove barriers to attendance and promote student success.

Additionally, OGCS develops individualized graduation plans for socioeconomically disadvantaged students, taking into account their unique strengths, challenges, and post-secondary goals. Ongoing monitoring and support is provided to ensure students are on track to meet graduation requirements and receive timely interventions if they fall behind.

OGCS offers elective courses, career exploration, and dual enrollment opportunities that align with students' interests and aspirations, providing multiple pathways to graduation and post-secondary success.

Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA and the IDEA.

The Charter School will be its own local educational agency (“LEA”) and is a member in good standing of the El Dorado County Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may request related services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Pursuant to Education Code section 51745, special education students who wish to enroll in the Charter School must have an IEP that clearly states that participation in an independent study program is an appropriate placement for that student (Education Code section 51745(c)).

Section 504 of the Rehabilitation Act
The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Superintendent and/or Learning Center Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general

intelligence quotient.

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that the teacher review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"
The following description regarding how special education and related services are provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the chartering authority. The specific manner in which special education and related services are provided and funded is set forth in a Participation Agreement, delineating the respective responsibilities of the Charter School and the SELPA. A copy of the Participation Agreement will be presented to the chartering authority upon request.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices

of the SELPA. The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

All children shall have access to the Charter School and no student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

The Charter School agrees to promptly respond to SELPA inquiries, to comply with reasonable SELPA directives, and to allow SELPA access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the Education Code and the IDEA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate

public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program ("IEP") meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Superintendent, Director of Special Education, and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; the student's parent/guardian; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents/guardians with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another

school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent/guardian and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies
The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination
It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints
The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings
The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or

advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation
The Charter School understands that it shall represent itself at all SELPA meetings.

Funding
The Charter School understands that it will be subject to the allocation plan of the SELPA.

Provision of Services
As an LEA, Olive Grove Charter - Santa Barbara will provide and/or procure and manage all activities related to assessment, individualized education program (IEP) development, and service provision. The Charter School will hire and/or contract special education personnel to provide all services required by the IEPs of OGCS students.

OGCS implements a "Student Success Team" model to strategize ways to meet student needs within the regular instructional setting. Students who are not demonstrating success in academic classes will be referred to the SST process. The team will implement and monitor the success of varied strategies within the general education setting before initiating special education assessment.

OGCS implements all special education and related services called for by the IEP as required by the SELPA.

A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

Supports for Students with Disabilities
The following general supports may be provided for Students with Disabilities however the student's Individual Education Plan (IEP) will be the controlling guidance to ensure the required program is followed. General supports and accommodations may include:

Academic Supports
- 1:1 meetings with Case Managers
- Support for speech, OT, D/HH, VI, and PT, etc.
- Weekly schedules designed for individualized learning
- Noise cancelling headsets
- Hotspots
- 1:1 support with tutors
- Office hours with teachers

Social/Emotional Supports

- Daily check-ins
- Behavior supports/charts
- Counselor support

Accommodations

- Video lecture, video captions
- Read aloud features
- Masking
- Text to speech
- Speech to text
- Graphic organizers
- Extended time
- Screen Share during student meetings
- Hide assignments
- Note templates for essays and exams

Students in Other Student Groups

Education for Unhoused Children and Youth

The term "unhoused children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered unhoused if they meet the above definition of "unhoused."

Unhoused status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison: The Superintendent or designee designates the following staff person as the Charter School Liaison for unhoused students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Tino Yracheta
1933 Cliff Dr., Suite 12
Santa Barbara, CA 93109
(805) 266-4799, tyracheta@olivegrovecharter.org

In the event this individual is unavailable for any period of time, the Superintendent shall serve as the interim Charter School Liaison for unhoused students.

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Unhoused students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School.
2. Unhoused students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Unhoused students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of unhoused children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of unhoused youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to unhoused children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying unhoused children and youth. Charter School shall ensure that the housing

questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as an unhoused child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of unhoused children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with unhoused students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding an unhoused student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Unhoused students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll an unhoused student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any unhoused student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Unhoused students have the right to remain in their school of origin following the termination of the child's status as an unhoused student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to unhoused students. Notwithstanding any other law, if the unhoused student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder,

Indian custodian[2] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied unhoused student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Unhoused students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether an unhoused student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's

[2] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. Section 1903 of Title 25 of the United States Code

additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If an unhoused student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer unhoused.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of an unhoused child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student and the student's ERH about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18

years of age or older, or, if the student is under 18 years of age, upon agreement with the and the student's ERH.
5. Consult with the student and the student's ERH regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that an unhoused student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Superintendent or designee shall exempt the pupil from Charter School's graduation requirements and provide the pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the unhoused student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If an unhoused student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year

of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:

i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, or
ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by an unhoused student.

The Charter School will provide unhoused students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the unhoused student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the OGCS, Inc. office.

Availability of Complete Policy: For any unhoused student who enrolls at the Charter School, a copy of the Charter School's complete Education for Unhoused Children and Youth Policy shall be provided at the time of enrollment. A copy of the complete policy is available upon request at the OGCS, Inc. office.

Education of Foster and Mobile Youth

For the purposes of this annual notice the terms are defined as follows:

- "Foster youth" means any of the following:
    1. A child who has been removed from their home pursuant to Section **309** of the California Welfare and Institutions Code ("WIC").
    2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
    3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
    4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
        a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
        b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
        c. The nonminor is participating in a transitional independent living case plan.
    5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[3]
    6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- "Former juvenile court school student" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
- "Child of a military family" refers to a student who resides in the household of an active duty military member.
- "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- "Newcomer pupil" is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a "pupil participating in a newcomer program," as

[3] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023.

- "Educational Rights Holder" ("ERH") means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
- "School of origin" means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.
- "Best interests" means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- "Partial coursework satisfactorily completed" includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison: The OGCS, Inc. Governing Board or designee designates the following individual as the Charter School's liaison for Foster and Mobile Youth:

Tino Yracheta
1933 Cliff Dr., Suite 12
Santa Barbara, CA 93109
(805) 266-4799, tyracheta@olivegrovecharter.org

In the event this individual is unavailable for any period of time, the Superintendent shall serve as the interim Foster and Mobile Youth Liaison.

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in the school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records, and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Transitional Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter

School on nonschooldays, including, but not limited to, summer school. “Indian custodian” is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of the Charter School’s graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 (“additional graduation requirements”) unless the Charter School makes a finding that the student is reasonably able to complete the Charter School’s graduation requirements by the end of the student’s fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student’s school enrollment, or, for students with significant gaps in school attendance, the student’s age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student’s social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School’s additional graduation requirements and the student’s ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil’s postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil’s academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School’s additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible.

The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of Foster and Mobile Youth.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student and the student's ERH about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.

5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Superintendent or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:

i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
ii. Upon agreement with the pupil's ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this notice, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate. in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the OGCS, Inc. office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete Education of Foster and Mobile Youth Policy shall be provided at the time of enrollment. A copy of the complete policy is available upon request at the OGCS, Inc. office.

Element 2 – Measurable Pupil Outcomes

The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means that the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivison (a) of section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. **(Ed. Code § 47605(c)(5)(B).)**

Goals for each student are cooperatively determined and then translated into measurable outcomes. The measurement of these outcomes determines the extent to which each student has progressed toward the attainment of the personalized learning goals. Emphasis will be placed on the ability of students to demonstrate integration of knowledge across major subject areas.

In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward graduation readiness through a series of "benchmark" performances at various points throughout their experience at the Olive Grove Charter - Santa Barbara.

Annual Goals, Actions & Measurable Outcomes Aligned to the LCFF Eight Priorities from the Local Control Accountability Plan ("LCAP")

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), the Charter School has established goals, actions, and measurable outcomes both schoolwide and for each significant subgroup of pupils, which address and align with the Eight State Priorities identified in Education Code Section 52060(d). Each of these goals addresses the unique needs of students including the Charter School's numerically significant subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

LCFF STATE PRIORITIES (Charter Term Commencing July 1, 2026)	
GOAL #1	
Conditions of Learning Ensure all students have access to equitable conditions of learning by providing and investing in highly qualified staff, well-maintained facilities and equipment, as well as robust standards-aligned instructional materials and resources. (Broad goal)	Related State Priorities: X 1 ☐ 4 X 7 X 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal
1.1 Staff recruitment, retention, induction, and mentoring ● Employ and retain qualified staff in every classification. ● Ensure teachers are fully credentialed and appropriately assigned, per independent study guidelines. 1.2 Facilities: Maintain all facilities to be safe, clean, and in good repair. 1.3 Curriculum: Provide standards-aligned instructional materials and resources for every student 1.4 Technology: ● Maintain 1:1 student access to Chromebooks. ● Continue to provide portable Internet access to eligible students. ● Maintain appropriate and adequate technology resources for staff and student use in the learning center.

Expected Annual Measurable Outcomes	
Outcome #1: Ensure all teachers are appropriately assigned and credentialed for the instructional assignment. Metric/Method for Measuring: Teachers appropriately assigned and credentialed (1a)	
Scope	Target Outcomes
All Students (Schoolwide)	Maintain 0 teacher vacancies, 0 misassignments; Local indicator "Standard Met"

Outcome #2: Ensure all students have access to standards-based instructional materials and the curriculum platform Metric/Method for Measuring: 1.2 Students who have access to standards-aligned instructional materials (1b)	
Scope	Target Outcomes
All Students (Schoolwide)	Maintain annually 0 students lacking own assigned copy of instructional materials; Local indicator "Standard Met"

Outcome #3: Conduct FIT inspection of the OGCS Learning Center to maintain standard of "Good" Metric/Method for Measuring: 1.3 School facilities in good repair (1c)	
Scope	Target Outcomes
All Students (Schoolwide)	Maintain annual inspection rating of "Good"

Outcome #4: Full implementation of CCSS and state standards/frameworks for core content areas. Metric/Method for Measuring: 1.4 Implementation of CA standards for all students, including how ELs have access to core standards and ELD standards (2)	
Scope	Target Outcomes
All Students (Schoolwide)	Maintain standards-based access for all students including ELs

Outcome #5: Ensure all students have access to the broad course of study as outlined in the approved charter petition Metric/Method for Measuring: 1.5 Students with access to and enrolled in a broad course of study (7)	
Scope	Target Outcomes
All Students (Schoolwide)	Maintain all students including students with disabilities and English learners have access to the broad course of study

GOAL #2	
Student Outcomes Provide high-quality, equitable, and responsive instruction so that all students can reach their full academic potential. (Broad goal)	Related State Priorities: ☐ 1 ☒ 4 ☐ 7 ☐ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

2.1 In-Person Services:

- Increase in-person academic support services, including but not limited to additional instructional time and small- group instruction.
- Develop and implement arts and music offerings.

2.2 Intervention:

- Provide in-person and/or virtual tutoring.
- Develop and implement specific, targeted intervention programs in ELA and math for identified students.
- Develop and implement targeted intervention programs specifically designed to support the needs of Hispanic and socioeconomically disadvantaged students in Math.
- Collaborate with staff and families to identify effective instructional strategies and resources that address the unique needs and strengths of Hispanic and socioeconomically disadvantaged students.

2.3 Assessments:

- Increase familiarity and comfort levels with CAASPP in an effort to reach 95% participation rates.
- Implement CAASPP test preparation strategies.
- Administer benchmark assessments and use the results to drive interventions and instruction.

2.4 English Learners:

- EL Coordinator will provide EL students with access to State standards and ELD standards around reading, writing, listening, and speaking through designated ELD programming.
- EL coordinator will oversee/implement professional development and training in integrated ELD methods for core content teachers.

2.5 Students with Disabilities:

- General education teachers, case managers, and SPED support providers will function as a team to plan and implement appropriate adaptations, modifications, and/or accommodations to instruction.
- Research-based academic interventions will be utilized and guided by data-driven goals generated via intermittent reviews of progress and benchmark assessment data.

2.6 Professional Development and Coaching:

- Provide access to professional learning through conferences and/or internal or external professional learning sessions, trainings, or workshops.

2.7 College/Career:

- Provide workshops and activities geared towards college and career readiness, including but not limited to:

- Reviewing post secondary options
- College options/preparedness (Applications, Entrance exams, Financial aid/FAFSA)
- Career options/preparedness
- Resume writing, interview skills
- Career talks/presentations

- Dual Enrollment
- Investigate/build CTE options.
- Field trips to local community colleges and 4-year colleges and universities
- Implement access to a virtual college/career planning platform.
- Create and/or identify resources and programs specifically targeted for students identified as socioeconomically disadvantaged.

Expected Annual Measurable Outcomes	
Outcome #1: By 2026, reduce DFS by 2 points in ELA; increase Meets/Exceeds by 3% schoolwide and for significant student groups with more than 11 students Metric/Method for Measuring: 2.1 Statewide assessments CAASPP ELA (4a)	
Scope	Target Outcomes
All Students (Schoolwide)	DFS -15.6 or better

Outcome #2: By 2026, reduce DFS by 2 points in Mathematics; increase Meets/Exceeds by 2% schoolwide and for significant student groups with more than 11 students Metric/Method for Measuring: 2.2 Statewide assessments CAASPP Math (4a)	
Scope	Target Outcomes
All Students (Schoolwide)	DFS -112 or better

Outcome #3: Meet/exceed increase by 3% Metric/Method for Measuring: 2.3 Statewide assessments CAST Science (4a)	
Scope	Target Outcomes
All Students (Schoolwide)	18% Meet/Exceeds

Outcome #4: Improve the percentage of students who successfully complete A-G courses for admission to the UC/CSU and/or CTE pathway Metric/Method for Measuring: 2.4 Students who have completed A-G requirements and/or CTE pathway (4b)	
Scope	Target Outcomes
All Students (Schoolwide)	>11% students meeting UC/CSU A-G coursework completion; 5% students completing one CTE pathway; increase percentage of students meeting UC/CSU entrance requirements for A-G coursework and completion of CTE pathway

Outcome #5: Offer AP courses and annually increase the percentage of students enrolling in AP Metric/Method for Measuring: 2.5 Students who passed AP exams with the score of 3 or higher (4c)	
Scope	Target Outcomes
All Students (Schoolwide)	Increase percentage of students taking AP courses

Outcome #6: Improve the percentage of students meeting “prepared” level for college/career readiness indicator

Metric/Method for Measuring: 2.6 Students demonstrating readiness for college (4d)	
Scope	Target Outcomes
All Students (Schoolwide)	6% “prepared”

Outcome #7: Improve EL reclassification rate Metric/Method for Measuring: 2.7 English learner reclassification rate (4e)	
Scope	Target Outcomes
English Learners	Improve reclass rate by 3%

Outcome #8: Improve annual progress for ELs taking the Summative ELPAC Metric/Method for Measuring: 2.8 English learners making progress or maintaining 4 on ELPAC (4f)	
Scope	Target Outcomes
English Learner Students	TBD - data suppressed

Outcome #9: Increase percentage of students performing at/above grade level in Reading on local assessment from Fall to Winter administrations Metric/Method for Measuring: 2.9 Other student outcomes: Benchmark assessments Reading (8)	
Scope	Target Outcomes
All Students (Schoolwide)	Increase 3% by 2026

Outcome #10: Increase percentage of students performing at/above grade level in math on local assessment from Fall to Winter administrations Metric/Method for Measuring: 2.10 Other student outcomes: Benchmark assessments Math (8)	
Scope	Target Outcomes
All Students (Schoolwide)	Increase 3% by 2026

GOAL #3	
Engagement Foster a welcoming and inclusive environment for all parents/guardians, families, and educational partners in support of all students' personal and academic success. (Broad goal)	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 X 5 X 8 X 3 X 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

3.1 Student and Family Events/Activities:

- Provide increased in-person offerings, including enrichments, social events, clubs, activities. Provide a variety of field trips and opportunities for community involvement.
- Organize events and celebrations that highlight the richness of diversity within the school community and promote inclusivity and acceptance among all students.

3.2 Mental Health:

- Incorporate community resources and supports, such as programs provided through local non-profit organizations (YouthWell, Casa Pacifica, County Behavioral Wellness) and the State (Soluna, Brightlife Kids).

3.3 Parent/Guardian Support/Training:

- Develop and implement at least 3 workshops geared towards parent/guardian training in how to support their children to be successful in school and to enhance parental involvement and advocacy for their children's education.

3.4 Family Communication & Involvement:

- Designate a parent/guardian liaison (Family Support Coordinator) to manage and coordinate communications with parents, to conduct surveys, to connect families to community resources, and to communicate with families in Spanish.
- Administer annual perception surveys (e.g., CA Healthy Kids Survey, parent/guardian satisfaction survey, etc.)
- Advisory Council

3.5 Attendance Initiatives:

- Develop an orientation course to onboard students into the independent study setting.
- Advisors, education specialists, and counselors will provide individualized coaching to students on a regular basis to improve study habits and work completion. This will be accomplished through their regular meetings and intermediary support strategies (checklists, texts, email communications, other reminders/check ins).
- Provide resources and strategies for staff to incorporate culturally responsive practices into their methods and interactions with students and families.
- Host community events and workshops aimed at addressing barriers to attendance and promoting the importance of education.
- Offer targeted support services such as transportation assistance, access to supplies, mental health resources, and academic tutoring to remove barriers to attendance and promote student success.

3.6 Graduation and Dropout Prevention:

- Ensure accurate reporting of graduates/transfers/withdrawals.
- Implement a comprehensive tracking system to identify [socioeconomically disadvantaged] students who are at risk of not graduating on time or dropping out.
- Develop individualized graduation plans [for socioeconomically disadvantaged] students, taking into account their unique strengths, challenges, and post-secondary goals.
- Provide ongoing monitoring and support to ensure students are on track to meet graduation requirements and receive timely interventions if they fall behind.
- Offer elective courses, career exploration, and dual enrollment opportunities that align with students' interests and aspirations, providing multiple pathways to graduation and post-secondary success.
- Create and/or identify resources and programs specifically targeted for students identified as socioeconomically disadvantaged.

Expected Annual Measurable Outcomes	
Outcome #1: Maintain high level of parent satisfaction with communications and input in decision-making - Local indicator “Standard Met” Metric/Method for Measuring: 3.1 Parent input in decision-making; parental participation in programs for unduplicated pupils & students with exceptional needs (3)	
Scope	Target Outcomes
All Students (Schoolwide)	Maintain “Standard Met”

Outcome #2: Improve student attendance rates Metric/Method for Measuring: 3.2 Attendance rate (5a)	
Scope	Target Outcomes
All Students (Schoolwide)	Maintain 95%

Outcome #3: Decrease chronic absenteeism Metric/Method for Measuring: 3.3 Chronic absenteeism rate (5b)	
Scope	Target Outcomes
All Students (Schoolwide)	Decrease chronic absenteeism to less than 20%

Outcome #4: Maintain 0% middle school student dropout rate Metric/Method for Measuring: 3.4 Middle school dropout rate (5c)	
Scope	Target Outcomes
All Students (Schoolwide)	Maintain 0% middle school student dropout rate

Outcome #5: Improve engagement of high school students to remain enrolled and receive a diploma Metric/Method for Measuring: 3.5 High school dropout rate (5d)	
Scope	Target Outcomes
All Students (Schoolwide)	Decrease high school dropout rates below 15.8%

Outcome #6: Increase high school graduation rates Metric/Method for Measuring: 3.6 High school graduation rate (5e)	
Scope	Target Outcomes
All Students (Schoolwide)	Improve grad rate to 74.7%

Outcome #7: Maintain suspension rate under 1% Metric/Method for Measuring: 3.7 Suspension rate (6a)	
Scope	Target Outcomes
All Students (Schoolwide)	Maintain Suspension rate under 1%

Outcome #8: Maintain expulsion rate under 1% Metric/Method for Measuring: 3.8 Expulsion rate (6b)	
Scope	Target Outcomes
All Students (Schoolwide)	Maintain Expulsion rate under 1%

Outcome #9: Maintain/increase survey respondents satisfied with safety/connectedness Metric/Method for Measuring: 3.9 Surveys measuring safety & connectedness (6c)	
Scope	Target Outcomes
All Students (Schoolwide)	Increase ratings of safety and connectedness as measured by school surveys

Outcome #10: Maintain school counselor ratio to increase students persisting through to graduation Metric/Method for Measuring: 3.10 Other student outcomes: Student to counselor ratio (8)	
Scope	Target Outcomes
All Students (Schoolwide)	Student ratio under 100:1

Outcome #11: Maintain half-time counselor Metric/Method for Measuring: 3.11 Other student outcomes: # Counselor (FTE) assigned to school (8)	
Scope	Target Outcomes

All Students (Schoolwide)	Ensure regular meetings for course guidance to keep students on track for graduation and personal goals

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. **(Ed. Code § 47605(c)(5)(C).)**

Olive Grove Charter - Santa Barbara will administer all state-mandated assessments currently including the California Assessment of Student Performance and Progress System of Assessments, the English Language Proficiency Assessments for California, and Physical Fitness Testing. In addition, OGCS students will be assessed in each of the core academic skill areas by a combination of ongoing assessments. These assessments will be aligned to curriculum and statewide standards and will include, but not be limited to:

- Publisher/teacher-designed tests
- Projects and reports
- Curriculum-embedded assessments
- Electronic recordings
- Demonstrations (presentations) of mastery
- Pupil grades and transcripts of record to be prepared at the end of each semester

Method for Measuring Pupil Progress Toward Outcomes: Formative & Summative Assessments

Olive Grove Charter School Assessments			
Type	**Frequency**	**Grades/Content**	**Description**
Local Assessments – i-Ready (State Board of Education-approved "state verified data source")	3x per year	All grades, Reading and Math	Local assessments align to the standards covered and suggested pacing in each grade/content. These assessments provide important information to teachers for planning, instruction and designing supports for students in order to meet the Common Core State Standards. Assessment results are used to determine the necessary academic accelerations or interventions depending on the results indicating grade-level performance. Based on consistent, standards-based instruction, students are expected to meet individualized growth targets.
Smarter Balanced (SBAC) Summative Assessments	1x per year	Grades 3-8, 11 ELA and Math	Smarter Balanced Summative Assessments are comprehensive end of year assessments in English language arts/literacy (ELA) and Math that are aligned with the Common Core State

Olive Grove Charter School Assessments			
			Standards (CCSS) for English language arts/literacy (ELA) Mathematics.
California Adaptive Assessment (CAA)	1x per year	All grades, identified students only	Students with cognitive disabilities take the CAA Instead of the Smarter Balanced Summative Assessment. This test is modified to appropriately assess the ELA/Literacy and mathematics progress and performance of specific students designated to engage in a modified curriculum as specified in their IEP.
California Science Assessment Test (CaST)	1x per year	Grades 5, 8, 11 (or 12)	California Next Generation Science Standards summative assessment is administered in the spring for grades 5, 8, 11, and 12, if necessary, as part of the California Assessment of Student Performance and Progress (CAASPP)
English Language Proficiency Assessments for California (ELPAC)	1x per year	English learners in all grade levels	ELPAC measures provide both initial and annual summative assessment of an English learner's proficiency in the domains of Reading, Writing, Listening and Speaking.
Physical Education Test (PFT)	1x per year	Grades 5, 7 and 9	Students in grades 5, 7, 9 participate in this State required assessment on basic components of California Physical Education Standards.

As an independent charter school, OGCS tests independently of its authorizer. Assessments and standardized testing of students with disabilities are conducted using state and local guidelines for modifications and accommodations.

The local assessment structure includes, in addition to other standards-based and performance-based assessment tools, assessments in each of the core academic subjects, assignments, essays and projects, and teacher evaluation of performance. The schoolwide results are periodically reviewed with educational partners, including the Board of Directors, to evaluate progress towards the measurable goals and terms outlined in the charter.

Use of Data

The instructional staff uses assessment data in an ongoing process to examine the students' performance and revise instructional practices to address observed needs. Teachers use student data to design each student's individual learning program, making adjustments to reflect methods and strategies that have helped the student make the most gains and trying new approaches where students have not progressed well. On an ongoing basis, the instructional staff is supported to use informal and formal assessment data to adjust each student's learning program according to their needs, identifying gaps in each student's learning, and planning for how the gaps will be addressed. OGCS uses assessment data and analysis to foster continuous refinement/enhancement of the instructional program. Annually and at benchmark intervals

throughout the school year, OGCS staff uses data analysis to adjust and refine the school's instructional program, individually and with teachers collaborating in teams.

Learning goals for individual students will be both standards-based with respect to the Common Core State Standards in English-Language Arts and Mathematics, Next Generation Science Standards and Content Standards for History/Social Studies, including the mastery of below grade level prerequisite skills required to access grade-level standards. OGCS believes each student can achieve mastery of the California Standards and works accordingly with students to achieve this goal. Plans to assist students in meeting grade level standards are monitored and modified according to assessment data. In the event that students are not meeting proficiency and outcome goals as determined by benchmarks, a Student Study Team (SST) is convened to develop an intervention plan.

Oversight of the academic program is a core function of the OGCS, Inc. governing board. The Board sets academic goals and monitors student progress throughout the year. Staff presents reports on achievement, identifies strengths and areas of improvement, and describes planned actions for continual school improvement. The Board reviews the Charter School's progress and the staff's analysis of areas for improvement as well as any proposed corrective plans.

Element 4 – Governance

The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. **(Ed. Code § 47605(c)(5)(D).)**

Nonprofit Public Benefit Corporation

Olive Grove Charter - Santa Barbara is operated by Olive Grove Charter Schools, Inc. ("OGCS, Inc."), a nonprofit public benefit corporation formed and organized in accordance with the California Nonprofit Public Benefit Corporations Law, and is governed by its Board of Directors ("Board"). (*See* Articles of Incorporation.) OGCS, Inc. operates as a 501(c)(3) and has received tax-exempt status from the Internal Revenue Service and the California Franchise Tax Board.

The Charter School will operate autonomously from the chartering authority, with the exception of supervisory oversight as required by statute. Pursuant to Education Code Section 47604(d), the chartering authority shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the chartering authority has complied with all oversight responsibilities required by law.

Board of Directors

The Charter School will be governed by a corporate Board of Directors in accordance with its adopted bylaws, which shall be consistent with the terms of this charter.

The Board holds ultimate authority for the Charter School's operations and activities. The Board shall conduct and direct the affairs of the Charter School to fulfill and exercise its powers, subject to the limitations of the California Corporations Code, the Articles of Incorporation, the Board-adopted Bylaws (which may be amended from time to time pursuant to the process set forth therein), the OGCS Charter, Charter School policies, and other applicable provisions of federal and state law. The powers of the Board are described in the Bylaws.

As set forth in the Bylaws, the Board shall be composed of at least three (3) and no more than nine (9) members (a minimum of 4 seats will be reserved for representation by chartering authorities, 1 per chartering authority, to be amended if additional seats are needed). In accordance with Education Code Section 47604(c), the authority that grants the charter to be operated by a nonprofit public benefit corporation shall be entitled to a representative on the Board of Directors of the nonprofit public benefit corporation.

In addition to the number of Directors otherwise prescribed by the Bylaws, the Board may also include a pupil member pursuant to Education Code section 47604.2, with limited voting rights set by statute.

The following individuals currently serve on the corporation's Board of Directors:

- Deb Willems, Chairperson, Mission Assurance Manager, Aerospace and Defense Industry
- Terry Dickinson, Community Member, Educator (retired)
- Hank Gallina, Community Member, Educator (retired)
- Jackie Heidt, Community Member, Engineer and Management, Aerospace and Defense Industry (retired)
- Ivette Martinez, Parent/Guardian Member, Business Owner

In addition to the powers enumerated in the Bylaws, the Board of Directors is responsible for the operation and fiscal affairs of the Charter School including but not limited to:

- Fiscal management of the Charter School, including approval and monitoring of the Charter School's annual budget.
- Development, amendment and adherence to the general policies and Bylaws of the Charter School.
- Operation of the Charter School in accordance with the Olive Grove Charter - Santa Barbara Charter, the Bylaws, any MOU between the Charter School and the chartering authority, and applicable law.
- Determining graduation requirements.
- Hiring, evaluation, and dismissal of the Charter School's Superintendent
- Communication, negotiation, and collaboration with the charter authorizer.
- Evaluation of Charter School programs.
- Overseeing the school's educational program and operations.
- Approving all major contracts.
- Approving the school's annual budget and overseeing the school's fiscal affairs.
- Participation in independent fiscal and programmatic audits.
- Long-term strategic planning.
- Receiving reports from and providing recommendations to the Superintendent.

Board members are required, during their three-year terms, to meet the standards laid out in the Bylaws, any policies adopted by the Board related to Board expectations, and any Board-adopted conflict of interest code.

As set forth in the Bylaws, all meetings of the Board and shall be called, held, and conducted in accordance with the provisions of the Brown Act and Education Code Section 47604.1(c), including, but not limited to, those related to notice, agenda preparation and posting, jurisdiction, and reporting. There have been no Brown Act complaints filed against the Charter School in the last five years.

The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

The Board shall participate in training, which shall include, at a minimum, training in conflict of interest, ethics, and Brown Act training.

If more than one school is governed by OGCS, Inc., all meetings of the Board shall conduct business for one school, more than one school, or all schools governed by OGCS, Inc. The Board recognizes that each school has individual demographics and will view each school as a separate entity and will govern each school according to the identified needs and student composition of each school governed by OGCS, Inc. The Charter School Superintendent shall be responsible for the management and day-to-day operations of each school's program and ensuring all board directives, policies, and procedures are followed by each school governed by the Board. Each school shall have a Learning Center Director that will report to the Superintendent. The Learning Center Director operates under the policy direction of the OGCS, Inc. Board of Directors.

OGCS, Inc. will operate with an Administrative Office to support each independent school under the Board's governance. Cumulative files and special education files are sent from and received at the Administrative office and are then housed at the Learning Center. Offices are maintained at the Administrative Office for use by the Superintendent, the Records and Enrollment team, the Human Resources Manager, and the Director of Fiscal Services and Facilities.

OGCS, Inc. will conduct all administrative and business services on behalf of Olive Grove Charter - Santa Barbara. This support includes back office, academic, special education (administrative support services), and executive management from OGCS, Inc. at its central office, currently located at 5075 Bradley Road, Suite 119, Santa Maria, CA, 93455. (NOTE: Actual special education services expenses will be directly spent by Olive Grove Charter - Santa Barbara and are not included in the administrative support services conducted by OGCS, Inc.)

As a multi-school network organized as a single nonprofit corporation, OGCS, Inc. has developed appropriate accounting and budgeting policies and procedures to ensure that it remains in compliance with key federal and state laws and Generally Accepted Accounting Principles (GAAP). Olive Grove Charter - Santa Barbara and OGCS, Inc. will use GAAP to recognize revenues (State, Federal and Local). Expenses that are shared between the schools operated by the corporation will be consolidated in the central office, then distributed to each individual charter based on an appropriate objective factor such as the calculation of usage by each individual charter or the proportionate share of either enrollment, ADA, or revenue. This shared cost allocation will be determined with the initial adopted budget of a fiscal year and can be revised as necessary for specific expenses or when material changes occur in either enrollment, ADA, or revenue.

OGCS, Inc. will generate legally compliant, GAAP-aligned financial statements. While a complete treatment of these issues is beyond the scope of this document, the accounting practices we implement will permit the network to accomplish the following:

- Recognize, track, and expend revenues generated by "unduplicated" pupils under the Local Control Funding Formula at the Olive Grove Charter - Santa Barbara level, based on the Charter School's specific demographic and attendance data. This will permit the

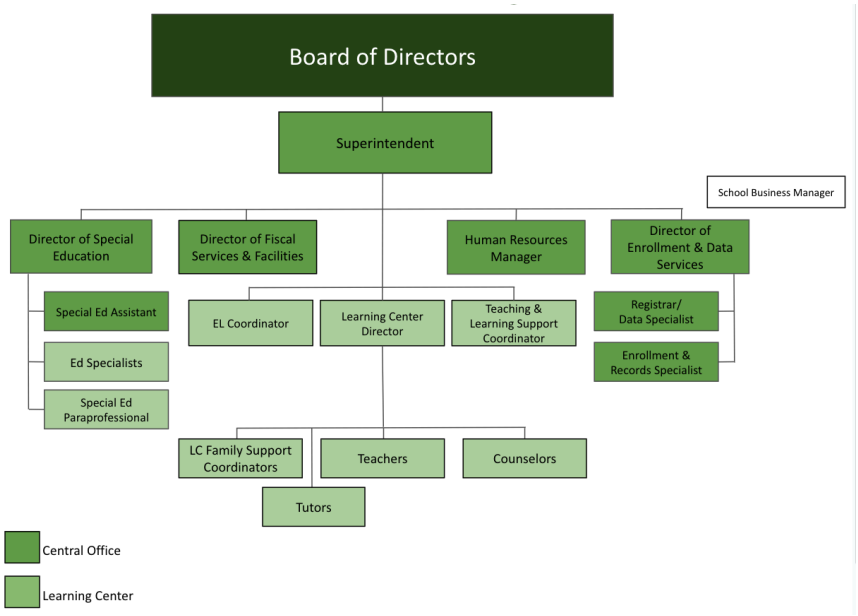
Charter School to ensure that its budget and Local Control and Accountability Plan (LCAP) demonstrates that the increase in the quality or quantity of services for unduplicated pupils grows commensurately with the growth in funding such students generate.

- Generate financial statements at the Charter School level that enable us to submit GAAP-aligned forms to request a "determination of funding" under the laws governing nonclassroom-based schools.

- Recognize, track, and expend restricted grant revenues, if and as required by the terms of each specific grant, to ensure restricted funds are recognized and expended in alignment with the terms of applicable law and grant restrictions.

Based on discussions with our independent auditor, OGCS, Inc. uses the above data to generate financial statements that are specific to Olive Grove Charter - Santa Barbara, as well as a consolidated statement for network-wide purposes.

Organizational Chart



Parent/Guardian Participation in Governance of the Charter School

Olive Grove Charter - Santa Barbara was established to serve the needs of students and families, and the Board believes that it is imperative that the school shall value the active involvement of families. One (1) Director on the governing board may be a parent or guardian of current year students enrolled in the public charter schools operated by the Corporation.

OGCS encourages the participation of parents/guardians in the Charter School's Advisory Council, which is established to facilitate communication between all members of the OGCS community and to help meet the goals and objectives of the Charter School. California law does not require charter schools to establish school site councils, however, OGCS believes that they can provide an important forum for bringing together parents/guardians, teachers, and students, to hold structured dialogue about the educational program. The Advisory Council serves this purpose.

Advisory Council meetings are held at least four times annually. The Advisory Council is the vehicle through which the school community comes together to craft the Charter School's plans for continuous improvement. The goal of the Advisory Council is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program.

The main responsibilities of the Advisory Council are as follows:

- Advise the Charter school on school safety and review the Comprehensive School Safety Plan;
- Develop site-level parent/guardian involvement policies;
- Advise the Charter school on parent/guardian involvement;
- Review the Charter school parent/guardian compact (Title I); and
- Advise the Charter school in the development of the Local Control and Accountability Plan.

The Advisory Council engages in pertinent discussions about CAASPP and benchmark assessment scores, academic achievement for all students, safe and drug-free schools, interventions for underperforming students, and daily and on-time attendance. In addition, the Advisory Council supports and maintains a schoolwide focus on State Standards and specific focus on English Language Development Standards aligned to English Language Arts Standards to improve student achievement, especially for OGCS's English Learners.

English Learner Advisory Council (ELAC)
OGCS has not historically enrolled more than 21 identified English Learners. But in the event OGCS enrolls more than 21 identified English Learners, regardless of the types of programs offered at the Charter School, OGCS will maintain an English Learner Advisory Committee. The ELAC will meet four times per year, in concert with the Advisory Council. The ELAC will be composed of parents/guardians of English Learners. Translation is provided by OGCS staff.

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

- Participate in the Charter School's needs assessment on any issue, not limited to those pertaining to English Learners;
- Advise the team leads and Charter School staff on the Charter School's program and services for English Learners;
- Provide input on the most effective ways to ensure regular school attendance;

- Advise the Charter School on the annual language census; and
- Advise the Advisory Council on the development of the LCAP/SPSA, as applicable.

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

- Parents/guardians participate in the development of their child's individualized learning plan.
- Parents/guardians have daily access to their student's teachers via phone, video chat, and email.
- Parents/guardians have the opportunity to serve on, as well as elect a representative as a member of, the Board of Directors.
- Parents/guardians are encouraged to attend all teacher-student meetings, as well as school activities and events.
- Parents/guardians are involved in the development of the Charter School's LCAP each year.

Element 5 – Employee Qualifications

The qualifications to be met by individuals to be employed by the charter school. **(Ed. Code § 47605(c)(5)(E).)**

General Assurances

Olive Grove Charter - Santa Barbara will recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support positions. All employees will demonstrate OGCS values and a belief in the mission, program design, instructional philosophy, and curriculum outlined in this Charter.

In accordance with Education Code 47605(de)(1), OGCS shall be nonsectarian in its employment practices and all other operations. The Charter School shall follow all applicable state and federal non-discrimination laws.

OGCS seeks to hire employees that possess the personal characteristics, knowledge base, and/or relevant experience with regard to the responsibilities and qualifications identified in the posted job description as determined by the Charter School. All employees must comply with employee processing policies and procedures (including, but not limited to: fingerprinting and criminal background checks as set forth in Education Code Sections 44237 and 45125.1; proof of identity; right to work in the United States; and submit to a TB risk assessment, testing if needed, and obtain a certificate of clearance from infectious TB).

Clerical and Other Classified Staff

Qualifications for clerical staff and other classified staff will include, but not be limited to, demonstrated experience or expertise in the work tasks or issues required of them. Previous independent study/ home school education experience is desirable, but not mandatory for employment. Well-qualified applicants for positions will always be selected.

Tutor/Learning Center Aide

The Tutor/Learning Center Aide operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Learning Center Director.

Essential Duties and Responsibilities

- Assist with general operations of the learning center;
- Schedule and run groups, clubs, and/or enrichment activities for students; work independently with groups of students;
- Schedule students for and conduct tutoring sessions (sessions available virtually or in-person at the learning center); work independently with individual students;
- May assist certificated teacher(s) in offering specialized instruction to English Learners during designated English Language Development;
- May assist certificated teacher(s) in offering specialized instruction to special education students;

- May assist in overseeing students completing science lab activities with certificated teacher(s) physically or virtually present;
- Assist students in becoming self-directed learners; use learner-centered strategies that address the diverse needs of students;
- Communicate with advisors/teachers and parents/guardians to identify students in need of tutoring/support and to provide progress and participation updates and other feedback as necessary;
- Ensure a safe environment; impose effective methods of discipline when necessary and in accordance with OGCS policy and procedure;
- Supervise individual and groups of students using the learning center;
- Intervene in student issues or conflicts using conflict resolution skills;
- Administer/proctor assessments, including but not limited to assessments such as CAASPP;
- Be familiar with OGCS online courses and/or associated textbooks;
- Assist students in the use of computers and technology for educational purposes; provide basic technical support with online course set up and access to students;
- Attend, participate and be accountable for material presented in professional development activities, LC and organization wide staff meetings and trainings;
- Assist with clerical, other tasks as needed;
- Demonstrate knowledge of and support the OGCS mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior;
- Exhibit attitude and behavior that exemplify respect and a high regard for the dignity of all students;
- Maintain confidentiality of individual student and school-related information;
- Perform other duties as assigned and deemed appropriate by the LC Director and/or OGCS, Inc. leadership;
- May be required to work at more than one site based on needs of program(s).

Qualifications

- High school diploma
- Community college and/or vocational training certificate and/or Bachelor's Degree (preferred)
- Previous experience working in an educational setting (preferred)
- Bilingual speaking skills (preferred)

Learning Center Family Support Coordinator

The Learning Center Family Support Coordinator operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Learning Center Director.

Essential Duties & Responsibilities

- Able to communicate fluently in Spanish and English
- Translate for parents during enrollment, meetings and daily needs
- Translate flyers, newsletters and communications as requested
- Answers telephones and directs the caller to the appropriate teacher/counselor

- Welcomes and greets guests immediately upon arrival, even if on the telephone, by a nod and smile
- Confirms that all students sign in for their hourly sessions. Keeps a spreadsheet for student attendance per teacher
- Takes and retrieves messages for various personnel
- Responsible for the confidentiality of Cumulative Records, filing and storing
- Provides callers with information such as School Address, directions to the company locations, company fax numbers, company website and other related information
- Receives, sorts and forwards incoming mail. Maintains and routes publications
- County Mail and pick up
- Coordinates the pick-up and delivery of express mail services (FedEx, UPS, etc.)
- Takes Family through Reg Online
- Helps with data entry for enrollment and additional departments as needed
- Collects new student documents, scans and distributes
- Creates Flyers as directed and approved by LC Director
- Monitors supplies and assists in the ordering, receiving, stocking and distribution of office supplies
- Assists with other related clerical duties such as photocopying, faxing filing and collating
- Maintains cleanliness of reception and copier area
- Maintain large classroom (books are put away, laptops/chargers are put away)
- Empty trash when necessary (ones in public view) empty shredder as needed
- Make sure copiers/printers are loaded with paper, keep an eye on ink levels
- Ensure all students check in and out
- Check in and out computers to students
- Monitor Supplies and coordinate purchases with LC Director
- Review LP's to submit or give to LC Director
- ID Maker28. Assist with Withdrawal Process
- Perform other duties as assigned and deemed appropriate by a Director

<u>Qualifications</u>

- Bilingual English and Spanish
- Required Education and Experience
  1. High school diploma
  2. 1 year of administrative experience
- Preferred Education and Experience
  1. Associate degree
  2. Two years of related experience

Teachers

OGCS teachers are required to hold a valid Commission on Teacher Credentialing ("CTC ") certificate, permit, or other document equivalent required for the teacher's certificated assignment, in accordance with Education Code Section 47605(l)(1). These documents shall be maintained on file at the Charter School and shall be subject to periodic inspection by the chartering authority upon request. OGCS core academic teachers are responsible for overseeing

students' academic progress and for monitoring grading and matriculation decisions as specified in the Charter School's operational policies.

Essential Duties and Responsibilities

- Demonstrate knowledge of and support the OGCS mission and core value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior;
- Use a collaborative approach to implement systems and processes for optimal support and ultimate student success;
- Exhibit attitude and behavior that exemplify respect and a high regard for the dignity of all students;
- Engage and support students, and demonstrate enthusiasm in instruction of the course of study specified by state law and OGCS policy and procedures;
- Use assigned curricular software and/or associated materials to provide an educational program that complies with state standards for independent study students;
- Perform other duties as assigned and deemed appropriate by school and organization leadership.

Advisor

- Assist students in becoming self-directed learners; use learner-centered strategies that address the diverse needs of students;
- Hold regular supervisory meetings with each student and parent/guardian, as indicated by OGCS policy and procedures;
- Evaluate student progress consistent with school policy and philosophy; keep appropriate records; prepare necessary reports;
- Monitor the achievement of students and work to develop and implement instructional and support programs to improve the academic achievement of students;
- Implement program activities; promote academic supports across the core curriculum, including counseling and tutoring services;
- Maintain effective and timely communication with students, parents/guardians, and school staff by phone, text, email, and/or video conferencing means;
- Ensure a safe environment; impose effective methods of discipline when necessary and in accordance with OGCS policy and procedure;
- Administer/proctor assessments;
- Assist in preparing students for required assessments;
- Use student performance, assessment results, and other reports to aid in determining appropriate supports, interventions, and enrichments;
- Attend, participate and be accountable for material presented in professional development activities, LC and organization wide staff meetings and trainings;
- Complete/maintain required enrollment paperwork, work samples, and attendance documentation according to OGCS requirements, policies, and procedures; complete and submit documentation within required timeframe.

Teacher

- Establish challenging learning goals that value each student and prior knowledge and background; relate subjects to student interests; inter-relate cross-curricular ideas;

- Establish student behavior and performance expectations, ensure student understanding, and maintain standards consistently;
- Provide scaffolded instruction as needed and formulate questions that require responses at a variety of cognitive levels; facilitate constructive interactions with assigned students;
- Provide effective learning opportunities and instructional support to promote academic achievement and personal growth; encourage student to demonstrate, evaluate, and articulate what they learn;
- Evaluate/grade student work within expected timeframe; provide appropriate feedback to students; communicate with student's advisor and counselors as necessary to promote student engagement and success;
- Evaluate and grade student work within expected timeframe, provide appropriate feedback to students, communicate with student's advisor, case manager, and counselor(s) as necessary to promote student engagement and success;
- Ensure that students receive a high-quality program of instruction that leads to high levels of academic achievement, high school graduation, and preparation for college and/or career pathways.

Qualifications

Requirements and other qualifications for teachers of core academic subjects are as follows:

- A bachelor's degree
- A valid, applicable California Teaching Credential authorizing service in public schools, with CLAD/EL Authorization
- Valid California Driver's License

Previous independent study/home school education experience is desirable, but not mandatory for employment.

Counselor

The Counselor operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Learning Center Director.

Essential Duties and Responsibilities

Student Introduction

- Lead new student orientation meetings
- Course plan and placement including changes (addendums)
- Completed Master Agreements

Small Group and Individual Counseling:

- Provides relevant personal/social counseling that helps students to make better choices
- Responds in a timely manner to counseling referrals made by teachers, parents and
- administrators
- Meets with students in small groups to help them manage their emotions, cope with crisis, and overcome barriers to learning
- Meets with all students grade 9 – 12 to develop a graduation plan
- Tracks data on what students plan to do after graduation and steps to completing college applications
- Creates and teaches a College Support Lab at each learning center

Prevention/Intervention Services:

- Demonstrates involvement with Student Review and Success Teams and is active member of Student Intervention Team
- Participates in crisis response
- Helps develop Suicide Prevention policies and procedures
- Counsels students in danger or on Academic Probation

Consultation and Collaboration:

- Establishes professional relationships with staff, parents and students
- Provides knowledge and support of site / organizationwide programs for student services
- Promotes team approach to problem solving
- Provides / assists in guidance related staff in-service, focused on the areas of identifying students in crisis
- Assists staff in creating a positive learning environment, teaching self-management skills, and acts as advocate for the students; Serve on PLC teams;

Program Coordination:

- Promotes counseling and guidance program to students, parents and staff
- Promotes equity and access for all students
- Advocates for student needs
- Manages the course guide and new curriculum processes for Olive Grove
- Helps with college related Assessment testing (PSAT, AP, SAT).
- Helps develop a CTE program

Qualifications

- Working knowledge of independent study procedures, regulations and law
- Working knowledge of School Board policies and procedures
- Working knowledge of legal and education issues and changing laws, rules and guidelines
- Working knowledge of current legal guidelines for all Categorical Programs (Title 1 and School-Based Coordinated Programs to include English Learner students)
- Bachelors' degree
- Effective communication and community–building skills
- Have a valid California School Counseling credential issued by the State Board of Education

Learning Center Director

The Learning Center Director operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Superintendent.

Essential Duties & Responsibilities

- Supervision of certified teachers in the Learning Center, which includes consistent feedback and documentation both positive and need for improvement, throughout the semester; (HR available to advise) Holding the staff accountable for:
  o Curriculum implementation in order to maximize student learning experiences;
  o Maintain set grading standards for students to meet State testing requirements;
  o Collaborating with other teachers to support student mastery of state standards;

o Complete and thorough LP submission;
o Best practices for Student success, effective meeting time, parent communication, positive student encouragement etc.
▪ Strategies for failing students – what have they done to prevent
o Monitor calendar for compliance of weekly student meetings – confirm that teacher is taking appropriate steps to keep student active
o Dashboard results

- Conduct reviews for LC team teachers with documented support
- Attend Monthly Advisory and ELAC Council Meetings
- Attend Board Meetings on rotation basis
- Create and Distribute the LC Newsletter/communications
- Be accountable for information distributed at all Director Meetings and transferring information to the LC staff when necessary and appropriate.
- Work in tandem with the central office using professional and thorough communication that fosters and encourages a team atmosphere
- Manage/oversee intake and enrollment procedures
- Ensure curriculum is implemented to maximize student-learning experiences, and curriculum supports for the educational program; including assignments, quizzes, tests, pacing guides, answer keys for all grades TK-12, and ability to copy and distribute
- Ensure student engagement by monitoring attendance, dropout rate, graduation, A-G completion.
- Encourage parental involvement by ensuring efforts are made for parent/guardian input into school decision making and parent participation in school programs
- Work with teachers to support student mastery of state standards which is proven by consecutive yearly improved test scores
- Lead meetings to include Professional Development, Collaboration for student success, reviewing current test data and progress toward LC, teacher and student goals
- Encourage and support teachers' professional development by participating in and developing professional development opportunities, as needed
- Ensure compliance with all applicable state and federal laws
- Communicate with parents/guardians and recruit new families and students.
- Take steps to ensure the full and regular participation of students and families in the Charter School's program in accordance with policies established by the Board.
- Complete and submit required documents as requested or required by the chartering authority and/or Superintendent
  • Manage the facility by overseeing:
    o Cleaning of building and surrounding grounds
    o Water Delivery
    o Heating/Cooling contract
    o Security System
- Ensure the security of the Charter School facilities and emergency preparedness guidelines are met, emergency binders are up to date and current with emergency cards for students. Maintain Safety Plan and lead drills.
- Promote OGCS in the community, promote positive public relations, and interact

effectively with external media.

- Manage student discipline, academic probation, and as necessary, participate in the suspension and expulsion process. Submit a detailed report to the Superintendent explaining steps taken to support student learning before dismissal.
- Implementation of OGCS exit interview process for families of students leaving OGCS.
- Accurate and timely submission of student reporting to Registrar including but not limited to LPs, grades, attendance
- Participate and coordinate field trips
- Support and model OGCS core values
- Administration of all required state testing
- Administration of College and Career readiness program
- Participate in IEP meetings, as necessary
- Create and oversee implementation of 504 Plans
- Oversee all MTSS and RTI processes confirming accuracy
- Work with Superintendent on WASC accreditation and audits for the Learning Center
- Work with Superintendent on LCAP development and implementation for the Learning Center
- Manage Learning Center meetings (i.e. Advisory Committee,, site meetings, site trainings)
- Maintain flexibility to be assigned to any of the OGCS locations as needed due to growth
- Any other responsibilities directed by the Superintendent or OGCS, Inc. Board

Qualifications

- Effective communication and community – building skills
- Demonstrated management and leadership skills
- Demonstrated understanding of instruction, curriculum and assessment in an independent study setting
- Working knowledge of special education processes and requirements
- Working knowledge of budgets
- Working knowledge of personnel procedures
- Working knowledge of independent study procedures, regulations and law
- Bachelors' degree
- Five or more years teaching experience (preferred)
- Three or more years' of experience in school administration (preferred)
- Demonstrated understanding of student performance assessment and data analysis (preferred)
- Curriculum development and independent/home study program development
- Experience in performance assessment
- Have a valid California teaching credential issued by the State Board of Education

English Learner (EL) Coordinator

The English Learner Coordinator is a stipend position for a "Teacher on Special Assignment" (TOSA). This employee role operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Superintendent.

Essential Duties & Responsibilities

- Collaborate with enrollment and records team to identify English Learners/potential English Learners
- ELPAC (initial & summative) -Identify students, notify families, plan for and administer assessments, complete all relevant/required training, select and prepare test examiners
- Design, teach, and/or support English Language Development (ELD) program/courses,
- Manage reclassification procedures, including monitoring reclassified students
- Complete all necessary data entry/collection/analysis/reporting related to EL students, e.g. TOMS data entry, reporting ELPAC completion rates, reporting EL student progress statistics, etc.
- Collaborate with parents/guardians, directors, counselors, teachers, advisors, tutors to support EL students across all content areas.
- Provide professional development and support
- Monitor and evaluate EL programming

Qualifications

- A bachelor's degree
- A valid California teaching credential
- Working knowledge of ELA/ELD Framework, ELD standards, and the State's EL Roadmap

Teaching & Learning Support Coordinator

The Teaching & Learning Support Coordinator operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Superintendent.

Essential Duties & Responsibilities

- Ongoing support for the use of FlexPoint
    - AP course enrollments
- Ongoing support for the use of Accelerate
    - Student accounts, enrollments
- eDynamic & UC Scout
    - Student accounts/enrollments
- Plan and run the all staff meetings
    - Weekly announcements
- Plan and run curriculum council
- Plan and implement new teacher training and ongoing support
- (assist in training and ongoing support of LC directors)
- Facilitate additional organizational "parliaments" on teaching and learning, as needed
- Assist with PD - needs assessment, selecting/planning, scheduling, and implementation
- Ongoing refinement of policies & practices across LCs
- Oversee math & ELA intervention programs
    - Delegate responsibilities to directors & FSCs - LC-specific
    - monitor progress/participation rates/impact on student achievement
- Coordinate arts & music programming
- Oversee CAASPP testing, coordinate with LC directors
- Student Advisor
- Teach science courses

Qualifications

- A bachelor's degree
- A valid California teaching credential

Charter School Superintendent

The Charter School Superintendent operates under the policy direction of the Olive Grove Charter Schools, Inc. and reports to the Board of Directors.

Vision and Strategic Plan:

- Provides input to the Board when it drafts, modifies and approves the School Mission and when it reevaluates the School Mission;
- Drafts and submits to the Board the School's Strategic Plans;
- Implements the Board-adopted policies to implement the School Mission and Strategic Plans, by among other things adopting appropriate procedures and training staff on the policies and procedures.

Academic Performance Monitoring:

- Creates a report reflecting student performance based on state- and federally-mandated assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and collaborates with the Board when setting goals for student achievement on state-mandated assessments. The Superintendent implements the goals for student achievement on such assessments;
- Creates a report reflecting student performance based on school-level assessments, provides a copy to the Board, reviews the performance with the Board, or a committee thereof, and collaborates with the Board when setting goals for student assessment on school-level assessments. The Superintendent implements the goals for student achievement on school-level assessments;
- Implements Board-adopted policies to achieve the student achievement goals, by among other things, adopting appropriate procedures and training staff on policies and procedures;
- Creates all academic performance reports required by all federal, state and local agencies as required by law and provides them to the Board for approval;
- Consults with teachers, administrators, other school personnel, parents/guardians and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan, which is approved by the Board annually;
- Develops the school calendar and provides it to the Board for approval.

Staffing and Personnel:

- Drafts all personnel policies and presents them to the Board for review and approval.
- Recommends any proposed amendments to the personnel policies and presents them to the Board for review and approval;
- Makes decisions regarding hiring and terminating all school personnel other than the Superintendent.
- Responsible for all recruitment activities associated with the hiring of school personnel;
- Recommends the salaries for all School personnel in compliance with any applicable state laws to the Board for final approval;
- Ensures that all school personnel are evaluated on a yearly basis and creates the process for such evaluation;

- Implements all personnel policies, including the school's internal complaint procedures.

Parent/Guardian, Student and Community Relations:

- Implements the policies and procedures adopted for student involuntary removal and/or expulsion and recommends student removal/expulsions to the Board, upon completion of the school-level procedures.
- Drafts, and subsequently implements the Board adopted student and parent/guardian policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures.
- Drafts amendments to the student and parent/guardian policies, and presents them to the Board for approval;
- At the request of the Board, communicates with the media and community at large in a fashion that is consistent with the School's Mission and Vision;

Finance and Budget:

- Drafts and subsequently implements the Board adopted fiscal policies, by, among other things, adopting appropriate procedures and training staff on the policies and procedures.
- Drafts amendments to the fiscal policies, and presents them to the Board for approval;
- Drafts and submits to the Board, or a committee thereof, the quarterly and yearly budget drafts;
- Drafts and submits to the Board the final quarterly and yearly budgets and other required financial statements;
- Implements the responses to the audit report as instructed by the Board.

Facilities:

- Conducts school site needs assessments at the direction of the Board;
- Conducts capital campaigns as needed;
- Implements any facilities policies.

Charter Performance and Renewal:

- Annually drafts any required school performance reports for Board review;
- Drafts charter school renewal proposals and reports, as needed,

Qualifications

- Knowledgeable of Human Resources laws and practices
- Experience in California public education, either teaching and/or site administration
- Masters degree or higher with a record of continuous learning (Doctorate preferable)
- An educator with K-12 experience in California
- Strong fiscal background and understanding of school finance
- Record of focusing on students and improving achievement in a diverse community
- Experience as a teacher, principal and as an executive level leader in a charter organization
- Bilingual (preferred)

Director of Special Education

The Director of Special Education operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Superintendent.

Essential Duties & Responsibilities

- Demonstrate knowledge of and support the OGCS mission, core values, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior;
- Direct the administration of the schools' special education programs across all Learning Centers;
- By understanding the philosophy and the mission of OGCS, be responsible for the interpretation of OGCS programs, philosophy, and policies of the school, to staff, students, parents/guardians, and the community at large;
- Keep informed of other charter schools and contemporary special education programming; provide appropriate recommendations while encouraging staff to share innovative ideas to improve our educational delivery to students with disabilities;
- Demonstrate an advanced knowledge of legal requirements in the provision of services for students with disabilities as well in the areas of due process, hearings, and settlements;
- Use a collaborative approach to foster and promote a constructive environment across the organization; cultivate communication and collaboration between Central Office staff and the Learning Centers to implement systems and processes for optimal support and ultimate student success.

Staff

- Recruit, assist in selection of, train, support, supervise, and evaluate special education staff;
- Set the culture of collaborative, servant leadership by example and training;
- Support special education staff in effective and efficient resource management;
- Lead and plan special education staff meetings, fostering open communication and positive staff morale; contribute to organization-wide staff meetings when appropriate;
- Develop and maintain special education staff new hire training processes and materials;
- Coordinate and facilitate professional development related to special education for special education staff, general education staff, and school leadership.

Student Services

- Coordinate the identification of students for special education programming and services;
- Plan programs, coordinate curricula resources, and evaluate effectiveness of programs for individuals with disabilities;
- Coordinate necessary assessments conducted by various professionals within the school and community;
- Facilitate the delivery of services among multiple external providers by researching, evaluating, and selecting the highest-quality providers; and acting as the liaison among external partners working with students in the special education program;
- Oversee and coordinate the selection and implementation of accommodations and modifications across the curriculum;
- Oversee coordination of accommodations for state-mandated testing processes including CAASPP and ELPAC (or current state testing program) for students with disabilities;
- Participate in IEP meetings when necessary.

Compliance and Reporting

- Oversee completion of pupil count reports and other state and federal reports and collaborate with the SELPA, SBCOE, and other agencies to meet needs of students in the program;
- Coordinate and ensure completion of local and state monitoring processes and/or compliance reviews related to special education;
- Ensure due process requirements are met to complete the appropriate development of IEPs and provide ongoing monitoring to ensure IDEA compliance;
- Collaborate with Special Education Support Facilitator and/or Special Education Administrative Assistant to oversee the preparation and submission of reports and information for each school as required by SELPA / CDE / CALPADS;
- Compose and oversee the distribution of Prior Written Notices as needed for ensuring compliance;
- Work with legal counsel to oversee due process, mediation, and manifestation determination as needed.

Parent/Community Support and Engagement

- Maintain open lines of communication with parents/guardians throughout their enrollment/identification cycle;
- Research and respond to staff and parent/guardian inquiries (complaints or concerns) regarding special education policy and practice, address complaints and resolve problems with parents/guardians/staff as appropriate;
- Apply conflict resolution strategies with parents/guardians, staff members, or other educational partners to resolve disputes related to a student's IEP;
- Support staff to skillfully and appropriately involve families and the community in school activities;
- Effectively collaborate with community partners and leverage community resources for organizational success.

Qualifications

- Master's Degree from accredited college or university
- Valid California Special Education Credential or Pupil Personnel Services Credential
- California Administrative Services Credential (preferred)
- Three years successful administrative/leadership experience in the field of special education (Charter, Independent Study, and/or Virtual Environment preferred)
- Valid California Driver's License

Director of Fiscal Services and Facilities

The Director of Fiscal Services and Facilities operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Superintendent.

Essential Duties and Responsibilities

Facilities and Maintenance

- Manage services, ordering and utilities for the operation of Learning Centers
- Manage security services and safety plan organization for Learning Centers
- Manage cleaning services for all Learning Centers
- Hiring and direction of maintenance personnel and contracts

- Management of keys for central office and Learning Centers
- Manage Fleet of SUVs, including accountability for mileage, maintenance and use.

Technology support

- Chromebook configuration for Learning Centers

Fiscal Services

- Responsible for all billing, purchase orders, purchasing
- Conference and travel booking
- Staff expense and mileage reports
- Ordering supplies for Learning Centers

Qualifications

- Bachelor's degree
- Business Management and Administrative experience

Human Resources Manager

The Human Resources Manager operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Superintendent.

- Maintain strict confidentiality;
- Coordinate recruitment efforts, post open positions, review and process applications, check references, convene interview panels, schedule interviews, compile feedback, and present selected candidate for Superintendent confirmation of hire;
- Complete new hire paperwork and processes, Livescan/background checks, TB tests, and orientation; forward paperwork to payroll department;
- Oversee payroll processes and submit required paperwork and documents to payroll department;
- Monitor credentials and assignments; track credential expiration dates and requirements, such as TB tests;
- Maintain employee data in school database;
- Manage employee leave requests; track and process employee leave paperwork (FMLA/CFRA);
- Set up track and document staff training;
- Process workman's comp claims;
- Assist Superintendent with confidential personnel issues, grievances and arbitrations, and legal issues as assigned;
- Collaborate with Superintendent for discipline issues, staff complaints and conflict resolution as needed;
- Explain human resources policies, procedures, laws, and standards to new and existing employees;
- Enforce management guidelines by preparing and updating human resource policies and procedures at the direction of the Superintendent;
- Provide appropriate direction to employees and supervisors, following chain of command and policies and procedures;
- Maintain employment records and personnel files as well as administrative files;
- Maintain and administer health benefit enrollment, withdrawal, and COBRA;

- Process all personnel action forms and ensure proper approval for transfers, promotions, and terminations;
- Initiate, schedule, and track mandatory annual staff training, such as mandatory reporter training, sexual harassment prevention training, suicide prevention training, and more;
- Prepare government reports as to remain in compliance such as EDD earnings reports and all Verification of Employment requests.

Qualifications

- Minimum three (3) years in a position involving Human Resources knowledge and application.

Director of Enrollment and Data Services

The Director of Enrollment and Data Services operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Superintendent.

Essential Duties and Responsibilities

- Facilitate, assist and communicate with parents regarding appointments, completion of enrollment materials, student records and withdrawal processes
- Receive, maintain and distribute to school sites all student cumulative records
- Update records and personal demographic information within the student information system (SIS)
- Assist with all school graduation duties and responsibilities
- Responsible for Student ID system including set-up, maintenance, and staff training
- Monitor Academic Probation process and procedures in conjunction with LC director, counselor and teacher
- Maintain relationship with outside districts regarding student enrollment, records and student withdrawals
- Have familiarity with student schedules
- Verify enrollment and attendance records for social security, social services, Department of Education, military agencies, and various outside agencies
- Verify fees owed, immunizations, guardianship, documents of citizenship, and related information; request cumulative, health, special education and discipline folders, test results and other pertinent records for incoming students from previous school; duplicate and distribute received records to appropriate school personnel; prepare new student folders as appropriate
- Maintain information reportable to CALPADS, TOMS and other agencies
- Extract and import student information into various student systems including but not limited to verified data platform, intervention platform(s), ParentSquare
- Maintain and process a variety of documents, files, and records including grades, transcripts, student information, test results, Special Education reports, form letters, memos, calendars, report cards and others related to assigned activities in accordance with established administrative guidelines and legal requirements; maintain active and inactive student records
- Respond to inquiries from students, parents/guardians, staff, schools, law enforcement, and various outside agencies concerning student information; provide official or unofficial transcripts and information related to student grades, credits, graduation

status and related data according to established policies and procedures
- Attend department, in-service meetings, staff development, workshops and/or seminars as assigned; attend and participate in school events as requested
- Review and prep student records within the SIS for yearly audits performed
- Prep and analyze student reports within the SIS
- Create and maintain student emails
- Provide training & support regarding enrollment and records to central office and Learning Center staff
- Develop and implement the organization's strategic plan for Enrollment and Records Department
- Responsible for developing internal Enrollment and Records training materials
- Maintain confidentiality

Qualifications

- High School Diploma
- Some college course completion
- Accurate Data Entry skills
- Attention to detail
- Communicate effectively both orally and in writing
- Ability to establish and maintain cooperative and effective working relationships with others.

Special Education Administrative Assistant

The Special Education Administrative Assistant operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Director of Special Education.

Essential Duties and Responsibilities

- Track special education process for each student to ensure that all timelines are met, documented, and accurately reported for all member and client schools
- Oversee the state-mandated special education database (SEIS - Special Education Information System), CALPADS, Pathways (SIS)
- Assist in the development of Mental Health Plans (NPS/NPA); regularly monitor NPS/NPA state certification status
- Assist in the development of ISA's (Individual Service Agreements) and Interims
- Oversee maintenance of confidential Special Education records
- Provide general support to administration and staff
- Maintain Service providers attendance logs
- Review accuracy and completion of student assessments
- Connect with external schools for Special Education Documents
- Review "Reg Online" new student enrollment to confirm Special Education status
- Review accuracy and completion of Student Assessment (annuals and tri-annuals)
- Review Special Education files for audits and compliance
- Ensure OGCS Staff have access to IEP's "at a glance"
- Monitor 504's for general compliance
- Other duties as assigned

Qualifications

- High School Diploma
- Experience in the field of special education (Charter, Independent Study, and/or Virtual Environment preferred)
- Knowledge of CALPADS and/or SEIS information systems, preferred
- Accurate data entry, filing, recordkeeping skills
- Attention to detail
- Strong oral and written communication skills, including phone etiquette and composing professional emails and documents
- Ability to establish and maintain cooperative and effective working relationships with others
- Ability to work confidentially and discreetly.

Education Specialist

The Education Specialist operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Director of Special Education.

Essential Duties and Responsibilities

- Perform initial, triennial, and other assessments for students with IEPs (or those with signed assessment plans);
- Plan and design curricula for educational programs; research and define educational goals, objectives, and methodologies to meet program goals;
- Determine formats and approaches to achieve program and budget objectives; define needs of target populations; research trends at the national and state level, as appropriate to the position;
- Coordinate activities of support staff, consultants, faculty, and/or volunteers engaged in implementation and administration of program objectives;
- Manage and facilitate program activities, to include classes, trainings, conferences, seminars, and/or other special projects;
- As appropriate to the nature and objectives of the individual role, provide student advisement and support services, coordinate curriculum, and serve as a student liaison and advocate with faculty and staff;
- Write, edit, and coordinate development of course catalogs, promotional materials, educational materials, training manuals, newsletters, and/or brochures, as appropriate to the program;
- Assist with state standardized testing, as needed;
- Attend IEP meetings invited to including transition, pre-enrollment, initial, annual, triennial, etc.;
- Provide IEP-special education services at all OGCS Learning Centers;
- Write initial, annual, triennial and exit IEPs (excluding Speech/Language);
- Maintain special education records to meet compliance guidelines;
- Create assessment reports when appropriate;
- Ensure that current IEPs are on file at school sites and oversee student working folders;
- Annotate goals/objectives when appropriate for each student when designated; place progress report in IEP file;

- Maintain schedule of assigned caseload IEP deadlines;
- Communicate with parents/guardians about student progress and recommendations for home-based methods and materials; follow up on progress regularly;
- Participate in kindergarten/elementary screenings, as needed;
- Collaborate with administration and general education teachers regarding academic curriculum materials; provide instructional materials when needed/ applicable;
- Assist with implementation/understanding of accommodations/modifications;
- Attend staff meetings;
- Consult with leadership, Director of Special Education, Special Education Support Facilitator, LC Directors, general education teachers, other specialists and parent/guardians regarding behavior management, ADHD issues, etc.;
- Provide consultation regarding students involved in the SST process/504;
- Collaborate with NPA contractors who provide related services as outlined in student's IEP;
- Maintain schedule of NPA contractors for assigned caseload;
- Demonstrate knowledge of and support the OGCS mission statement and core values, standards, policies and procedures, operating instructions, confidentiality standards, and code of ethical behavior;
- Exhibit attitude and behavior that exemplify respect and a high regard for the dignity of all students;
- Maintain confidentiality of individual student and school-related information;
- Perform other duties as assigned and deemed appropriate by the Director of Special Education, LC Director, and/or OGCS, Inc. leadership.

Qualifications

Minimum Qualifications

- Bachelor's Degree (minimum) from accredited college or university
- Valid California Education Specialist Instruction Credential Mild/Moderate authorizing service in public schools, with Autism Spectrum Disorders and English Learner Authorization
- Valid California Driver's License

Special Education Paraprofessional

The Special Education Paraprofessional operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Director of Special Education.

Essential Duties and Responsibilities

- Demonstrate knowledge of and support the OGCS mission and core values.
- Support the administration of the schools' special education programs across all Learning Centers.
- Under the immediate supervision and direction of the Education Specialist in providing individual and small group instruction.
- Support IEP students individually or in groups, following lesson plans and designated IEPs, in a variety of academic subjects to explain and/or reinforce learning concepts and IEP goals.
- Support with delivering accommodations for formal and informal assessments.

- Provide assistance to students operating assistive technology or communication devices,
- microcomputers, and in learning activities associated with computer assisted instruction.
- Support with a variety of associated clerical work, such as typing, sorting, filing, keeping accurate records, setting up and maintaining file folders, recording attendance, completing forms.
- Prepare various teaching aids and materials such as charts, graphs, and other related items using such methods as typing, duplicating, collating, stapling, and laminating.
- Adapt educational materials/manipulatives to promote the specialized learning process for students with disabilities.
- Observe and report significant student behavior, behavioral patterns, and/or problems to
- teacher/specialist.
- Call parents to arrange appointments and to provide approved information about school or student; participate in IEP meetings at the direction or concurrence of the teacher/specialist.
- Assist with discipline of students in accordance with school policy.
- Demonstrate a willingness to work collaboratively as an educational team member.
- Provide accommodations and/or modifications to learners with disabilities to provide access to grade level content and demonstrate the students true understanding of assessments as determined by the IEP team in collaboration with general educators.

Qualifications

- High school diploma
- Bachelor's Degree (preferred) from accredited college or university
- Experience in the field of special education (Charter, Independent Study, and/or Virtual Environment preferred)
- Valid California Driver's License

Registrar and Data Specialist

The Registrar and Data Specialist operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Director of Enrollment and Data Services.

Essential Duties and Responsibilities

- Prepare, maintain and account for various attendance records and reports for submittal to local, State and federal agencies; resolve attendance related-issues; provide attendance-related data for a variety of needs; provide administrative support for assigned attendance personnel.
- Verify and input data regarding current and new students including grades, credits, test scores, grade level, GPA's, demographics, guardian status and other student information into the SIS.
- Prepare, maintain and process a variety of documents, files, and records including grades, student information, Special Education reports, form letters, memos, calendars, class schedules, report cards and others related to assigned activities in accordance with established administrative guidelines and legal requirements; maintain active and inactive student records

- Prepare, process, and manage student transcripts and test scores according to OGCS, Inc. graduation requirements and Board policies.
- Prepare Cal Grant GPA Verification, Eligibility for Federal StudentAid (FAFSA), Golden State Seal Merit Diploma and the Biliteracy Diploma
- Prepare student data upload to the UC system regarding eligibility in the Local Context (ELC) Program.
- Provide information needed for admittance to college and scholarship applications.
- Provide colleges with end of the year transcripts on each graduating student.
- Inform appropriate personnel regarding student course deficiencies related to grades, debts, and credits; assist in addressing student course requirements clarify student's graduation standing
- Research discrepancies in student record to verify graduation status and assure accuracy of information;
- CalPads Attendance reporting/submission – triannually/continuous monitoring
- Prepare, maintain and account for various attendance records and reports
- Provide training & support regarding enrollment and records to central office and Learning Center staff
- Develop and implement the organization's strategic plan for Enrollment and Records Department
- Responsible for developing internal Enrollment and Records training materials
- Maintain confidentiality
- ADA reports and enrollment reports for submittal to local, State and federal agencies according to established timelines; review attendance records and reports for accuracy and compliance with applicable laws, codes, rules and regulations
- Assist with attendance-related audits as assigned; work with auditors to address any questions or concerns; provide data for auditor review as required
- Create and maintain the Master Course List and PLS templates for each school scope.
- Set-up and maintain Student Information Database (SIS); coordinate with personnel and departments to ensure the integrity and accuracy of student demographic data; communicate with other school district personnel, outside software vendors and contractors; serve as point of contact and obtain information, resolve problems and ensure accurate management of student demographic data; complete and submit various mandated reports and information requests as assigned records
- Process transcripts to ensure students received proper credit in various subjects according to OGCS, Inc. graduation requirements.
- Manage user accounts and security privileges for the student information system; manage staff and student accounts and ensure security and data integrity in various software programs.
- Provide training and support to central office and Learning Center personnel; ensure proper and efficient system usage and system changes; work with IT personnel on system integrity and maintenance functions;
- Research a variety of topics (e.g. current practices, policies, education codes, etc.) for the purpose of providing information and/or recommendations that address a variety of administrative requirements.

- Coordinate the ordering and distribution of graduate materials, including caps, gowns, diplomas, and programs.
- Attend meetings, in-service trainings and workshops related to assigned duties as required

Qualifications

- High School diploma or GED
- 3 years clerical experience
- Strong organizational, communication, and interpersonal skills
- Ability to use personal computer and software to develop and maintain spreadsheets and databases
- Maintain accurate and auditable records

Enrollment and Records Specialist

The Enrollment and Records Specialist operates under the policy direction of the Olive Grove Charter Schools, Inc. Board of Directors and reports to the Director of Enrollment and Data Services.

Essential Duties and Responsibilities

- Facilitate, assist and communicate with parents/guardians regarding appointments, completion of enrollment materials, student records and withdrawal processes
- Receive, maintain and distribute to school sites all student cumulative records
- Update records and personal demographic information within the student information system (SIS)
- Assist with all school graduation duties and responsibilities
- Responsible for Student ID system including set-up, maintenance, and staff training
- Monitor Academic Probation process and procedures in conjunction with LC director, counselor and teacher
- Maintain relationship with outside districts regarding student enrollment, records and student withdrawals
- Have familiarity with student schedules
- Verify enrollment and attendance records for social security, social services, Department of Education, military agencies, and various outside agencies
- Verify fees owed, immunizations, guardianship, documents of citizenship, and related information; request cumulative, health, special education and discipline folders, test results and other pertinent records for incoming students from previous school; duplicate and distribute received records to appropriate school personnel; prepare new student folders as appropriate
- Maintain information reportable to CALPADS, TOMS and other agencies
- Extract and import student information into various student systems including but not limited to verified data platform, intervention platform(s),, ParentSquare
- Maintain and process a variety of documents, files, and records including grades, transcripts, student information, test results, Special Education reports, form letters, memos, calendars, report cards and others related to assigned activities in accordance with established administrative guidelines and legal requirements; maintain active and inactive student records

- Respond to inquiries from students, parents/guardians, staff, schools, law enforcement, and various outside agencies concerning student information; provide official or unofficial transcripts and information related to student grades, credits, graduation status and related data according to established policies and procedures
- Attend department, in-service meetings, staff development, workshops and/or seminars as assigned; attend and participate in school events as requested
- Review and prep student records within the SIS for yearly audits performed
- Prep and analyze student reports within the SIS
- Create and maintain student emails within Google Platform
- Provide training & support regarding enrollment and records to central office and Learning Center staff
- Develop and implement the organization's strategic plan for Enrollment and Records Department
- Responsible for developing internal Enrollment and Records training materials
- Maintain confidentiality

Qualifications

- High School Diploma
- Some college course completion
- Accurate Data Entry skills
- Attention to detail
- Communicate effectively both orally and in writing
- Ability to establish and maintain cooperative and effective working relationships with others.

Hiring Process

As a public charter school, OGCS intends to attract educators and staff interested in working in an innovative, collaborative, alternative educational environment. The Charter School's Board will develop policies and procedures for hiring Charter School staff that may include, as appropriate: a resume screen; interview with a hiring committee; and reference checks.

Element 6 – Health and Safety Procedures

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237.
(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (M), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (N) of paragraph (2) of subdivision (a) of Section 32282.
(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. **(Ed. Code § 47605(c)(5)(F).)**

The Olive Grove Charter Schools, Inc. Board shall maintain and implement comprehensive policies and procedures related to health, safety and risk-management policies at its resource centers, in consultation with its insurance carriers and risk management experts. These procedures will be incorporated as appropriate into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis. The Charter School shall ensure that staff are trained annually on the health and safety policies.

A summary of the Charter School's health and safety procedures are described below:

Fingerprinting/Background Check Procedures

Employees and contractors of the Charter School will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Charter School Superintendent shall monitor compliance with this policy and report to the Board on a regular basis. The Board chair or other designee shall monitor the fingerprinting and background clearance of the Superintendent. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Tuberculosis Risk Assessment and Examination

Employees and volunteers who have frequent or prolonged contact with students shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four (4) years thereafter, as required by Education Code 49406.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing, and scoliosis. The Charter School shall adhere to Education Code Section 49450 *et seq*. regarding vision/hearing/scoliosis screening as applicable to the grade levels served by the Charter School.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Immunizations

All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code sections 120325-120375, and Title 17, California Code of Regulations sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Role of Staff as Mandated Child Abuse Reporters

All OGCS employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Diabetes

The Charter School shall make the type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School will provide an information sheet regarding Type-2 Diabetes to the parent or guardian of

incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall

designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

If required, the Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, et seq.

Mental Health Information

The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures

for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(N):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
j. procedures for conducting tactical responses to criminal incidents
k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Superintendent and, if there is merit to the concern, the Superintendent shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective Workplace Violence Prevention Plan consistent with the requirements of Labor Code Section 6401.9.

Blood-borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including HIV and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall maintain a drug-, alcohol-, and smoke-free environment.

Facility Safety

The facilities to be utilized by the Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex, and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with Charter School policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code

Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

Supporting LGBTQ Students

Through the completion of the 2029-30 school year the charter school shall use an online training delivery platform and curriculum to provide at least One (1) hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

The Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Element 7 – Student Population Balance

The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. **(Ed. Code § 47605(c)(5)(G).)**

All students who enroll in the Charter School will do so on a voluntary basis. Olive Grove Charter - Santa Barbara shall be non-sectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics.

OGCS is committed to serving all students who desire to participate in an independent study program and will follow the admission policies and procedures for the Charter School (S*ee* Element 8 Admission Policies and Procedures, below.) Methods of achieving a balance of racial and ethnic, special education, and English Learner students reflective of the local district will be implemented through a multi-strategy approach.

OGCS will implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to ensure a racial and ethnic, special education, and English Learner student balance among students that is reflective of the general population residing within the territorial jurisdiction of the District:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic, special education, and English Learner student groups represented in the local District.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, special education, English Learner, and interest groups represented in the District.
- Ongoing communication with local high school counselors

Element 8 – Admission Policies and Procedures

Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). **(Ed. Code § 47605(c)(5)(H).)**

Olive Grove Charter - Santa Barbara will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

OGCS shall admit all pupils who reside in the State of California who wish to attend the Charter School subject to the provisions set forth below. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. OGCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

OGCS will enroll a diverse student population who understand and value the OGCS mission and are committed to the OGCS core values and operational philosophy. Prospective students and their parents or guardians will be briefed regarding the Charter School's instructional philosophy and guidelines.

Admission to the Charter School will require submission of an application form. It is essential that parents or guardians or a responsible adult designee be available to instruct, facilitate,

monitor, review, and hold the student accountable for their work on a daily basis. After admission, the enrollment process will include submission of a completed enrollment/registration packet and an agreement signed by the parent/guardian, the student, the certificated employee who has been designated as having responsibility for the general supervision of the student's independent study, and the certificated employee designated as having responsibility for the Special Education programming of the pupil, if applicable. This agreement will include the following elements:

a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
d. A statement of the policies adopted pursuant to subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.

Public Random Drawing

Applications will be accepted during a publicly advertised enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether the Charter School has received more applications than it has projected availability. In the event that this happens, the Charter School will hold a public random drawing (or "lottery") to determine admission, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preference will be given:

(1) to siblings of current Olive Grove Charter - Santa Barbara students;
(2) to students who reside in the Santa Barbara Unified School District; and
(3) to children of current employees of any school operated by OGCS, Inc.

Each prospective student will be assigned a code. Families will be informed by email of the code(s) assigned to their child(ren) in advance of the drawing. No names or identifying information will be mentioned or displayed during the drawing.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year. Upon confirmation that a student has secured a spot at the Charter School, parents/guardians must complete and submit a registration/enrollment packet.

The Charter School and the chartering authority agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Schedule for Application, Public Random Drawing (if needed), and Admission

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the Charter School as necessary.

- November – January: Recruitment of students (via referrals and networking)
- January – March: Send re-enrollment forms to existing students to identify open seats. Conduct public random drawing, if needed.
- March – May: Send acceptance notifications and registration/enrollment packets to families of accepted students. Send waitlist notifications (if needed) to families of students not selected during the public random drawing process.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery results are pulled at random by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each OGCS, Inc. school in which

there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location.

There is no weighted priority assigned to the preference categories; rather, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via the OGCS website prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that calendar year.

Element 9 – Independent Financial Audit

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. **(Ed. Code § 47605(c)(5)(I).)**

An annual independent financial audit of Olive Grove Charter - Santa Barbara will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of OGCS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting principles. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The OGCS, Inc. Board will be responsible for contracting with the independent auditor, who shall have, at a minimum, a CPA and educational institution audit experience and will be selected from the State Controller's Office published list of educational audit providers. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

OGCS shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the chartering authority, the California Department of Education, the County Superintendent of Schools, and to the State Controller by December 15 of each year. OGCS will resolve audit exceptions and deficiencies, if any, to the chartering authority's satisfaction and in a timely fashion. All exceptions and deficiencies and their remedies will be communicated to the chartering authority in a timely manner.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is a Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. **(Ed. Code § 47605(c)(5)(J).)**

Policy and Procedures

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[4] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Superintendent's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded

[4] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardians right to request a hearing to challenge the involuntary removal. If a student's parent, guardian requests a hearing the pupil's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
   a) Caused, attempted to cause, or threatened to cause physical injury to another person.
   b) Willfully used force or violence upon the person of another, except self-defense.
   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid

substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.
        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, video, or image.
        ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.
(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:
   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
   b) Brandished a knife at another person.
   c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
   d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:
   a) Caused, attempted to cause, or threatened to cause physical injury to another person.
   b) Willfully used force or violence upon the person of another, except self-defense.
   c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
   e) Committed or attempted to commit robbery or extortion.
   f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
   g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
   i) Committed an obscene act or engaged in habitual profanity or vulgarity.
   j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
   k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
   l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and

including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.
ii. A post on a social network Internet Web site including, but not limited to:
    (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
iii. An act of cyber sexual bullying.
    (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the

effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:
   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
   b) Brandished a knife at another person.
   c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
   d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement

of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Superintendent or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Superintendent or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.

2) The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3) At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to

the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is

admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Superintendent or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding the Superintendent's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session

consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11 – Employee Retirement Systems

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. **(Ed. Code § 47605(c)(5)(K).)**

Certificated staff will participate in the State Teachers' Retirement System, as eligible, and all other staff will participate in the federal Social Security system. OGCS Santa Barbara reserves the right to offer additional employee retirement plans (e.g., a 403(b) retirement plan) as may be approved by the OGCS Board of Directors. The Charter School Superintendent will ensure that appropriate arrangements for the coverage in these systems have been made for all employees and will make all employer contributions as required. The Charter School will also make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

Element 12 – Public School Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. **(Ed. Code § 47605(c)(5)(L).)**

No student may be required to attend the Charter School. Students who do not attend the school may attend their local school or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence.

Parents or guardians of each student enrolled in the Charter School will be informed upon enrollment and within the student/parent handbook that the student has no right to admission in a particular school or program of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13 – Employee Return Rights

The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. **(Ed. Code § 47605(c)(5)(M).)**

Charter School staff are employees of the Charter School. No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick and vacation leave or service credit earned during previous employment will not carry over, nor accrue to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element 14 – Dispute Resolution Process

The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. **(Ed. Code § 47605(c)(5)(N).)**

Olive Grove Charter - Santa Barbara is committed to working with the chartering authority in a spirit of cooperation. The Charter School recognizes that it cannot bind the chartering authority to a dispute resolution procedure to which the chartering authority does not agree. The following policy is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the chartering authority.

The staff and governing board of OGCS agree to attempt to resolve all disputes between the chartering authority and OGCS regarding this Charter pursuant to the terms of this Section. Both parties will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the Charter, except any controversy or claim that in any way related to revocation of this charter, shall be handled first through an informal process in accordance with the procedures set forth below, until a resolution is reached. Once the chartering authority and OGCS have exhausted the procedures below, each may pursue a remedy as entitled to them by law. Notwithstanding the foregoing, in the event that the SBE believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the chartering authority to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the chartering authority's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

Disputes Arising between the Charter School and the Chartering Authority

In the event of a dispute between the Charter School and the chartering authority, Charter School staff, employees, and Board members of the Charter School and the chartering authority agree to first frame the issue in written format ("dispute statement") and to refer the issue to the chartering authority Superintendent or their respective designees and the OGCS Superintendent or their respective designees.

The chartering authority Superintendent or their respective designees and OGCS, Inc. Superintendent, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the chartering authority Superintendent or their respective designees and OGCS, Inc.

Superintendent, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the chartering authority Superintendent or their respective designees and OGCS, nc. Superintendent, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the chartering authority Superintendent or their respective designees and OGCS, Inc. Superintendent, or their respective designees, and the mediation shall be held within sixty (60) business days of receipt of the dispute statement. All timelines and procedures in this Section may be revised upon mutual written agreement of the chartering authority and the Charter School.

Disputes Arising from Within the Charter School

Disputes arising from within the Charter School, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, partner organizations, and Board members shall be resolved pursuant to internal dispute resolution policies and procedures adopted by the OGCS, Inc. Board of Directors.

The chartering authority shall not intervene in any such internal disputes without the consent of the OGCS, Inc. Board and shall promptly refer any complaints or reports regarding such disputes to the Board or OGCS, Inc. Superintendent for resolution pursuant to the Charter School's policies. The chartering authority agrees not to intervene or become involved in the dispute unless the dispute has given the chartering authority reasonable cause to believe that a violation of this Charter or related laws has occurred, or unless the OGCS, Inc. Board has requested the chartering authority to intervene in the dispute.

Element 15 – Charter School Closure Procedures

The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. **(Ed. Code § 47605(c)(5)(O).)**

In the event that the Charter School closes, the following procedures shall be utilized to ensure completion of a final audit of the Charter School to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. For six calendar months from the Closure Action or as the budget allows, whichever comes first, sufficient staff, as deemed appropriate by the Olive Grove Charter School Board of Directors, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then.

Documentation of Closure Decision

The decision to close the Charter School for any reason will be documented by an official action of the OGCS Board of Directors. The action will identify the reason for the Charter School's closure (e.g., whether the Charter was revoked, not renewed, or the Charter School closed voluntarily) and the effective date of the closure, and will also identify an entity and/or person(s) responsible for closure-related activities. The designated entity or individual shall be known as the Authorized Closer.

Notification of Closure

OGCS will promptly notify parents and students of the Charter School, the chartering authority, the County Office of Education, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal Social Security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

OGCS will ensure that the notification to the parents and students of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

OGCS will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

Notification to Receiving Districts

OGCS shall promptly notify any school districts that may be responsible for providing education services to the former students of the Charter School. This notice will include a list of returning students and their home schools so that the receiving district may assist in facilitating student transfers.

Student and School Records Retention and Transfer

The Charter School will facilitate the timely transfer of student records to each student's district of eligibility or school to which the student will transfer. All transfers of student records will be made in compliance with FERPA. The Charter School will ask the chartering authority to store original records of the Charter School's students. All student records of the Charter School shall be transferred to the chartering authority upon the Charter School's closure. In the event that the Charter School is unable to transfer student records for any reason, the Charter School will maintain them in a safe and secure location and will provide authorized chartering authority employees with access to these records. The Charter School will maintain all school records, including financial and attendance records, for a reasonable period after the Charter School closure.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

Financial Close-Out

OGCS will have an independent audit completed within six months after the closure of the Charter School. This may coincide with the regular annual audit of OGCS. The purpose of the audit is to determine the net assets or net liabilities of the Charter School. The final audit will include an accounting of all the Charter School's financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The cost of the audit will be considered a liability of the Charter School. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the chartering authority, County Superintendent of Schools, CDE, and State Controller promptly upon its completion.

In addition to this final audit, the Charter School will also submit any required year-end financial reports in the form and time frame required pursuant to Education Code section 47604.33. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

On closure of the Charter School, all assets of the Charter School, including, but not limited to, all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation and, upon the dissolution of the nonprofit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the nonprofit public benefit corporation shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated by a nonprofit public benefit corporation, should the corporation dissolve, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

OGCS will utilize the Charter School's reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Provisions/Impact Statement

The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation. **(Ed. Code § 47605(h).)**

Facilities

The Charter School shall operate a learning center at the following location:

- OGCS Santa Barbara, 1933 Cliff Drive, Suite 12, Santa Barbara, CA 93109, or within the territorial jurisdiction of the District.

Olive Grove Charter Schools, Inc. shall operate an administrative office at the following location:

- OGCS, Inc., 5075 S. Bradley Rd., Suite 119, Santa Maria, CA 93455
    - No instructional services are provided in this office.

Administrative Services

OGCS shall be responsible for providing, or, at its sole expense, contracting with a third party to provide, all of its own administrative services, including, but not limited to, payroll, accounting, and purchasing. OGCS will be responsible for its own personnel salary and benefit plans, provisions, and costs. OGCS, Inc. currently contracts with a third party provider specializing in charter schools for administrative and "back office" services including, but not limited to, the following:

- Budgeting
- Financial Reporting & Statements
- Accounting
- Accounts Payable & Receivable
- Compliance & Accountability Support
- Payroll Processing & Reporting
- CALPADS Support
- Attendance Reporting Support

Potential Civil Liability Effects

The Charter School shall be operated by Olive Grove Charter Schools, Inc., a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for public and

charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the chartering authority in meeting any and all oversight obligations under the law, including meetings, reporting, or other authorizer-requested protocol to ensure the chartering authority shall not be liable for the operation of the Charter School.

The corporate bylaws of OGCS shall provide for indemnification of the OGCS Board, officers, agents, and employees, and OGCS Santa Barbara will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

Further, OGCS anticipates it shall enter into a memorandum of understanding with the chartering authority, wherein OGCS shall indemnify the chartering authority for the actions of OGCS under this charter.

OGCS shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts may be based on recommendations provided by the chartering authority and OGCS's insurer. The chartering authority shall be named as an additional insured. At the beginning of the new charter term following approval of this charter, OGCS shall provide evidence of the above insurance coverage to the chartering authority.

OGCS shall institute appropriate risk management practices, including screening of employees, adopting a conflicts of interest policy for Board members, establishing codes of conduct for students, and dispute resolution.

Budget and Financial Statements

The following documents for the Charter School are submitted with this petition:

- 2025-26 Budget and 2026-27, 2027-28, and 2028-29 Budget Projections, , including cash flow statements and ADA/enrollment projections
- LCFF Calculator through 2029-30
- 2024 Audit Report
- Fiscal Policies and Procedures (last reviewed/approved 05/08/2025)

Olive Grove Charter - Santa Barbara shall be a direct-funded charter school pursuant to provisions of the Education Code. Any funds due to the Charter School that flow through the District shall be forwarded to OGCS in a timely fashion. Following approval of this charter, OGCS anticipates that the Charter School and the chartering authority will negotiate in good faith to

develop a Memorandum of Understanding that establishes the specific financial and service relationship between the two parties.

OGCS shall provide reports to the chartering authority and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and will provide additional fiscal reports as requested:

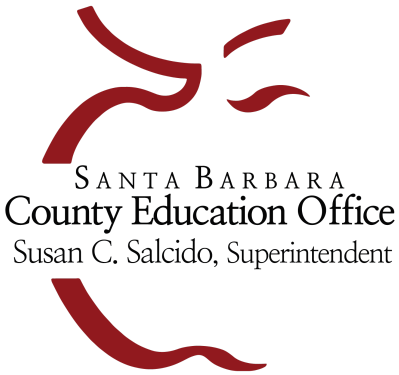
1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By September 15, a final unaudited report for the full prior year.
4. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
5. By December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year.
6. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

Prior to claiming apportionment for independent study, OGCS will adopt and implement written policies relating to independent study as required by Education Code Section 51747 and as specified in the California Code of Regulations, Title 5, Section 11701. OGCS Inc.'s Superintendent or designee will monitor teaching assignments throughout the year to ensure that OGCS maintains a ratio of independent study pupils to full-time certificated employees as required by Education Code Section 51745.6.

The Charter School shall provide reporting to the chartering authority as required by law and as requested by the chartering authority including, but not limited to, the following: California Basic Educational Data System (CBEDS); actual Average Daily Attendance reports; all financial reports required by Education Code Sections 47604.33 and 47605(m); the School Accountability Report Card (SARC); and the LCAP.

The Charter School agrees to and submits to the right of the chartering authority to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the chartering authority.



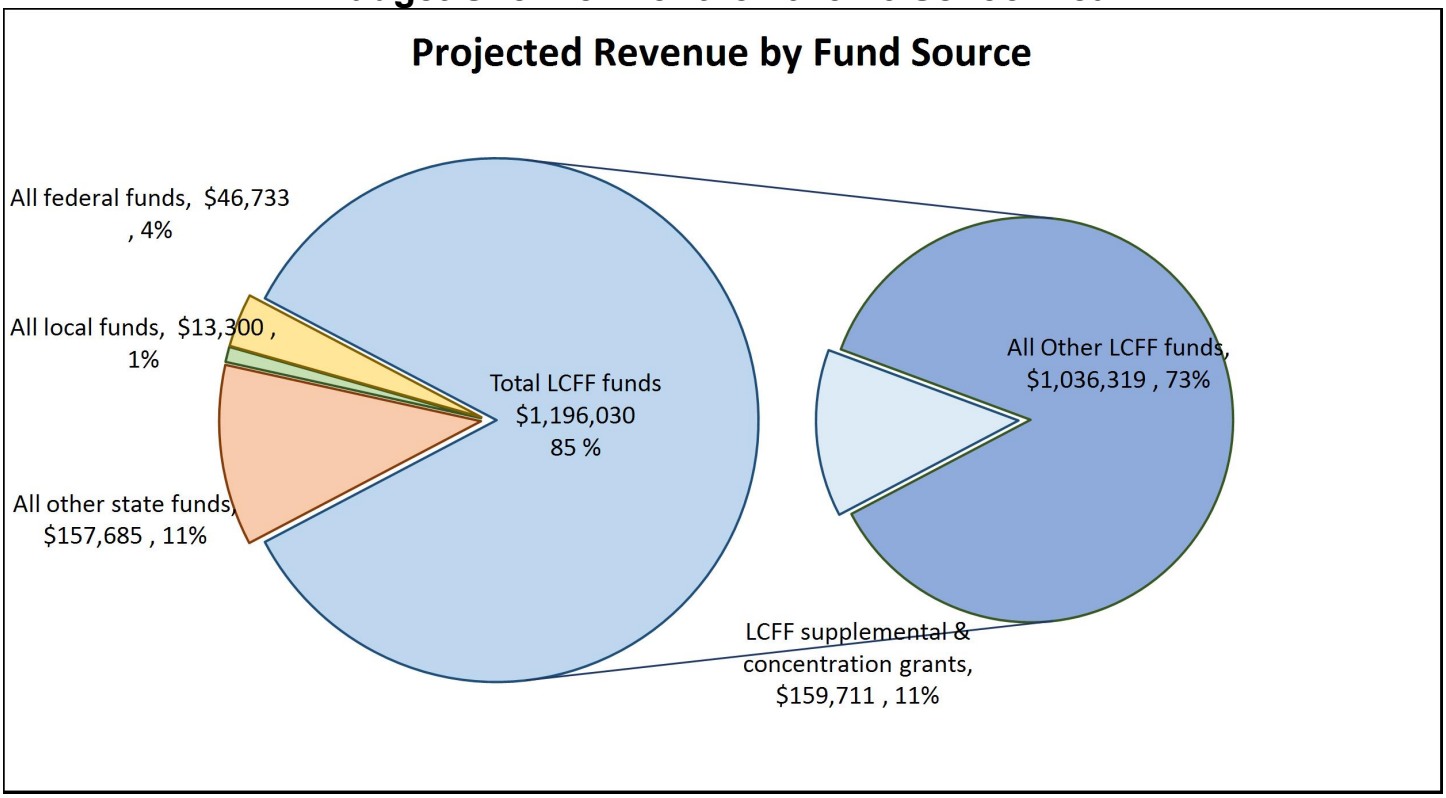
Olive Grove - Santa Barbara
Budget

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Olive Grove Charter School - Santa Barbara
CDS Code: 42 77222 0138396
School Year: 2025-26
LEA contact information:
Meg Rydman
Superintendent
mrydman@olivegrovecharter.org
805-623-1111

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year



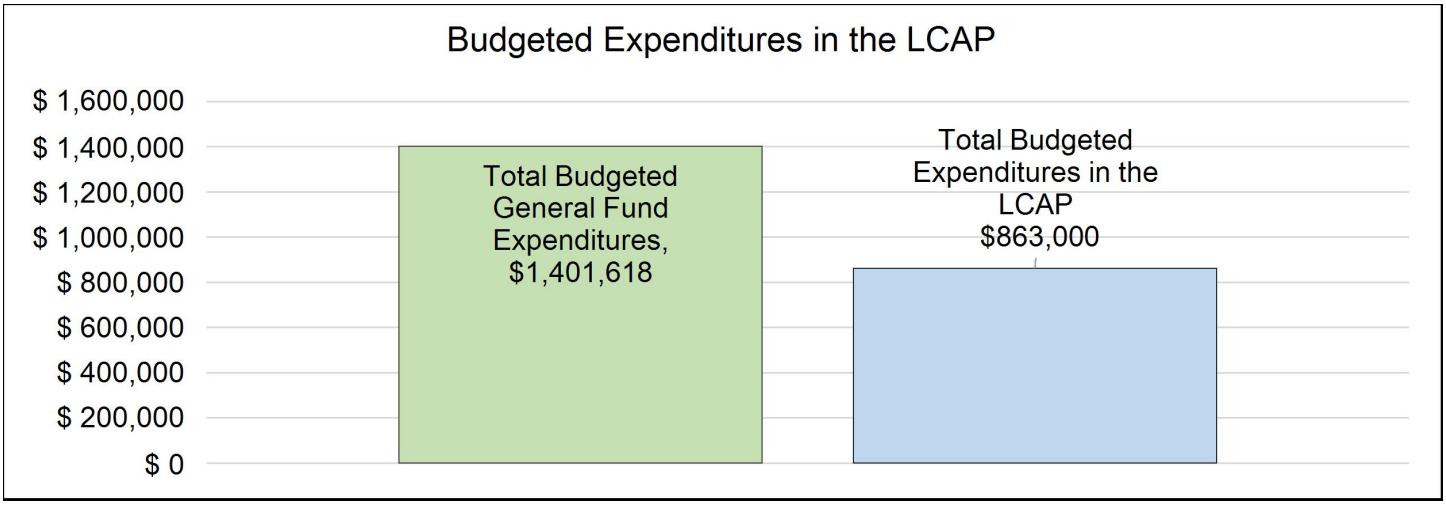
This chart shows the total general purpose revenue Olive Grove Charter School - Santa Barbara expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Olive Grove Charter School - Santa Barbara is $1,413,748, of which $1,196,030 is Local Control Funding Formula (LCFF), $157,685 is other state funds, $13,300 is local funds, and $46,733 is federal funds. Of the $1,196,030 in

LCFF Funds, $159,711 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Olive Grove Charter School - Santa Barbara plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Olive Grove Charter School - Santa Barbara plans to spend $1,401,618 for the 2025-26 school year. Of that amount, $863,000 is tied to actions/services in the LCAP and $538,618 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

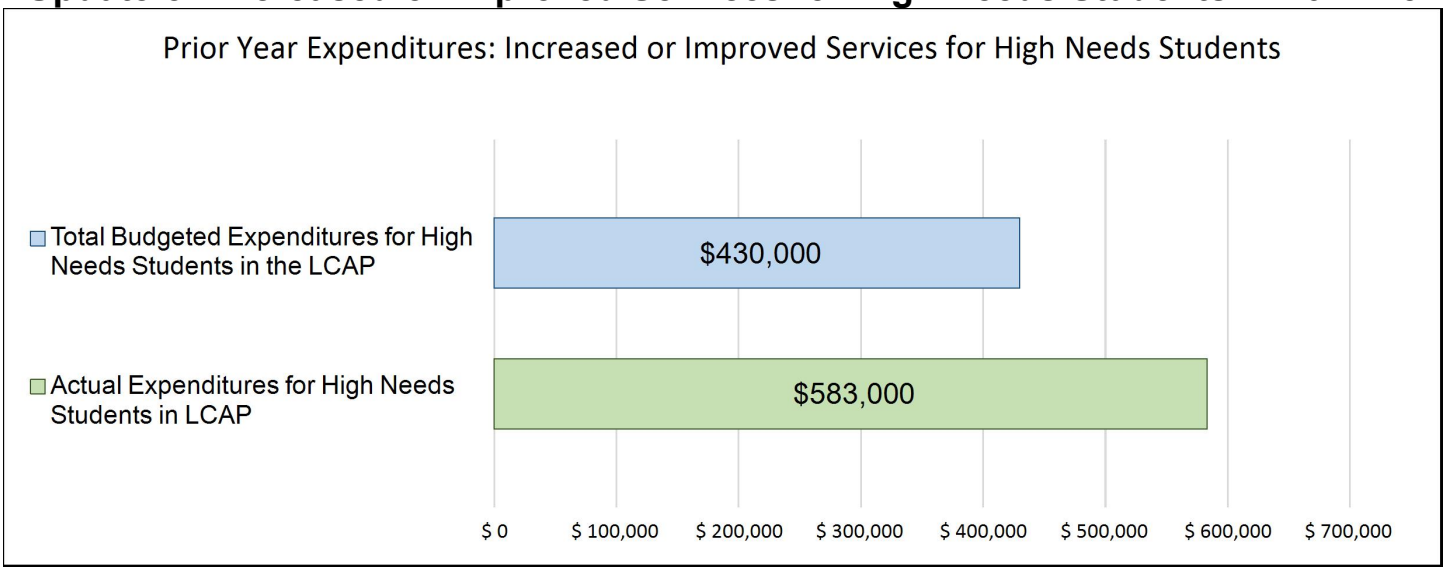
The budgeted expenditures that are not included in the LCAP will be used for the following:
Services and other operating expenses
General liability insurance
Facilities (rent)
Contracted services
Legal services
Capital Outlay

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Olive Grove Charter School - Santa Barbara is projecting it will receive $159,711 based on the enrollment of foster youth, English learner, and low-income students. Olive Grove Charter School - Santa Barbara must describe how it intends to increase or improve services for high needs students in the LCAP. Olive Grove Charter School - Santa Barbara plans to spend $538,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Olive Grove Charter School - Santa Barbara budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Olive Grove Charter School - Santa Barbara estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Olive Grove Charter School - Santa Barbara's LCAP budgeted $430,000 for planned actions to increase or improve services for high needs students. Olive Grove Charter School - Santa Barbara actually spent $583,000 for actions to increase or improve services for high needs students in 2024-25.

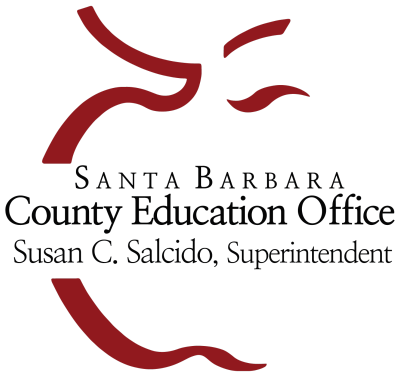
OGCS Santa Barbara FY25-26 Budget

	CATEGORY	FY25-26 INITIAL	FY25-26 REVISION #1	FY25-26 REVISION #2	VARIANCE
	TOTAL ENROLLMENT	86	86	86	-
	AVERAGE DAILY ATTENDANCE	83.4	83.4	83.4	-
REVENUE	State LCFF Revenue	1,196,030	1,181,488	1,188,459	6,971
REVENUE	Federal Revenue	46,733	43,713	44,174	461
REVENUE	Other State Revenue	157,685	166,836	166,872	37
REVENUE	Local Revenue	13,300	19,300	19,300	-
REVENUE	**TOTAL REVENUE**	**1,413,748**	**1,411,337**	**1,418,805**	**7,469**
EXPENSES	Certificated Salaries	480,951	465,614	568,484	102,870
EXPENSES	Classified Salaries	158,204	145,016	196,197	51,181
EXPENSES	Benefits	237,695	212,991	249,401	36,410
EXPENSES	*TOTAL PERSONNEL EXPENSES*	*876,850*	*823,621*	*1,014,083*	*190,462*
EXPENSES	Books and Supplies	66,858	69,850	74,850	5,000
EXPENSES	Services and Other Operating Expenses	447,485	432,765	431,215	(1,550)
EXPENSES	Capital Outlay	10,425	10,425	10,425	-
EXPENSES	Other Outgoing	-	-	-	-
EXPENSES	*TOTAL OTHER EXPENSES*	*524,768*	*513,040*	*516,490*	*3,450*
EXPENSES	**TOTAL EXPENSES**	**1,401,618**	**1,336,661**	**1,530,573**	**193,912**
SUMMARY	**SURPLUS\(DEFICIT) BEFORE TRANSFER**	12,130	74,676	(111,767)	(186,443)
SUMMARY	*% of Expenses*	*0.9%*	*5.6%*	*-7.3%*	
SUMMARY	Transfer In/(Out)	56,070	(88,837)	126,693	
SUMMARY	**TOTAL TRANSFER IN/(OUT)**	**56,070**	**(88,837)**	**126,693**	
SUMMARY	**SURPLUS\(DEFICIT) AFTER TRANSFER**	68,200	(14,161)	14,925	29,087
SUMMARY	*% of Expenses*	*4.9%*	*-1.1%*	*1.0%*	
SUMMARY	BEGINNING FUND BALANCE	142,041	214,661	214,661	
SUMMARY	**ENDING BALANCE**	**210,241**	**200,499**	**229,586**	
SUMMARY	*% of Expenses*	*15.00%*	*15.00%*	*15.00%*	

GRADE	FY25-26 INITIAL	FY25-26 REVISION #1	FY25-26 REVISION #2
ENROLLMENT BY GRADE			
TK	0	1	1
K	0	0	0
1	0	2	1
2	0	0	0
3	2	2	2
4	0	0	0
5	1	2	2
6	1	2	2
7	4	4	4
8	6	8	8
9	9	7	8
10	8	10	13
11	25	23	25
12	30	25	20
TOTAL	86	86	86
DAILY ATTENDANCE RATE			
TK	97.00%	97.00%	97.00%
K	97.00%	97.00%	97.00%
1	97.00%	97.00%	97.00%
2	97.00%	97.00%	97.00%
3	97.00%	97.00%	97.00%
4	97.00%	97.00%	97.00%
5	97.00%	97.00%	97.00%
6	97.00%	97.00%	97.00%
7	97.00%	97.00%	97.00%
8	97.00%	97.00%	97.00%
9	97.00%	97.00%	97.00%
10	97.00%	97.00%	97.00%
11	97.00%	97.00%	97.00%
12	97.00%	97.00%	97.00%
OVERALL AVG	97.00%	97.00%	97.00%
AVG DAILY ATTENDANCE BY GRADE			
TK	-	1.0	1.0
K	-	-	-
1	-	1.94	0.97
2	-	-	-
3	1.94	1.94	1.94
4	-	-	-
5	0.97	1.94	1.94
6	0.97	1.94	1.94
7	3.88	3.88	3.88
8	5.82	7.76	7.76
9	8.73	6.79	7.76
10	7.76	9.70	12.61
11	24.25	22.31	24.25
12	29.10	24.25	19.40
TOTAL	83.4	83.42	83.42
AVG DAILY ATTENDANCE BY GRADE RANGE			
TK-3	1.94	4.85	3.88
4-6	1.94	3.88	3.88
7-8	9.70	11.64	11.64
9-12	69.84	63.05	64.02
TOTAL	83.42	83.42	83.42

ACCT	ACCOUNT NAME	FY25-26 INITIAL BUDGET	FY25-26 REVISION #1	FY25-26 REVISION #2	VARIANCE
LCFF					
8011	LCFF Revenues	369,497.00	354,955	361,926	6,971
8012	Education Protection Account Revenue	16,684.00	16,684	16,684	-
8019	Prior Year Income/Adjustments		-	-	-
8096	Charter Schools Funding In-Lieu of Property Taxes	809,849	809,849	809,849	-
80XX	---		-	-	-
80XX	---		-	-	-
	TOTAL LCFF REVENUE	1,196,030	1,181,488	1,188,459	6,971
FEDERAL					
8181	Special Education - Entitlement	13,170	11,733	11,733	-
8182	Special Education - Mental Health	943	940	940	-
8220	Federal Child Nutrition Programs		-	-	-
8290	All Other Federal Revenue	-	-	-	-
8291	Title I Federal Revenue	19,879.00	18,746	19,208	462
8292	Title II	2,741.00	2,294	2,293	(1)
8293	Title III Federal Revenue		-	-	-
8294	Title IV	10,000.00	10,000	10,000	-
8295	Title V Federal Revenue		-	-	-
80XX	---		-	-	-
80XX	---		-	-	-
	TOTAL FEDERAL REVENUE	46,733	43,713	44,174	461
OTHER STATE					
8520	State Child Nutrition Program		-	-	-
8550	Mandated Block Grant	4,268	4,088	4,125	37
8560	State Lottery Revenue	22,774	22,690	22,690	-
8590	All Other State Revenues	58,070	65,813	65,813	-
8591	SB 740 Revenue		-	-	-
8599	Prior Year State Income		-	-	-
8791	SPED State/Other Transfers of Apportionments from Districts	72,574	74,244	74,244	-
8792	SPED State/Other Transfers of Apportionments from County		-	-	-
80XX	---	-	-	-	-
80XX	---		-	-	-
	TOTAL OTHER STATE REVENUE	157,686	166,836	166,872	37
LOCAL					
8660	Interest Income	6,000.00	12,000	12,000	-
8698	E-rate Revenues	7,000	7,000	7,000	-
8699	All Other Local Revenue	300	300	300	-
80XX	---		-	-	-
80XX	---		-	-	-
	TOTAL LOCAL REVENUE	13,300	19,300	19,300	-
	TOTAL REVENUE	1,413,749	1,411,337	1,418,805	7,469
1000 - CERTIFICATED EMPLOYEES					
1100	Teachers' Salaries	285,704	281,814	359,950	78,136
1200	Certificated Pupil Support Salaries	-	-	-	-
1300	Certificated Supervisor and Administrator Salaries	166,092	156,033	185,709	29,676
1900	Other Certificated Salaries	29,155	27,767	22,825	(4,942)
10XX	---	-	-	-	-
10XX	---	-	-	-	-
	TOTAL CERTIFICATED EMPLOYEE EXPESES	480,951	465,614	568,484	102,870
2000 - CLASSIFIED EMPLOYEES					
2100	Instructional Aide Salaries	31,297	21,402	56,972	35,570
2200	Classified Support Salaries (Maintenance, Food)	-	-	-	-
2300	Classified Supervisor and Administrator Salaries	35,471	34,464	35,560	1,096
2400	Clerical, Technical, and Office Staff Salaries	47,992	45,706	44,360	(1,346)
2900	Other Classified Salaries (Noon and Yard Sup, etc.)	43,444	43,444	59,305	15,861
20XX	---	-	-	-	-
20XX	---	-	-	-	-
	TOTAL CLASSIFIED EMPLOYEE EXPESES	158,204	145,016	196,197	51,181
3000 - EMPLOYEE BENEFITS					
3101	State Teachers' Retirement System, certificated positions	91,862	88,932	108,580	19,648
3301	OASDI/Medicare Certificated, Unrestricted	6,974	6,751	8,243	1,492
3302	OASDI/Medicare Classified	12,103	11,094	15,009	3,915
3401	Health & Welfare Benefits, Certificated	76,950	65,515	69,167	3,652
3402	Health & Welfare Benefits Classified	36,315	26,835	30,982	4,147
3501	State Unemployment Insurance Certificated	2,588	2,547	3,001	454
3502	State Unemployment Insurance Classified	1,317	1,180	1,725	545
3601	Worker Compensation Insurance	7,214	7,729	9,437	1,708
3602	Worker Compensation Insurance	2,373	2,407	3,257	850
30XX	---	-	-	-	-
30XX	---	-	-	-	-
	TOTAL EMPLOYEE BENEFITS EXPESES	237,695	212,991	249,401	36,410
	TOTAL PAYROLL RELATED EXPENSES	876,850	823,621	1,014,083	190,462
4000 - BOOKS AND SUPPLIES					
4100	Approved Textbooks and Core Curriculum	6,300	3,000	3,000	-
4200	Books and Other Reference Materials	1,050	1,000	1,000	-
4300	Materials and Supplies	8,400	10,000	10,000	-
4315	Classroom Materials and Supplies	5,250	5,000	10,000	5,000
4381	Materials for Plant Maintenance	158	150	150	-
4400	Noncapitalized Equipment	2,100	700	700	-
4410	Software and Software Licensing	33,600	40,000	40,000	-
4430	Noncapitalized Student Equipment	10,000	10,000	10,000	-
4700	Food and Food Supplies		-	-	-
40XX	---		-	-	-
40XX	---		-	-	-
	TOTAL BOOKS AND SUPPLIES	66,858	69,850	74,850	5,000
5000 - SERVICES AND OTHER OPERATING EXPENSES					
5200	Travel and Conferences	6,300	6,000	4,000	(2,000)
5210	Training and Development Expense	3,150	3,000	5,000	2,000
5300	Dues and Memberships	5,950	5,700	5,500	(200)
5400	Insurance	27,300	19,000	19,000	-
5500	Operation and Housekeeping Services	36,750	35,000	35,000	-

ACCT	ACCOUNT NAME	FY25-26 INITIAL BUDGET	FY25-26 REVISION #1	FY25-26 REVISION #2	VARIANCE
5501	Utilities	15,200	14,000	14,000	-
5600	Space Rental/Leases Expense	156,242	154,641	154,641	-
5601	Building Maintenance	3,150	3,000	3,000	-
5610	Equipment Repair	525	500	500	-
5800	Professional/Consulting Services and Operating Expenditures	8,400	8,000	5,400	(2,600)
5803	Banking and Payroll Service Fees	3,360	3,200	3,200	-
5805	Legal Services	12,600	12,000	12,000	-
5806	Audit Services	4,200	4,000	4,000	-
5807	Legal Settlements	28,760	27,760	24,140	(3,620)
5810	Educational Consultants	45,150	45,000	45,000	-
5811	Student Transportation	420	800	5,000	4,200
5812	Other Student Activities	2,100	2,000	2,600	600
5815	Advertising/Recruiting	735	700	700	-
5830	Field Trip Expenses	525	500	500	-
5873	Financial Services	33,600	32,000	32,000	-
5874	Personnel Services	53	50	50	-
5875	District Oversight Fee	11,960	11,815	11,885	70
5877	IT Services	26,250	30,000	30,000	-
5890	Interest Expense/Fees	105	100	100	-
5900	Communications (Tele., Internet, Copies,Postage,Messenger)	14,700	14,000	14,000	-
50XX	---		-	-	-
50XX	---		-	-	-
	TOTAL SERVICES AND OTHER OPERATING EXPENSES	447,485	432,765	431,215	(1,550)
6000 - CAPITAL OUTLAY					
6900	Depreciation Expense	10,425	10,425	10,425	-
6901	Amortization Expense		-	-	-
60XX	---		-	-	-
60XX	---		-	-	-
	TOTAL CAPITAL OUTLAY EXPENSES	10,425	10,425	10,425	-
7000 - OTHER OUTGOING					
7000	Miscellaneous Expense		-	-	-
70XX	---		-	-	-
70XX	---		-	-	-
	TOTAL OTHER OUTGOING EXPENSES	-	-	-	-
	TOTAL NON-PAYROLL EXPENSES	524,768	513,040	516,490	3,450
	TOTAL EXPENSES	1,401,618	1,336,661	1,530,573	193,912
	NET INCOME	12,131	74,676	(111,767)	(186,443)



Olive Grove - Santa Barbara

CDE Staff Report

Charter School Petition Review Form: Olive Grove Charter School—Santa Barbara

Key Information

Charter Renewal

Olive Grove Charter—Santa Barbara (Charter School) currently operates at 1933 Cliff Drive, Santa Barbara, California 93109.

Pursuant to California *Education Code* (*EC*) Section 47605.9(b), the Charter School submitted its petition for renewal to the California State Board of Education (SBE) on November 5, 2025.

Brief History

On July 11, 2018, the California State Board of Education (SBE) granted the petition to establish the Charter School, which had been previously denied by the Santa Barbara Unified School District (SBUSD or District) and the Santa Barbara County Board of Education (SBCBOE or County), for a five-year term effective July 1, 2018, through June 30, 2023.

Pursuant to California *Education Code* (*EC*) Section 47607.4, the Charter School's term was extended a total of three years, to January 30, 2026.

On October 28, 2025, the SBUSD denied the Charter School's petition to renew by a vote of three to two, citing the following findings, pursuant to *EC* Section 47607.2(b)(3):

- The Charter School has failed to meet or make sufficient progress toward meetings standards that provide a benefit to pupils.
- Closure of the Charter School is in the best interest of pupils.
- The District has given greater weight to academic performance.

On November 5, 2025, the Charter School submitted an appeal to the SBE pursuant to *EC* Section 47605.9(b).

Enrollment

The Charter School enrolls students from transitional kindergarten to twelfth grade.

The Charter School's projected enrollment for the next five years (2026–31) is described in the table below.

Table. Projected Enrollment

Grades	2026–27	2027–28	2028–29	2029–30	2030–31
TK–5	4	4	4	4	4
6–8	10	10	10	10	10
9–12	75	76	78	80	80
Total	89	90	92	94	94

Lead Petitioner

Meg Rydman, Lead Petitioner, Executive Director, Olive Grove Charter—Santa Barbara.

Summary of Required Charter Elements Pursuant to California *Education Code* Section 47605(c)

Description of Charter Requirement	Subsection and Paragraph(s)	Meets Requirements
Sound Educational Practice	(c)(1)	Yes
Ability to Successfully Implement the Intended Program	(c)(2)	Yes
Affirmation of Specified Conditions	(c)(4)	Yes
Description of Educational Program	(c)(5)(A)(i)	Yes
Goals to Address the Eight State Priorities	(c)(5)(A)(ii)	Yes
Transferability of Secondary Courses	(c)(5)(A)(iii)	Yes
Measurable Pupil Outcomes	(c)(5)(B)	Yes
Method for Measuring Pupil Progress	(c)(5)(C)	Yes
Governance Structure	(c)(5)(D)	Yes
Employee Qualifications	(c)(5)(E)	Yes
Health and Safety Procedures	(c)(5)(F)	Yes
Balance of Pupil Groups	(c)(5)(G)	Yes
Admission Requirements	(c)(5)(H)	Yes
Annual Independent Financial Audits	(c)(5)(I)	Yes
Suspension and Expulsion Procedures	(c)(5)(J)	Yes
Retirement System and Social Security Coverage	(c)(5)(K)	Yes
Public School Attendance Alternatives	(c)(5)(L)	Yes
Post-Employment Rights of Employees	(c)(5)(M)	Yes
Dispute Resolution Procedures	(c)(5)(N)	Yes
Closure Procedures	(c)(5)(O)	Yes
Exclusive Public-School Employer	(c)(6)	Yes
Standards, Assessments, and Parent Consultation	(d)(1) and (2)	Yes
Effect on Authorizer and Financial Projections	(h)	Yes
Teacher Credentialing	(l)	Yes
Transmission of Audit Report	(m)	Yes

Charter School Performance Categories

EC sections 47607 and 47607.2 set forth three performance categories of charter renewal. A charter school's placement in these categories is determined by its performance on the California School Dashboard (Dashboard).

High Performing Category

Charter schools meeting criteria defined in *EC* Section 47607(c)(2) are identified by the CDE in the high performing category and shall be granted, except upon a finding under *EC* Section 47607(e). Charter schools identified in the high performing category are eligible for renewal terms of five to seven years.

Low Performing Category

Charter schools meeting criteria defined in *EC* Section 46707.2(a) are identified by the CDE in the low performing category and shall be denied unless the requirements of *EC* Section 47607.2(a)(4) are met. If approved, charter schools identified in the low performing category are limited to a renewal term of two years.

Middle Performing Category

Charter schools that do not meet the criteria for the high performing or low performing categories are identified by the CDE in the middle performing category. For these charter schools, pursuant to *EC* Section 47607.2(b):

> (1) …[T]he chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.
>
> (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.
>
> (3) The chartering authority may deny a charter renewal pursuant to this subdivision only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable pursuant to paragraph (2), that its decision provided greater weight to performance on measurements of academic performance.

(4) For a charter renewed pursuant to this subdivision, the chartering authority shall grant a renewal for a period of five years.

The charter school did not meet the criteria for the high performing or low performing categories and is identified by the CDE in the middle performing category.

Sound Educational Practice

Evaluation Criteria

***EC* sections 47605(c) and (c)(1); *California Code of Regulations*, Title 5 (5 *CCR*), Section 11967.5.1(a) and (b)**

For purposes of *EC* Section 47605(c), a charter petition shall be "consistent with sound educational practice" if, in the SBE's judgment, it is likely to be of educational benefit to pupils who attend. A charter school need not be designed or intended to meet the educational needs of every student who might possibly seek to enroll in order for the charter to be granted by the State Board of Education (SBE).

For purposes of *EC* Section 47605(c)(1), a charter petition shall be "an unsound educational program" if it is either of the following:

(1) A program that involves activities that the SBE determines would present the likelihood of physical, educational, or psychological harm to the affected pupils.

(2) A program that the SBE determines not likely to be of educational benefit to the pupils who attend.

California Department of Education Review

The charter petition meets the requirements for renewal under *EC* Section 47605(c)(1) and 5 *CCR,* sections 11967.5.1(a) and (b).

Performance on the California School Dashboard

The CDE reviewed the Charter School's most recent three years of Dashboard data. Based on the Charter School's performance on the 2023, 2024, and 2025 Dashboards, the Charter School does not meet the criteria for either the high or low performing categories. Accordingly, the CDE reviewed the Charter School's renewal petition as a middle performing charter school.

Measurements of Academic Performance

The performance color on the Dashboard is determined using current year and prior year data. The Charter School did not receive a performance color for any measures of academic performance on the 2023, 2024, or 2025 Dashboards.

The following tables display the Charter School's and the statewide average distance from standard on ELA and Math as reported on the 2023, 2024, and 2025 Dashboards.

Table. ELA Distance from Standard

ELA	Charter School	Statewide
2023 Dashboard	– 17.6	– 13.6
2024 Dashboard	– 33.5	– 13.2
2025 Dashboard	– 50.1	– 8.1

Table. Math Distance from Standard

Math	Charter School	Statewide
2023 Dashboard	– 114.8	– 49.1
2024 Dashboard	– 148.3	– 47.6
2025 Dashboard	– 159.8	– 42.4

The English Learner Progress Indicator (ELPI) reports the percentage of English Learner (EL) students making progress on the English Language Proficiency Assessments for California (ELPAC). The College/Career Indicator (CCI) reports that the percentage of high school graduates considered prepared for college or a career.

The Charter School's ELPI student group has been fewer than eleven students for the past three years. In order to protect student privacy, the Charter School's ELPI data is not displayed. The following table displays the Charter School's and statewide outcomes for the CCI.

Table. 2023, 2024, and 2025 Dashboard Data for CCI

CCI	Charter School	Statewide
2023 Dashboard	3.1%	43.9%
2024 Dashboard	3.6%	45.3%
2025 Dashboard	13.3%	43.9%

As indicated in the tables above, the Charter School performed lower than statewide averages for ELA and Math for each of the past three years. While the Charter School performed lower than statewide averages for the CCI in each of the past three years, the Charter School has demonstrated growth over that time.

Measurements of Academic Engagement

The Chronic Absenteeism figure represents the percentage of students in kindergarten through grade eight who were absent for 10 percent or more instructional days they were enrolled. The Graduation Rate represents the percentage of students who receive a regular high school diploma in either four or five years.

The Charter School did not receive a performance color for chronic absenteeism. The following table displays the averages for chronic absenteeism.

Table. Chronic Absenteeism Rates

Chronic Absenteeism	Charter School	Statewide
2023 Dashboard	19.2%	24.3%
2024 Dashboard	25.0%	18.6%
2025 Dashboard	15.0%	17.1%

As indicated above, the Charter School performed better than the statewide average on chronic absenteeism in two of the three years.

The following table displays the Charter School's and statewide performance colors, along with the Charter School's and statewide average graduation rates.

Table. 2023, 2024, and 2025 Dashboard Data for Four/Five-Year Graduation Rates

Graduation Rate	Charter School Performance Color	Statewide Performance Color	Charter School Status	Statewide Status
2023 Dashboard	Orange	Orange	69.7%	86.4%
2024 Dashboard	No Performance Color	Yellow	79.3%	86.7%
2025 Dashboard	No Performance Color	Green	68.8%	87.8%

As indicated in the table above, the Charter School performed below the statewide average on graduation rate in each of the past three years.

Measurements of Conditions and Climate

Suspension rate represents the percentage of students who were suspended for a total of one full day or more during the school year. The following table displays the Charter School's and statewide performance color for this indicator, along with both the Charter School's and statewide average suspension rates.

Table. Suspension Rates

Suspension Rate	Charter School Performance Color	Statewide Performance Color	Charter School Status	Statewide Status
2023 Dashboard	Blue	Orange	0.0%	3.5%
2024 Dashboard	Blue	Green	0.0%	3.2%
2025 Dashboard	Blue	Green	0.0%	2.9%

As indicated in the table above, the Charter School performed better than the statewide average in each of the past three years.

Science Data for Informational Purposes

Beginning with the 2024 release of the Dashboard, Science was included with status only, and on the 2025 Dashboard, performance color was added. This indicator represents students' performance on the California Science Test (CAST) and California Alternative Assessment for Science (CAA for Science). The Science data is reported in Science Points, which ranges from zero at the lowest to one hundred at the highest.

The Charter School did not receive a performance color for science on the 2025 Dashboard. The following table displays the Charter School's and statewide status for science.

Table. Science Points

Science	Charter School	Statewide
2024 Dashboard	42.4*	51.2*
2025 Dashboard	46.1	52.6

*The 2024 Dashboard displayed the Science indicator status as the distance from standard. Beginning with the 2025 Dashboard and moving forward, the Science indicator status is displayed in Science Points. The 2025 Science Indicator Data File displays the school's 2024 Science status converted to Science Points, which are the figures included here.

As indicated in the table above, the Charter School performed below the statewide average in both 2024 and 2025.

Growth Data for Informational Purposes

With its 2025 release, Growth data for both ELA and Math were added to the Dashboard; however, the Charter School did not have enough students with the necessary data to receive a Growth score.

To ensure the Charter School enhances academic achievement for all students, it uses student performance data from standardized assessments which it disaggregates annually to clearly identify the academic outcomes of different student subgroups such as by ethnicity, gender, ELs, Socioeconomically Disadvantaged (SED), and Special Education (SE) (Attachment 2, pp. 17–19).

The table below further breaks down the California Assessment of Student Performance and Progress (CAASPP) and California Science Test (CAST) 2024 percent of student within the achievement level for English Language Arts (ELA), Mathematics (Math), and Science.

Table. CAASP and CAST 2024 Percent of Student within the Achievement Level for ELA, Math, and Science

Subject	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded Level
ELA	27.27%	24.24%	39.39%	9.09%
Math	63.64%	27.27%	6.06%	3.03%
Science	20.20%	68.00%	12.00%	0.00%

Table. CAASP and CAST 2025 Percent of Student within the Achievement Level for ELA, Math, and Science

Subject	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded Level
ELA	48.89%	20.00%	17.78%	13.33%
Math	73.33%	22.22%	4.44%	0.00%
Science	17.95%	56.41%	25.64%	0.00%

In addition to administering state assessments, the Charter School tracks student growth through progress reports and adaptive assessment tools such as Renaissance Star Assessments.

STAR Assessments for Student Growth

The Charter School reported administering the Star Assessments (Star) for both reading and math, which were developed by Renaissance Learning, Inc., an SBE–approved source of verified data. Renaissance Learning, Inc. recommends using the Student Group Percentile (SGP) as a measure for determining whether students made one year's progress. The SGP is measured on a scale from 1 to 99, with 50 SGP considered typical growth. This metric shows the average growth index, where a growth score of 35 to 65 indicates one year's typical growth. Values greater than 65 are interpreted as exceeding one year's growth, while values less than 35 are interpreted as failing to meet one year's growth.

The Charter School sets a SGP growth goal of 35, from the fall to the spring of the academic year, for each individual student. The CDE was unable to determine the Charter School's testing participation rate based on the information included in the petition.

In the 2023–24 academic year, the Charter School administered the Star Assessments to 43 percent of its students. Of the students tested, 61 percent met or exceeded the measure for one year's growth in reading, and 59 percent met or exceeded the measure for one year's growth in math. The schoolwide average SGP for reading was 50, and the SGP for math was 43.5 which meets the recommended measure of one year's progress (Attachment 2, pp. 15–18).

In the 2024–25 school year, the Charter School achieved schoolwide average SGPs of 62 in reading and 47 in math, which meets the recommended measure of one year's progress. Of individual students, 71 percent met or exceeded one year's growth in reading, and 59 percent met or exceeded one year's growth in math.

The petition highlights that, in 2024–25, nine out of ten grade levels tested met or exceeded one year's growth in reading. In math, six out of ten grade levels met or exceeded one year's growth. The following table displays each grade level's results in relation to the measure for one year's growth.

Table. 2024–25 One Year's Reading and Math Growth by Grade Level

Grade Level	Reading Results	Math Results
2	Met	Met
3	No Students Tested	No Students Tested
4	Met	Not Met
5	Exceeded	Not Met
6	Met	Met
7	Not Met	Met
8	Met	Met
9	Exceeded	Exceeded
10	Exceeded	Exceeded
11	Met	Not Met
12	Met	Not Met

In 2024–25, of the Charter School's five numerically significant student groups, three met or exceed one year's growth in reading. The petition does not include the Charter School's math results disaggregated by student group. The following table displays each student group's reading results in relation to the measure for one year's growth.

Table. 2024–25 One Year's Growth by Grade Level

Student Group	Reading Results
Hispanic	Exceeded
White	Exceeded
English Learners	Met
Students with Disabilities	Not Met
Socioeconomically Disadvantaged	Exceeded

The Charter School's students with disabilities group nearly met the measure for one year's growth, achieving an SGP of 32. (Attachment 2, pp. 16–19).

Ability to Successfully Implement the Intended Program

Evaluation Criteria

EC Section 47605(c)(2); 5 *CCR*, Section 11967.5.1(c)

For purposes of *EC* Section 47605(c)(2), the SBE shall take the following factors into consideration in determining whether charter petitioners are "demonstrably unlikely to successfully implement the program":

(1) If the petitioners have a past history of involvement in charter schools or other education agencies (public or private), the history is one that the SBE regards as unsuccessful, e.g., the petitioners have been associated with a charter school of which the charter has been revoked or a private school that has ceased operation for reasons within the petitioners' control.

(2) The petitioners are unfamiliar, in the SBE's judgment, with the content of the petition or the requirements of law that would apply to the proposed charter school.

(3) The petitioners have presented an unrealistic financial and operational plan for the proposed charter school (as specified).

(4) The petitioners personally lack the necessary background in the following areas critical to the Charter School's success, and the petitioners do not have a plan to secure the services of individuals who have the necessary background in curriculum, instruction, assessment, and finance and business management.

California Department of Education Review

The charter petition meets the requirements for renewal under *EC* Section 47605(c)(2) and 5 *CCR*, Section 11967.5.1(c).

Since its establishment in 2017, the Charter School has operated under the authorization of the SBE, with oversight responsibilities delegated to the CDE Charter Schools Division, and has been in good standing with its chartering authority.

On June 23, 2021, the Charter School received a Letter of Concern (LOC) regarding the English Language Development (ELD) Program reviewed during the annual site visit on March 25 and 26, 2021. The Charter School responded to the LOC with a plan of action on August 23, 2021, which was subsequently implemented, resolving the CDE's concern.

Over the course of its current term, the CDE has found the Charter School to be in compliance with its charter and the MOU between the SBE and the Charter School.

Fiscal Analysis

To assess the Charter School's fiscal condition and sustainability, the CDE reviewed the Charter School's enrollment projections, financial history under SBE oversight, current fiscal position, and multi-year projections.

The charter school's multi-year projected budget includes projected pupil enrollment in the table below.

Table. Projected Enrollment

Grades	2026–27	2027–28	2028–29	2029–30	2030–31
TK–5	4	4	4	4	4
6–8	10	10	10	10	10
9–12	75	76	78	80	80
Total	89	90	92	94	94

The Charter School has a good financial record under SBE authorization. The Charter School's Fiscal Year (FY) 2025–26 first interim report indicates that the Charter School is projecting a positive ending fund balance of $200,499 and reserves of 14.07 percent, which is above the recommended 5 percent in reserves outlined in the Memorandum of Understanding (MOU) between the Charter School and the SBE.

The CDE reviewed financial data from the 2024–25 independent audit report that reflected an unqualified status with an ending fund balance of $214,665 and a reserve designated for economic uncertainty of 10 percent.

The Charter School's multi-year financial plan projects operating surpluses and increasing reserves for economic uncertainty. The following table displays the Charter School's ending fund balance and reserves percentage after the CDE's adjustment for the next three fiscal years.

Table. Ending Fund Balance and Reserves by Fiscal Year

Fiscal Year	Ending Fund Balance	Reserves for Economic Uncertainty
2026–27	$238,037	17%
2027–28	$305,597	21%
2028–29	$420,809	28%

The CDE concludes that the Charter School's financial plan is fiscally sustainable.

The projected financial plan for the charter school is fiscally sustainable. The CDE concludes that the multi-year financial plan does provide for projected operating surpluses; ending fund balances of $238,037, $305,597, and $420,809 with reserves of 17 percent, 21 percent, and 28 percent after the CDE's adjustment for FY 2026–27 through FY 2028–29.

Affirmation of Specified Conditions

Evaluation Criteria

EC sections 47605(c)(4) and (d); 5 *CCR*, Section 11967.5.1(e)

For purposes of *EC* Section 47605(c)(4), a charter petition that "does not contain an affirmation of each of the conditions described in (*EC* Section 47605[d])" …, shall be a petition that fails to include a clear, unequivocal affirmation of each such condition. Neither the charter nor any of the supporting documents shall include any evidence that the charter will fail to comply with the conditions described in *EC* Section 47605(d).

Criteria		Criteria Met
(1)	[A] charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against a pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code. Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this state, except that any existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.	Yes

Criteria	Criteria Met
(2) (A) A charter school shall admit all pupils who wish to attend the school. (B) If the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the Charter school and pupils who reside in the school district except as provided for in Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the Charter School and children of the Charter School's teachers, staff, and founders identified in the initial charter, may also be permitted by the chartering authority on an individual charter school basis. (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School and, in no event, shall take any action to impede the Charter School from expanding enrollment to meet pupil demand.	Yes
(B) If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to *EC* Section 48200.	Yes

California Department of Education Review

The charter petition meets the requirements for renewal under *EC* Section 47605(c)(4), *EC* Section 47605(d), and 5 *CCR*, Section 11967.5.1(e).

The petition contains the required declaration (Attachment 2, pp. 7–10).

Description of Educational Program

Evaluation Criteria

EC Section 47605(c)(5)(A); 5 *CCR* Section 11967.5.1(f)(1)

The description of the educational program, as required by *EC* Section 47605(c)(5)(A), at a minimum:

	Criteria	Criteria Met
(A)	Indicates the proposed charter school's target student population, including, at a minimum, grade levels, approximate numbers of pupils, and specific educational interests, backgrounds, or challenges.	Yes
(B)	Specifies a clear, concise school mission statement with which all elements and programs of the school are in alignment and which conveys the petitioners' definition of an "educated person" in the twenty-first century, belief of how learning best occurs, and goals consistent with enabling pupils to become or remain self-motivated, competent, and lifelong learners.	Yes
(C)	Includes a framework for instructional design that is aligned with the needs of the pupils that the Charter School has identified as its target student population.	Yes
(D)	Indicates the basic learning environment or environments (e.g., site-based matriculation, independent study, community-based education, technology-based education).	Yes
(E)	Indicates the instructional approach or approaches the Charter School will utilize, including, but not limited to, the curriculum and teaching methods (or a process for developing the curriculum and teaching methods) that will enable the school's pupils to master the content standards for the four core curriculum areas adopted by the SBE pursuant to *EC* Section 60605 and to achieve the objectives specified in the charter.	Yes
(F)	Indicates how the Charter School will identify and respond to the needs of pupils who are not achieving at or above expected levels.	Yes
(G)	Indicates how the Charter School will meet the needs of students with disabilities, English learners, students achieving substantially above or below grade level expectations, and other special student populations.	Yes

Criteria		Criteria Met
(H)	Specifies the Charter School's special education plan, including, but not limited to, the means by which the Charter School will comply with the provisions of *EC* Section 47641, the process to be used to identify students who qualify for special education programs and services, how the school will provide or access special education programs and services, the school's understanding of its responsibilities under law for special education pupils, and how the school intends to meet those responsibilities.	Yes

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(A) and 5 *CCR*, Section 11967.5.1(f)(1).

Educational Program

The Charter School's petition proposes to serve pupils throughout Santa Barbara County by providing an educational choice for families of pupils in transitional kindergarten through grade twelve who choose to educate their pupils in a home or blended learning environment with the parents as the primary deliverers of the educational program (Attachment 2, p. 8).

The mission of the Charter School is to prepare students with the skills necessary to self-advocate, communicate effectively, utilize technology responsibly, and pursue higher education or the workforce on their path to becoming successful adults. With the supportive leadership of their parents/guardians, credentialed teachers, and support team, students utilize a rigorous, standards-based, online curriculum. Olive Grove is committed to an educational environment where TK–12 students excel at completing coursework and learning independently (Attachment 2, p. 27).

Curriculum and Instruction

The Charter School petition states that all instructional materials are aligned to California Academic Standards, including Common Core State Standards (CCSS), CA English Language Development, and Next Generation Science Standards (NGSS). Current curricular options adopted by the Charter School's Board of Directors include (Attachment 2, p. 29):

- Accelerate Education (TK through Grade 5)
- FlexPoint (Grades 6 through 12)
- UC Scout (Ethnic Studies requirement for graduation)
- eDynamic (High School Career Technical Education/CTE)

- i-Ready (State-verified assessment platform & Interventions)

Plan for Independent Study

The petition indicates that the Charter School provides a home school and independent study educational model for pupils in kindergarten through grade twelve.

The petitioner indicates that the Charter School will assign pupils a quantity of work with a time value corresponding to the minimum number of instructional minutes per grade level as required by *EC* Section 47612.5.

The petition indicates that pupils will be supervised by a credentialed teacher in conjunction with a parent and that support classes will be provided for pupils (Attachment 2, p. 6).

Plan for Low-Achieving Pupils

The Charter School petition indicates that the educational program is designed with the requisites to serve pupils who have not experienced success in previous educational settings. The petition outlines an educational framework, which provides pupils with customized learning programs based on intake assessments in English language arts (ELA) and mathematics. The results of the assessments will be used to identify pupils' academic needs along with report cards and/or cumulative records (Attachment 2, pp. 46-47, and 119)

Plan for Special Education

The petition states that the Charter School is a member of the El Dorado County Charter Specialized Education Local Plan Area (SELPA) and the Charter School located in Santa Barbara provides the services and resources required under *EC* Section 51746 intervention support for all students, direct instruction opportunities for all students, a location for federally mandated special education services to allow the provision of a free appropriate public education (FAPE) to students who qualify under the Individuals with Disabilities Education Act (IDEA), state mandated testing as required of charter schools pursuant to *EC* Section 47605(d), and laboratory facilities to allow students to fulfill UC and CSU A-G requirements (Attachment 2, pp. 46–55).

Plan for High-Achieving Pupils

The Charter School's petition indicates that the educational program can be customized for high-achieving pupils by providing academic acceleration and a higher level of cognitive challenge.

The petition outlines an educational framework, which provides pupils with customized learning programs based on intake assessments in ELA and mathematics. The results of the assessments will be used to identify pupil academic needs along with report

cards and/or cumulative record. The petition indicates high-achieving pupils will be provided a cognitively challenging educational program through assigning more complex work or courses.

The petition also indicates pupils can attend the local community college or accelerate their work and complete their courses in less time (Attachment 2, p. 46).

Plan for English Learners

The Charter School's petition indicates that each English Learner (EL) will receive a personalized program based on ELD level, grade level, and specific learning needs The petition states that ELs demonstrating beginning to early intermediate proficiency in English will participate in a formal, sequential ELD program corresponding to their level of performance (Attachment 2, pp. 41-46).

English Language Development

The petition states that the current Designated ELD program now consists of weekly in-person instruction coupled with the use of Lexia for practice and a curriculum developed by the coordinator.

The petitioners state that an EL Coordinator oversees the ELD program, with every EL student receiving a program of designated and integrated ELD instruction. Designated ELD in a hybrid (online/in-person) model is offered weekly and aligned to the State's framework to facilitate the acquisition of the linguistic and communicative competencies that native English speakers possess when entering school and continue developing throughout life (Attachment 2, p. 73).

Designated English Language Development

The Charter School petition states that students designated as EL will:

- Meet twice a week—once online and once in person.
- Participate in designated ELD instruction once a week, focusing on grammar, academic vocabulary, writing skills, and preparation for the ELPAC.
- Participate in in-person, small group practice focusing on speaking, listening, and writing skills built upon the topics presented in the remote ELD classes.
- Access the Power Up by Lexia for daily at-home use to rapidly improve reading skills under the direction of the ELD teacher. Power Up provides ongoing assessment and recommendations for teacher support of individual student needs.

The petitioners state that the current ELD curriculum consists of Power Up by Lexia,

Cengage Edge, Scholastic Magazine, and BRISK AI provide leveled reading, writing activities, and leveled support to target student needs (Attachment 2, p. 44).

Integrated English Language Development

The Charter School petition states that all teachers who provide core content instruction to EL students at any grade level use integrated ELD methodology to provide access to core content areas for ELs. The EL Coordinator provides professional development to staff members on integrated ELD (Attachment 2, pp. 43-44).

The petition outlines the key features of the charter school's integrated ELD include:

- Grade-level appropriate content standards in each content area
- Chunking to build knowledge and understanding of the material
- Providing multiple learning opportunities to reinforce key concepts and vocabulary
- Using audio and visual supports
- Incorporating technology to individualize instruction
- Frontloading vocabulary before each module

Career Technical Education

The Charter School petition outlines career technical education (CTE) courses for cosmetology, health science and medical technology, healthcare operational support services, mental and behavioral health, patient care (allied health assistant, emergency medical responder, medical assistant, nursing assistant), public and community health, business management, admin specialist, legal admin specialist, manager, and entrepreneur (Attachment 2, p. 25–26).

Further, the petition states that beginning in the 2025–26 academic year, eDynamic Learning will be utilized for CTE online offerings provided by California-credentialed teachers (Attachment 2, p. 29).

Advanced Placement Courses (AP)

The petitioners explain that additional offerings are made through FlexPoint for Advanced Placement (AP) and honors courses, utilizing the FlexPoint's California-credentialed teachers. Courses such as AP History courses, English, mathematics, laboratory science, visual and performing arts, college prep electives are listed (Attachment 2, pp. 30 and 35).

Students Achieving Below Grade Level

The narrative states that the interventions for students may include one or more of the following interventions (Attachment 2, p. 46):

- Instructional activities modified to accommodate different academic needs
- Instructional activities modified to incorporate students' interests
- Additional help from teachers and/or tutors by virtual means or in person
- Structured labs and small group instruction for extra practice and skills remediation
- Supplemental instruction, including targeted academic interventions to raise skills to grade level
- Student Study Team (SST) meetings with school personnel and the parent/guardian for students still not achieving at grade-level standards to review the above strategies and plan for new ones
- Individualized instruction
- Development of an educational course plan for graduation (high school-specific)

Multi-Tiered System of Supports (MTSS)

The Charter School petition states that the charter school utilizes the Multi-Tiered System of Supports (MTSS) to ensure equitable access for all students in academic, behavioral, and social-emotional frameworks within the school.

Students in Tier 1 are supported through academic and social-emotional/behavioral systems of support. If students are not successful with the many supports the Charter School offers, modifications and/or interventions are put in place. If students are still not successful, then additional and/or different modifications/interventions are put into place for an additional six to eight weeks. If students are still not successful, then students move into Tier 3. At Tier 3, students are provided with more significant and intensive interventions to support their educational and/or social-emotional/behavioral needs, including but not limited to increased weekly one-on-one support time, individualized counseling, and/or structured organizational skills training (Attachment 2, pp. 47–48).

Students with Disabilities

The Charter School shall provide special education instruction and related services in accordance with the IDEA, *EC* requirements, and applicable policies and practices.

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the Americans with Disabilities Act, and the IDEA. The Charter School will be its own local educational agency (LEA) and is a member in good standing of the El Dorado County Charter Special Education Local Plan Area (SELPA) in conformity with *EC* Section 47641(a) (Attachment 2, pp. 8, 48, and 52).

Goals to Address the Eight State Priorities

Evaluation Criteria

EC Section 47605(c)(5)(A)(ii)

EC Section 47605(c)(5)(A)(ii) states that a charter school shall provide a description of annual goals for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(A)(ii).

The petition includes the Charter School's 2024–25 Local Control and Accountability Plan (LCAP), which articulates its plan to address the eight state priorities (Attachment 2, pp. 71–79).

Transferability of Secondary Courses

Evaluation Criteria

EC Section 47605(c)(5)(A)(iii)

EC Section 47605(c)(5)(A)(iii) states that if the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements.

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(A)(iii).

The Charter School is fully accredited by WASC, which ensures that their courses are transferable to other public high schools. Additionally, the Charter School maintains open lines of communication with local school districts and schools to clarify the academic transferability of the Charter School's courses as needed. Parents/guardians are notified of the status of transferability of credits through such means as pre-enrollment conferences and information sessions and during meetings with the counselor and/or teacher (Attachment 2, p. 37).

Measurable Pupil Outcomes

Evaluation Criteria

EC Section 47605(c)(5)(B); 5 *CCR*, Section 11967.5.1(f)(2)

Measurable pupil outcomes, as required by *EC* Section 47605(b)(5)(B), at a minimum:

Criteria	Criteria Met
Specify skills, knowledge, and attitudes that reflect the school's educational objectives and can be assessed, at a minimum, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. It is intended that the frequency of objective means of measuring pupil outcomes vary according to such factors as grade level, subject matter, the outcome of previous objective measurements, and information that may be collected from anecdotal sources. To be sufficiently detailed, objective means of measuring pupil outcomes must be capable of being used readily to evaluate the effectiveness of and to modify instruction for individual students and for groups of students.	Yes

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(B) and 5 *CCR*, Section 11967.5.1(f)(2).

The Charter School petition presents a reasonably comprehensive description of measurable pupil outcomes. The petition identifies the skills and knowledge that reflect the school's educational objectives and can be assessed, by objective means that are frequent and sufficiently detailed enough to determine whether pupils are making satisfactory progress. (Attachment 2, pp. 71–79).

Method for Measuring Pupil Progress

Evaluation Criteria

EC Section 47605(c)(5)(B); 5 *CCR* Section 11967.5.1(f)(2)

The method for measuring pupil progress, as required by *EC* Section 47605(c)(5)(B), at a minimum:

	Criteria	Criteria Met
(A)	Utilizes a variety of assessment tools that are appropriate to the skills, knowledge, or attitudes being assessed, including, at minimum, tools that employ objective means of assessment consistent with the measurable pupil outcomes.	Yes
(B)	Outlines a plan for collecting, analyzing, and reporting data on pupil achievement to school staff and to pupils' parents and guardians, and for utilizing the data continuously to monitor and improve the Charter School's educational program.	Yes

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(B) and 5 *CCR,* Section 11967.5.1(f)(2).

The Charter School petition presents a reasonably comprehensive description of the method for measuring pupil progress. The petition describes a variety of assessment tools which include publisher, teacher, parent, or pupil-designed tests, state mandated testing, projects, reports, curriculum imbedded assessments, electronic recordings, presentations, and pupil grades (Attachment 2, pp. 72–79).

The petition outlines a plan for collecting and reporting data on pupil achievement to school staff and to parents or guardians through regular academic meetings with teacher, pupil, and parent or guardian, and through weekly personalized learning plans that record pupil progress (Attachment 2, pp. 79–81).

Governance Structure

Evaluation Criteria

***EC* Section 47605(c)(5)(D); 5 *CCR* Section 11967.5.1(f)(4)**

The governance structure of the Charter School, including, but not limited to, the process to ensure parental involvement, as required by *EC* Section 47605(c)(5)(D), at a minimum:

Criteria	Criteria Met
(A) Includes evidence of the Charter School's incorporation as a non-profit public benefit corporation, if applicable.	Yes
(B) Includes evidence that the organizational and technical designs of the governance structure reflect a seriousness of purpose necessary to ensure that: 1. The Charter School will become and remain a viable enterprise. 2. There will be active and effective representation of interested parties, including, but not limited to parents (guardians). 3. The educational program will be successful.	Yes

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(D) and 5 *CCR*, Section 11967.5.1(f)(4).

The Charter School is operated by the nonprofit public benefit corporation Olive Grove Charter Schools, Inc. (OGCS, Inc.), formed on June 15, 2016. The petition affirms compliance with charter school governance requirements set forth in *EC* Section 47604.1 (Attachment 2, pp. 82–85).

In addition to the Charter School's Board of Director's oversight, the Charter School employs a variety of methods to foster parental involvement under the guidance of the School Site Council (SSC), which is prepared to act as the English Language Advisory Committee (ELAC) should the EL population numbers increase. The SSC reviews and makes written comments to the Governing Board on the development and required updates of the Student Achievement (SPSA) and/or LCAP (Attachment 2, pp. 85–86).

Employee Qualifications

Evaluation Criteria

EC Section 47605(c)(5)(E); 5 *CCR* Section 11967.5.1(f)(5)

The qualifications (of the school's employees), as required by *EC* Section 47605(c)(5)(E), at a minimum:

	Criteria	Criteria Met
(A)	Identify general qualifications for the various categories of employees the school anticipates (e.g., administrative, instructional, instructional support, non-instructional support). The qualifications shall be sufficient to ensure the health and safety of the school's faculty, staff, and pupils.	Yes
(B)	Identify those positions that the Charter School regards as key in each category and specify the additional qualifications expected of individuals assigned to those positions.	Yes
(C)	Specify that all requirements for employment set forth in applicable provisions of law will be met, including, but not limited to, credentials as necessary.	Yes

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(E) and 5 *CCR* Section 11967.5.1(f)(5).

The petition provides general descriptions of subjective qualifications of the Charter School's directors and teachers, stating that teachers must comply with applicable certification requirements (Attachment 2, pp. 88–109).

Health and Safety Procedures

Evaluation Criteria

EC Section 47605(c)(5)(F); 5 *CCR* Section 11967.5.1(f)(6)

The procedures, to ensure the health and safety of pupils and staff, as required by *EC* Section 47605(b)(5)(F), at a minimum:

Criteria		Criteria Met
(A)	Require that each employee of the school furnish the school with a criminal record summary as described in *EC* Section 44237 and comply with *EC* Section 44830.1.	Yes
(B)	Include the examination of faculty and staff for tuberculosis as described in *EC* Section 49406.	Yes
(C)	Require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.	Yes
(D)	Provide for the screening of pupils' vision and hearing and the screening of pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school.	Yes

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(F) and 5 *CCR*, Section 11967.5.1(f)(6).

The petition contains reasonable comprehensive descriptions of how the Charter School will ensure the health and safety of pupils and staff as related to staff background checks, tuberculosis, pupil immunizations, and health screenings. The petition affirms that the Charter School has a school safety plan that includes the topics in *EC* Section 32282(a)(2)(A)–(J), which is reviewed and updated by March 1 every year (Attachment 2, pp. 110–114).

Balance of Pupil Groups

Evaluation Criteria

EC Section 47605(c)(5)(G); 5 *CCR*, Section 11967.5.1(f)(7)

Recognizing the limitations on admissions to charter schools imposed by *EC* Section 47605(d), the means by which the school(s) will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district, as required by *EC* Section 47605(c)(5)(G), shall be presumed to have been met, absent specific information to the contrary.

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(G) and 5 *CCR*, Section 11967.5.1(f)(7).

The Charter School works with local organizations to maximize recruitment across pupil subgroups (Attachment 2, p. 118).

Admission Requirements

Evaluation Criteria

***EC* Section 47605(c)(5)(H); 5 *CCR*, Section 11967.5.1(f)(8)**

To the extent admission requirements are included in keeping with *EC* Section 47605(c)(5)(H), the requirements shall be in compliance with the requirements of *EC* Section 47605(e)(2)(B) and any other applicable provision of law.

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(H) and 5 CCR, Section 11967.5.1(f)(8).

The Charter School shall admit all pupils who reside in the State of California who wish to attend the Charter School subject to the provisions set forth below. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state, unless required by *EC* Section 51747.3.

In accordance with *EC* sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment (Attachment 2, p. 118).

Annual Independent Financial Audits

Evaluation Criteria

***EC* Section 47605(c)(5)(I); 5 *CCR*, Section 11967.5.1(f)(9)**

The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the SBE's satisfaction, as required by *EC* Section 47605(c)(5)(I), at a minimum:

Criteria		Criteria Met
(A)	Specify who is responsible for contracting and overseeing the independent audit.	Yes
(B)	Specify that the auditor will have experience in education finance.	Yes
(C)	Outline the process of providing audit reports to the SBE, CDE, or other agency as the SBE may direct, and specifying the timeline in which audit exceptions will typically be addressed.	Yes
(D)	Indicate the process that the Charter School(s) will follow to address any audit findings and/or resolve any audit exceptions.	Yes

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(I) and 5 *CCR*, Section 11967.5.1(f)(9).

The petition specifies the Charter School's selected auditor will have experience in education finance, outlines the process for providing audit reports to relevant agencies, and indicates the process the Charter School will follow to address audit findings and/or resolve audit exceptions (Attachment 2, p. 123).

Suspension and Expulsion Procedures

Evaluation Criteria

EC Section 47605(c)(5)(J)

The procedures by which pupils can be suspended or expelled from the Charter School for disciplinary reasons or otherwise involuntarily removed from the Charter School for any reason. These procedures, at a minimum, shall include an explanation of how the Charter School will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

	Criteria	Criteria Met
(A)	Identify a preliminary list, subject to later revision pursuant to subparagraph (E), of the offenses for which students in the Charter School must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the Charter School must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools	Yes
(B)	Identify the procedures by which pupils can be suspended or expelled.	Yes
(C)	Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.	Yes
(D)	Provide evidence that in preparing the lists of offenses specified in subparagraph (A) and the procedures specified in subparagraphs (B) and (C), the petitioners reviewed the lists of offenses and procedures that apply to students attending non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's pupils and their parents (guardians).	Yes

Criteria	Criteria Met
(E) If not otherwise covered under subparagraphs (A), (B), (C), and (D): (1) Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion. (2) Outline how detailed policies and procedures regarding suspension and expulsion will be developed and periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion.	Yes

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(J).

The Charter School petition presents a reasonably comprehensive description of suspension and expulsion procedures. The petition identifies the grounds for suspension and expulsion of pupils, provides a list of discretionary and nondiscretionary offenses for suspension and expulsion, and outlines procedures by which pupils can be suspended and expelled (Attachment 2, pp. 125–144).

Retirement System and Social Security Coverage

Evaluation Criteria

EC Section 47605(c)(5)(K); 5 *CCR*, Section 11967.5.1(f)(11)

The manner by which staff members of the Charter School will be covered by California State Teachers' Retirement System (CalSTRS), California Public Employees' Retirement System (CalPERS), or federal social security, as required by *EC* Section 47605(c)(5)(K), at a minimum, specifies the positions to be covered under each system and the staff who will be responsible for ensuring that appropriate arrangements for that coverage have been made.

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(K) and 5 *CCR*, Section 11967.5.1(f)(11).

Certificated staff will participate in the State Teachers' Retirement System, as eligible, and all other staff will participate in the federal Social Security system. The Charter School reserves the right to offer additional employee retirement plans (e.g., a 403[b] retirement plan) as may be approved by the Board of Directors. The Charter School Superintendent will ensure that appropriate arrangements for the coverage in these systems have been made for all employees and will make all employer contributions as required. The Charter School will also make contributions for workers' compensation insurance, unemployment insurance, and any other payroll obligations of an employer (Attachment 2, p. 145).

Public School Attendance Alternatives

Evaluation Criteria

***EC* Section 47605(c)(5)(L); 5 *CCR*, Section 11967.5.1(f)(12)**

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools, as required by *EC* Section 47605(c)(5)(L), at a minimum, specify that the parent or guardian of each pupil enrolled in the Charter School shall be informed that the pupil has no right to admission in a particular school of any LEA (or program of any LEA) as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the LEA.

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(L) and 5 *CCR*, Section 11967.5.1(f)(12).

The petition contains the required information related to public school attendance alternatives (Attachment 2, p. 146).

Post-Employment Rights of Employees

Evaluation Criteria

***EC* Section 47605(c)(5)(M); 5 *CCR*, Section 11967.5.1(f)(13)**

The description of the rights of any employees of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school, as required by *EC* Section 47605(c)(5)(M), at a minimum, specifies that an employee of the Charter School shall have the following rights:

Criteria		Criteria Met
(A)	Any rights upon leaving the employment of an LEA to work in the Charter School that the LEA may specify.	Yes
(B)	Any rights of return to employment in an LEA after employment in the Charter School as the LEA may specify.	Yes
(C)	Any other rights upon leaving employment to work in the Charter School and any rights to return to a previous employer after working in the Charter School that the SBE determines to be reasonable and not in conflict with any provisions of law that apply to the Charter School or to the employer from which the employee comes to the Charter School or to which the employee returns from the Charter School.	Yes

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(M) and 5 *CCR*, Section 11967.5.1(f)(13).

The petition indicates that employees at the Charter School have no right of return to employment at the SBE's designated chartering authority (Attachment 2, p. 147).

Dispute Resolution Procedures

Evaluation Criteria

EC Section 47605(c)(5)(N)

The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to the provisions of the charter, as required by *EC* Section 47605(c)(5)(N), at a minimum:

Criteria		Criteria Met
(A)	Include any specific provisions relating to dispute resolution that the SBE determines necessary and appropriate in recognition of the fact that the SBE is not a LEA.	Yes
(B)	Describe how the costs of the dispute resolution process, if needed, would be funded.	Yes

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(N).

The petition contains a reasonably comprehensive description of dispute resolution procedures (Attachment 2, pp. 148–149).

Closure Procedures

Evaluation Criteria

EC Section 47605(c)(5)(O)

A description of the procedures to be used if the Charter School closes. The procedures shall ensure a final audit of the Charter School to determine the disposition of all assets and liabilities of the Charter School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(5)(O).

The petition contains a reasonably comprehensive description of the procedures the Charter School would follow in the event of closure (Attachment 2, pp. 150–152).

Exclusive Public-School Employer

Evaluation Criteria

EC Section 47605(c)(6)

The declaration of whether or not the district shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (Chapter 10.7 [commencing with Section 3540] of Division 4 of Title 1 of the California *Government Code*) is included.

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(c)(6).

The petition contains the necessary declaration (Attachment 2, p. 7).

Standards, Assessments, and Parent Consultation

Evaluation Criteria

EC sections 47605(d)(1) and (2)

Evidence is provided of the following:

Criteria		Criteria Met
(A)	The school shall meet all statewide standards and conduct the pupil assessments required pursuant to EC sections 60605, 60851, and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.	Yes
(B)	The school shall, on a regular basis, consult with their parents and teachers regarding the school's educational programs.	Yes

California Department of Education Review

The petition meets the requirements of *EC* sections 47605(d)(1) and (2).

The petition contains descriptions of how CCSS, NGSS, and state assessments are built into the core curriculum. The petition also details how parents, guardians, and other educational partners will be consulted regarding the Charter School's educational program (Attachment 2, pp. 4 and 72–80).

Effect on Authorizer and Financial Projections

Evaluation Criteria

EC Section 47605(h); 5 *CCR*, Section 11967.5.1(c)(3)(A–D)

[T]he petitioners [shall] provide information regarding the proposed operation and potential effects of the school, including, but not limited to the following:

Criteria		Criteria Met
(A)	The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.	Yes
(B)	The manner in which administrative services of the school are to be provided.	Yes
(C)	Potential civil liability effects, if any, upon the Charter School and upon the school district.	Yes
(D)	The petitioners have provided financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.	Yes
(E)	If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school.	Yes

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(h).

The petitioner has provided the required information in the petition or in its recent financial reports (Attachment 2, pp. 153–155).

Teacher Credentialing

Evaluation Criteria

EC Section 47605(l)

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit, or other document required for a teacher's certificated assignment.

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(l).

The petition contains a description of credential requirements for certificated staff employed by the Charter School, including affirmations that the Charter School shall satisfy all relevant requirements under the law (Attachment 2, pp. 8 and 90).

Transmission of Audit Report

Evaluation Criteria

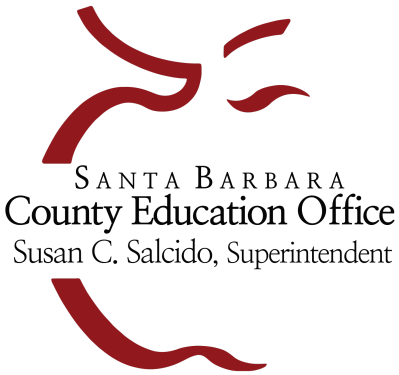
EC Section 47605(m); 5 *CCR* Section 11967.5.1(f)(9)

A charter school shall transmit a copy of its annual independent financial audit report for the preceding fiscal year to the chartering entity, the Controller, the county superintendent of schools of the county in which the charter is sited and the CDE by December 15 of each year.

California Department of Education Review

The petition meets the requirements of *EC* Section 47605(m) and 5 *CCR* Section 11967.5.1(f)(9)

The petition contains the required information (Attachment 2, pp. 123 and 155).



Renewal of Olive Grove Charter—Santa Barbara and Designation of Chartering Authority

CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

April 14, 2026

Communication Sent via Email

Meg Rydman, Superintendent
Olive Grove Charter—Santa Barbara
5075 South Bradley Road, Suite 119
Santa Maria, CA 93455

Dr. Susan Salcido, Superintendent
Santa Barbara County Office of Education
4400 Cathedral Oaks Road
Santa Barbara, CA 93110–1042

Dear Superintendent Rydman and Superintendent Salcido:

Subject: Renewal of Olive Grove Charter—Santa Barbara and Designation of Chartering Authority

On March 12, 2026, the California State Board of Education granted renewal of the charter petition of Olive Grove Charter—Santa Barbara for a term of five years beginning July 1, 2026, and ending June 30, 2031, and designated the Santa Barbara County Board of Education as the chartering authority pursuant to California *Education Code* Section 47605.9(c).

If you have any questions regarding this letter, please contact Craig Heimbichner, Education Administrator, Charter Schools Division, by phone at 916-323-5759 or by email at cheimbichner@cde.ca.gov.

Sincerely,

/s/

Craig Heimbichner, Education Administrator
Charter Schools Division

CH:my

cc: Brooks Allen, Executive Director, California State Board of Education
Len Garfinkel, General Counsel, Legal, Audits, and Charters Branch, California Department of Education
Ric Reyes, Director, Charter Schools Division, California Department of Education

Sent via Email to the Following:
mrydman@olivegrovecharter.org
ssalcido@sbceo.org



Memorandum of Understanding