



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Sage Oak Charter School- South is a non-classroom based charter school. As such, the educational impact on students and families of the COVID-19 pandemic during our spring school closure, as a result of the Governor’s “Safer-at-Home” order, has been minimal. Prior to the school closure, all curriculum and materials were already in place, allowing for a seamless transition for Sage Oak students to continue with their educational plan. For our families dealing with illness, unemployment, and/or housing issues, the school closure allowed them to have the flexibility needed to address these issues while maintaining the education of their children at home.

Changes that have occurred as a result of the pandemic include: moving all supplemental in-person learning opportunities to virtual platforms, increasing our supplemental virtual learning opportunities, creating a plan for staff to work remotely and for teachers to engage virtually with students and parents, hiring additional staff members, and creating a plan for resuming in-person events, meetings, and work environments per COVID 19 safety guidelines. The special education department quickly moved all students' special education services to an online platform, previously those had been in-person services for many students. Students did not have a gap in special education services, therefore, the continuity of care was able to remain in place. Even though the service delivery model may have changed for some students, we found great success in being able to continue to provide the needed services from the same provider who had rapport

established with the student prior, and the IEP teams worked to bolster those services online as the weeks moved forward. Many students and families found virtual services to be a lifeline during a time when many other services and activities in the community were not available.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Sage Oak realized the importance of stakeholder participation in this process and created a plan to ensure the highest level of engagement given a virtual setting. This includes emails, social media posts, school website additions, and virtual School Site Council meeting. Sage Oak surveyed teachers to identify families that lacked devices or the internet and were able to provide the needed resources to any families in need to access all school communication.

The Learning Continuity and Achievement Plan were posted to our school website with a feedback form available if stakeholders wished to comment or ask questions about the plan. Sage Oak has an EL population below the 15% threshold that requires translation, however, any request for translation of documents pertaining to the Learning Continuity and Attendance Plan was honored. Parents, teachers, and support staff were emailed to notify them of the posting of the plan and the scheduled School Site Council meeting, to review and approve the plan, and to encourage feedback and engagement. The school also used social media to notify stakeholders of the opportunities for input. Teachers were advised to contact families that did not have internet access via telephone to notify them of the opportunities and to provide call-in information for the public hearing at the School Site Council meeting, and/or to review the plan with the family and complete the online feedback form on their behalf.

The Director of Education Services reached out to stakeholders that identified themselves on the online feedback form to answer their questions or confirm the receipt of their feedback.

The School Site Council meeting for a public hearing of the Learning Continuity and Achievement Plan was held on August 20, 2020.

[A description of the options provided for remote participation in public meetings and public hearings.]

The public hearing via the School Site Council meeting were held via Zoom meetings on August 20, 2020. The agenda and participation instructions were posted 72 hours before the meetings in accordance with the Brown Act. Stakeholders had the option of participating in the meetings online or calling in with a provided phone number. Stakeholders could also submit a public comment via an online form prior to the meetings, as stated on the posted agenda.

The Governing Board held a virtual Public Hearing for the Learning Continuity and Attendance Plan September 10, 2020
The Governing Board held a virtual meeting for the adoption of the Learning Continuity Attendance Plan September 14, 2020

[A summary of the feedback provided by specific stakeholder groups.]

In presenting the Learning Continuity to our stakeholders, they asked questions pertaining to the requirement for virtual learning. The stakeholders inquired as to the reason virtual learning is required and why in-person meetings and activities are not currently allowed. Two comments submitted via survey on this topic. The two comments submitted via survey were shared with the School Site Council.

In presenting the LCP to the School Site Council, the members had no additional feedback.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Based on the feedback received, Sage Oak added information under the Continuity of Learning section, In-Person Instructional Offerings subsection, to further explain the requirement for virtual learning at this time.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Sage Oak Charter School- South is a non-classroom based charter school that provides learning to all students through an independent study model with support from highly qualified teachers. Students have a personalized education plan and all curriculum and materials needed for this plan will be in place and utilized upon the start of the school year.

For students who experienced learning loss due to the school closure and who are at a greater risk of experiencing learning loss due to future school closures, the school is ensuring that each of these students has a personalized educational plan to meet their needs. The plan includes standards-based curriculum and instruction that will address any learning loss, as well as prepare them for continued learning in the event of a future school closure. The school has also purchased online learning subscriptions to ensure virtual, as well as print, learning options for all students.

Additionally, the school has increased its live online educational offerings for students. Although the school is an independent study model, the importance of in-person virtual learning is crucial at this time. Sage Oak will be offering the following:

Elementary and Middle School (Grades TK-8)

Sage Oak is offering an online enrichment platform that will provide live enrichment classes and activities that will help the students to engage with teachers and their peers.

Middle School and High School (Grades 6-12)

Given the necessity of increased virtual learning, even within an independent study platform, we have increased our year-long middle and high school (grades 6-12) Sage Oak Live Online (SOLO) courses. The school now provides 59 middle and high school SOLO courses that cover multiple subject areas.

As a state-funded charter school, Sage Oak is required to comply with the CDPH’s industry guidance for schools and school based programs. These guidelines currently require virtual learning to take place. Sage Oak is monitoring all the counties that it serves and will begin offering in-person services when the county is off the state watch list and the majority of public schools in the county begin to offer in-person services.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>SOLO Teachers These hands-on materials will enable a deeper understanding of online learning for our at-promise population.</p>	<p>44,728</p>	<p>Yes</p>

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Sage Oak Charter School- South is a non-classroom based charter school. As such, our school maintains its operations to support students' educational plans while adhering to "Safer-at-Home" orders. The school provides flexibility and increased support for students to achieve their educational goals. By offering virtual enrichment classes, in addition to their personalized educational plan, students have full access to instruction and learning, are engaged, and their individual interests and needs are met.

Our teachers are highly qualified and receive on-going training to support the distance learning instruction of our students. Teachers support students in their required courses and provide support through consistent feedback and individualized support.

To maintain consistent communication with students and families, email, texts, and/or Zoom are used for regular check-ins for support with lessons, coursework, and, equally importantly, they are used as an opportunity to connect emotionally with students and families, facilitate wellness checks, and to share community resources as needed. Given that Sage Oak is an independent study model, there is no required in-person element to the student's educational plan. The exception to this is for students taking high school level a-g courses. These students must spend at least one hour per week engaged in interactive instruction and/or academic tutoring and advising. Therefore, maintaining continuity of learning can be achieved through the establishment of the educational plan and additional online enrichment opportunities.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Teachers contacted and will continue to contact students and parents to determine online access and device accessibility. Sage Oak has been able to identify any families in need and will continue to do so as new students enroll. Sage Oak has provided/ordered the needed resources for families to have access to devices and the internet to ensure they receive the communication sent through email, text, website, and social media.

In order to maintain connectivity, Sage Oak provides the technology and internet resources to all students, including our homeless and foster students, in the case that students do not have access to the digital components necessary to complete required schoolwork and online-based school activities. Technical support is available virtually and, if needed, computer replacement is arranged at an agreed-upon location with COVID-19 safety precautions in place.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Sage Oak is a non-classroom based charter school, and as such, follows the participation and time value guidelines as laid out in the school's charter petition, as well as the board-approved independent study policy and report card policy.

Attendance and assessment policies and practices align with applicable law and school policies. Attendance is claimed using a two faceted approach. In order to claim attendance, the student must engage in learning for each day claimed ("daily engagement") and additionally must complete the learning that was assigned by the teacher of record for the given learning period ("time value of work product"). Each learning period, the teacher monitors and assesses the student's completed assignments and then claims the correlating amount of attendance and issues the assessed scores on the assignments. The teacher will assign learning and evaluate that learning based on individual ability and needs of the student. The teacher will work with the parent/guardian and student to plan out the appropriate amount of work for both attendance and assessment purposes and to support the student in meeting or exceeding standards and achieving personal goals. This is traditionally done in-person, however, if orders require this to be completed virtually, then the student will meet with the teacher via a live Zoom meeting and will complete all tasks.

The school will continue to follow its report card policy to assess student progress. The teacher of record will determine the pupil's grades through multiple methods of evaluation: observation, student work, chapter quizzes and tests, parent/guardian input, and discussion from live online and/or in-person meetings.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

All staff is being trained on utilizing the Zoom platform for live enrichment courses as well as the required learning period meetings with students and parents every 20 school days. Staff is also being trained on the Google suite, Seesaw, Flipgrid, and Google Classroom to help them engage with their students. The school counselor is also attending a training on "Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice" to better support our students and teachers during this time.

We have an IT Specialist that is available to assist teachers with their technology devices and the various platforms, as needed.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The method in which student learning is evaluated due to school closures will be conducted virtually via Zoom for all teaching staff. Outside of that, because Sage Oak Charter School - South is a non-classroom based school, the roles and responsibilities of previous staff will not change as a result of COVID-19 other than conducting services and supports virtually instead of in-person.

Sage Oak will be adding additional new personnel to support our students and staff: an additional counselor, a human resource specialist, a math intervention specialist, and curriculum development positions to better serve the stakeholders during this time.

The additional counselor will provide increased services to our students and staff. The counselor will train the staff on trauma-informed practices to set the tone for positive school culture, provide supportive adult relationships, model/teach effective self-regulation and coping strategies, identify strengths and build upon them, and encourage and practice self-care. The counselor will also host age-appropriate COVID-19 support groups for students and staff.

An additional senior specialist of human resources will allow the school to better monitor COVID-related employment issues and the school's safety plan. The senior specialist will be responsible for supporting the HR department with the process of staff leaves of absence, accommodations, sick leave, Families First Coronavirus Response Act leaves, and personnel matters directly resulting from COVID-19.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learners

Sage Oak has developed an English Learner Master Plan to serve English Learner ("EL") students, including long-term English Learners ("LTELs") or English Learners at risk of becoming LTELs, which addresses their needs, meets all state and federal mandates, and, which has a goal of exiting students from EL status. Sage Oak will work with teachers to provide EL support in the general education setting as outlined in the charter's EL Master Plan with additional communication and virtual support provided by the Education Services Coordinator. This additional support includes online EL curriculum, virtual small group instruction, and monthly monitoring of all EL students.

Pupils with Exceptional Needs

Sage Oak will continue to utilize the IEP process to plan for special education services during the school year. This will include distance learning plans and possibly addendum IEP's to address distance learning needs during immediate or future school site closures. All special education services will be offered during distance learning in a manner that allows access of services to students to virtual services. This may also include telephonic sessions where appropriate, for services such as counseling, where students may or may not be comfortable being on video, for various reasons.

Sage Oak will work to ensure every student has access to their grade-level curriculum and supports necessary to access that curriculum in the form of SAI (specialized academic instruction), as well as other DIS services such as speech and language, occupational therapy, counseling, and so forth. The IEP team will meet and determine what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access. This may include adjustments to the IEP including additional accommodations or supplementary aids, such as consultation time with certain IEP team members to ensure student access to needed services to make progress in their grade-level standards.

Special education case managers and providers at Sage Oak have received training through the special education department in regards to communicating with families as we move through distance learning and tracking data to ensure educational benefit during this time.

Pupils in Foster Care and Experiencing Homelessness

Sage Oak will continue to follow its board approved Education for Foster and Mobile Youth and Education for Homeless Youth policies during this time. In addition, the school will be providing any necessary technologies, including computers and Mifis to these students. The students will also be provided online licenses to YUP mathematics tutoring app and IXL mathematics and English language arts. The school’s Title I Coordinator will also be completing monthly monitoring of these students to ensure they are following their educational plan and have all the necessary items to complete learning. Based on the needs of the student, the Title I Coordinator may also offer virtual small group classes to support the learning of these students with unique needs.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Zoom for All Staff Members Zoom will be used to provide intervention, instruction to students, offer enrichment courses, and to connect with and support students.	1,187.23	No
School Online Subscriptions Online supplemental learning resources help to personalize the educational plans of our at-promise youth allowing them to learn according to their needs.	2,912.73	Yes
Jamf Jamf is used to manage technology and to push out educational apps to staff devices.	173.02	No

Description	Total Funds	Contributing
<p>Adobe Sign Adobe Sign will be used to digitally sign IEPs and other educational documents.</p>	1,747.64	No
<p>Technology for Staff Members- Devices This technology will allow our staff to provide intervention, instruction to students, offer enrichment courses, and to connect with and support students.</p>	1,165.09	No
<p>Technology for Staff Members-Mifis This technology will allow our staff to provide intervention, instruction to students, offer enrichment courses, and to connect with and support students.</p>	2,796.22	No
<p>Repairs for Technology for Staff Members Repairs to technology will allow our staff to provide continuity in learning for our students who will be learning virtually.</p>	139.81	No
<p>Human Resource Specialist Our Human Resource Specialist will focus on ensuring our COVID Response Plan is followed and that we have the resources needed to execute the plan. This will include facilitating leaves and supporting staff who might qualify for accommodations.</p>	11,518.61	No

Description	Total Funds	Contributing
<p>Increased Counselor Hours/New Counselor This position allows for our at-promise youth, as well as students and staff impacted by COVID, to receive the social-emotional support they need to be more successful academically.</p>	5,864.33	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

K-8 Students:
Students in grades K-8 will complete the iReady pre-assessment in reading and mathematics within the first 40 days of enrollment to measure current academic achievement levels. Teachers will be trained on how to interpret the scores from the iReady pre-assessment to identify learning loss. If a student has been identified as having learning loss, the teacher, parent, and student will create a personalized educational plan to address the learning loss. This can include, but is not limited to, the use of iReady online lessons, one-on-one tutoring, participation in small group or one-on-one tutoring with our Math Intervention Coordinator or Title I Coordinator, using a specialized curriculum, participation in the school intervention program, and attending a student success team meeting. Students with identified learning loss will complete the Growth Monitoring iReady assessment during learning periods four and seven to measure progress towards state standards and their learning goals. The results on the growth monitoring may lead to an adjustment of the personalized educational plan for the student to better meet their needs. The student may also complete a mid-year diagnostic assessment in iReady if the Growth Monitoring assessment is not enough data to determine progress. Students will then complete the iReady post-assessment at the end of the school to get further data to measure academic achievement and growth.

High School Students:
High school students will have their transcripts and report cards from the previous school year analyzed to determine if there was learning loss in all courses, including English language arts and mathematics. The high school Education Advisors will be trained to identify incomplete courses and units and to create a credit recovery plan for the student. The students will be monitored through monthly learning

period meetings with their educational advisor, quarterly progress reports as progressing or not progressing in their courses, and semester report cards. If a student is not progressing in recovering from the learning loss identified and addressed through the credit recovery plan they can participate in the school's intervention program, obtain one-on-one tutoring, utilize a specialized curriculum, and attend a student success team meeting.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

K-8 Students:

In order to address learning loss for students in grades kindergarten through eighth grade, teachers will create a personalized educational plan that will include elements from our multi-tiered system of support.

Sage Oak will use the three-tier model of Response to Intervention (“RTI”) for students that are struggling to meet standards.

Tier One (Personalized Educational Plan) At Tier 1, school-wide prevention efforts are established to promote learning for all students, anticipating that most students will respond to these strategies and will not require additional intervention. Sage Oak provides high-quality, standards-based, instruction in their learning environment from teachers, parents/guardians, and/or vendors, who have high academic and behavioral expectations. The independent study model lends itself greatly to the differentiated instructional model in that the parent/guardian and teacher(s) work together to customize each student’s educational plan, including curriculum selection and instructional techniques.

Tier Two (Selected Structured Intervention) At Tier 2, strategic intervention is established for students who are identified as being at risk of experiencing problems. For example, when school-wide screening reveals that some students are at risk of developing reading problems, supplemental reading support, and/or tutoring would be provided and encouraged. During Tier Two students will be taken through our intervention process where we will look at the student as a whole. During this process, we will create intervention strategies, as well as create goals and a timeline for improvement. If the goals have not been reached during the set timeline, then the student is referred to a more in-depth Student Study Team (“SST”). At this level, students may utilize the school’s math intervention specialist, the intervention program, and school-provided subscriptions to specifically target an academic area of need.

Tier Three (Intensive Intervention) At Tier 3, more intensive and possibly individual intervention is provided for students who continue to be at risk. At this level, a student may be referred for evaluation and consideration of whether the student qualifies for Special Education services according to the Individuals with Disabilities Education Improvement Act.

High School Students:

High school students who have experienced learning loss will participate in a credit recovery program. Credit recovery allows qualified students to catch up on deficient credits due to courses they have previously failed. Credit recovery courses are available through Sage Oak Live Online courses (SOLO) for previously failed SOLO courses only or through Silicon Valley High School.

Students must meet the following guidelines before being enrolled in a credit recovery course:

High school Education Advisor recommendation

Secondary Education Department approval from the Director or Assistant Director

Must be in grade 10, 11, or 12

Must have failed the semester (core) course

If a student is not successful in a credit recovery course, the Education Advisor will initiate the same multi-tiered system of support as K-8 students, with the Response To Intervention (RTI) tiers and receive the additional support needed.

EL, Low-income, Foster, and Homeless Students:

In order to address the specific needs of our EL students and learning loss, all additional supports will be aligned with EL best practices including explicit skill instruction, sound reading instruction, preview and teaching of content, roll play, SDAIE strategies, and a high emphasis on vocabulary development.

To address the specific needs of our low-income, foster, and homeless students and learning loss, the school will ensure the students have the materials needed to complete their personalized educational plan. The school will provide multiple options for the educational plan, including online and print curriculum, to better meet the individual needs of the students. Additionally, all staff will be trained on trauma-induced social-emotional needs for students and how it can affect their learning and the importance of clear, consistent, and encouraging communication with the students and parents.

Students with Special Needs:

Sage Oak Charter School-South will work with each family and student to determine what a Free and Appropriate Education (FAPE) looks like for each student and family during COVID-19 as well as post-COVID-19, which might be different than the individualized education program (IEP) developed preCOVID-19. We will ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.

We will utilize the annual IEP to plan for the traditional school year and where needed, including distance learning plans or addendums to address distance learning needs during immediate or future school site closures.

The school will ensure that the IEPs account for the delivery of education, including contingencies for pivoting in and out of distance learning. Sage Oak will work to ensure every student has access to their grade-level standards and makes progress in their education. The IEP team

will meet and work with the families to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allow the greatest access.

The school will provide ongoing communication with families and will encourage connectedness and support, particularly for families who may be in crisis. A collaborative ongoing discussion about an appropriate path forward for each student, given each student's unique needs and circumstances, will take place to ensure equitable access along with an offering of FAPE for students with disabilities.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

K-8 Students:

Students with identified learning loss will complete the Growth Monitoring iReady assessment during learning periods four and seven to measure progress towards state standards and their learning goals. The results on the growth monitoring may lead to an adjustment of the personalized educational plan for the student to better meet their needs. The student may also complete a mid-year diagnostic assessment in iReady if the Growth Monitoring assessment is not enough data to determine progress. Students will then complete the iReady post-assessment at the end of the school year to obtain further data to measure academic achievement and growth and the effectiveness of the interventions in place.

High School Students:

The students will be monitored through monthly learning period meetings with their educational advisor, quarterly progress reports as progressing or not progressing in their courses, and semester report cards. If a student is not progressing in recovering from the learning loss identified and addressed through the credit recovery plan they can participate in the school's multi-tiered system of support which includes obtaining one on one tutoring, utilizing specialized curriculum, and participating in a student success team meeting.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
<p>Intervention program This program allows the school to provide additional personalized educational supports for our at-risk through tutoring and a specialized curriculum.</p>	18,260	Yes
School provided subscriptions	See Distance Learning	Yes

Description	Total Funds	Contributing
<p>Online supplemental learning resources help to personalize the educational plans of our at-promise youth allowing them to learn according to their needs.</p>		
<p>Title I Coordinator This position allows for the school to provide additional small group tutoring in mathematics and ELA for the at-promise youth with identified learning loss.</p>	10,500	Yes
<p>Increased Counselor Hours/New Counselor This position allows for our at-promise youth to get the social-emotional support they need to be more successful academically.</p>	See Distance Learning	Yes
<p>iReady Assessment Platform The iReady platform allows us to identify current academic achievement levels of our students and to identify those that experienced learning loss</p>	2,528.25	Yes
<p>The iReady platform provides customized online lessons to specifically address gaps in content standards.</p>	908.77	Yes
<p>EL Online Curriculum The EL online curriculum allows teachers to monitor the completion of work and to assess student learning.</p>	104.86	Yes

Description	Total Funds	Contributing

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Sage Oak understands the importance of monitoring and supporting the mental health and social and emotional well-being of our students and staff during this time. As such, we will be training our staff at the beginning of the year on the topic, “Understanding Trauma & Informed Care Practices” using a TLC model, which includes tiered intervention support, learning self-regulation and coping skills, and creating a sense of safety and connection. Additionally, there will be community-building opportunities at our virtual staff meetings, which take place monthly. The human resources department is also available to support staff that needs additional accommodations or support during this time, as well as provide COVID based training through the SafeSchools Platform.

The training that our teachers receive will not only provide them with tools for their own well-being, but will equip them to support their students through the use of the TLC model. The TLC model stands for Tiered intervention support, Learning self-regulation and coping skills, and Creating a sense of safety and connection. These resources and practices are Tier 1 support and will be provided to all students by their teachers. Additionally, our school website contains counseling and mental health resources including a request form for COVID Trauma Support Counseling, COVID-19 education-related resources, a parent workshop on mental health and wellness, TK-grade 12 mental health lessons for parents, school counselor resources by the California Associations of School Counselors (CASC), and links to the Child Mind Institute, the National Suicide Prevention Lifeline, and more. Tier 2 supports include small group and individual counseling support by our school counselor. Tier 3 students or students with the highest levels of need will be provided support by Sage Oak contracted counselors therapists or referrals to professional mental health providers.

Pupil Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English,

when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

As a non-classroom based charter school, Sage Oak will continue to follow its policies and practices outlined in the charter petition regarding pupil engagement and outreach. We will also follow all state guidelines for language translation of documents, as needed.

The school's Independent Study Policy outlines that for students in all grade levels offered by Sage Oak, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty school days. A student may miss two assignments during any period of twenty days before an evaluation is conducted to determine whether it is in the best interest of the student to remain in independent study. Therefore, when any student fails to complete three assignments during any period of twenty school days, the school's Progress Improvement Notification process is initiated as outlined in the school's Attendance, Support, and Involuntary Removal Policy.

The Progress Improvement Notification process is a multi-step process that includes parent engagement and notification of the lack of completed assignments by the student, as well as a system of support through a Student Success Team meeting to assist the student in the completion of the assignments.

In addition to following the board approved policies outlined, Sage Oak teachers are trained to actively engage with their students virtually through the learning periods to ensure that the students are engaged in learning and working towards their personalized educational plan and goals. If a student or parent is not engaging then the teacher will make multiple attempts to communicate via email, phone, and text messaging before the approved policies are implemented.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Sage Oak Charter School- South is a non-classroom based charter school. Therefore, we do not operate a meal program and do not provide meals to our students. However, we do provide all students who attend state testing at test sites, one-on-one, and ELPAC testing locations with a nutritionally adequate meal. This is in compliance with the California Education Code (California Education Codes Sec. 47612.5, 47613.5, 49010 49552, 49553). Teachers and counselors communicate state and local resources that are available to the public as needed. These resources include access to food, childcare, housing, mental health care, health care.

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Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.70%	178,607

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The items below are available for all students, however, they were created with the foster youth, EL, and low-income students at the forefront of the decision-making process.

The school's intervention program and math intervention coordinator are tier 2 MTSS approaches that allow the students to have an individualized targeted intervention plan. The aforementioned student population thrives academically with the individualized attention that takes into account their learning style and specific skill deficits.

The school provided online subscriptions are a tier 1 MTSS approach that provides supplemental online learning that supports the core academics in the student's educational plan. The chosen subscriptions provide a variety of instructional techniques and platforms that allow for a higher level of student engagement based on learning styles and the specific needs of the aforementioned student population.

Due to the trauma that students may have experienced due to COVID-19, an increase in school counseling services is critical for this student population. Foster, EL, and low-income youths experience trauma at a higher rate than their peers and a counselor can help provide social-emotional stability that will allow the students to better meet their academic goals.

Given the virtual nature of the students' education plan, the school felt it was in the best interest of the aforementioned student population to increase its SOLO teachers and course offerings. This live online instruction meets the needs of this population that thrive on direct instruction and may not have it readily available in the home environment. These courses help to better engage these students and mitigate any learning loss.

The at-promise student population is at a higher risk of not having the needed technology to access online learning, therefore, the school will provide devices and internet to foster and homeless students, as needed.

Additionally, the school's Title 1 Coordinator will specifically monitor these at-promise students to ensure they are on track with their educational plan and offer resources as needed. The Title I Coordinator will also be providing the individualized, small group instruction to some of these students to supplement their educational plan and mitigate learning loss.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students.

The increased and improved services contribute to meeting the needs of our student groups through a personalized education model focused on mitigating learning loss. In consultation with teachers, and review of student needs/gaps, the identified services provide individualized attention through the school's intervention program, live online interaction that addresses multiple learning styles, SDAIE strategies for EL students, and support on the social-emotional level allows for students to progress academically.

The increased offerings of instructional support, interventions, and technology contribute to ensuring that our at-risk student population is being instructed to best meet their needs. A personalized education model is key to mitigating learning loss in these students and supporting them in their academic achievement.