

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sage Oak Charter School

CDS Code: 36-67736-0136069

School Year: 2021-22

LEA contact information:

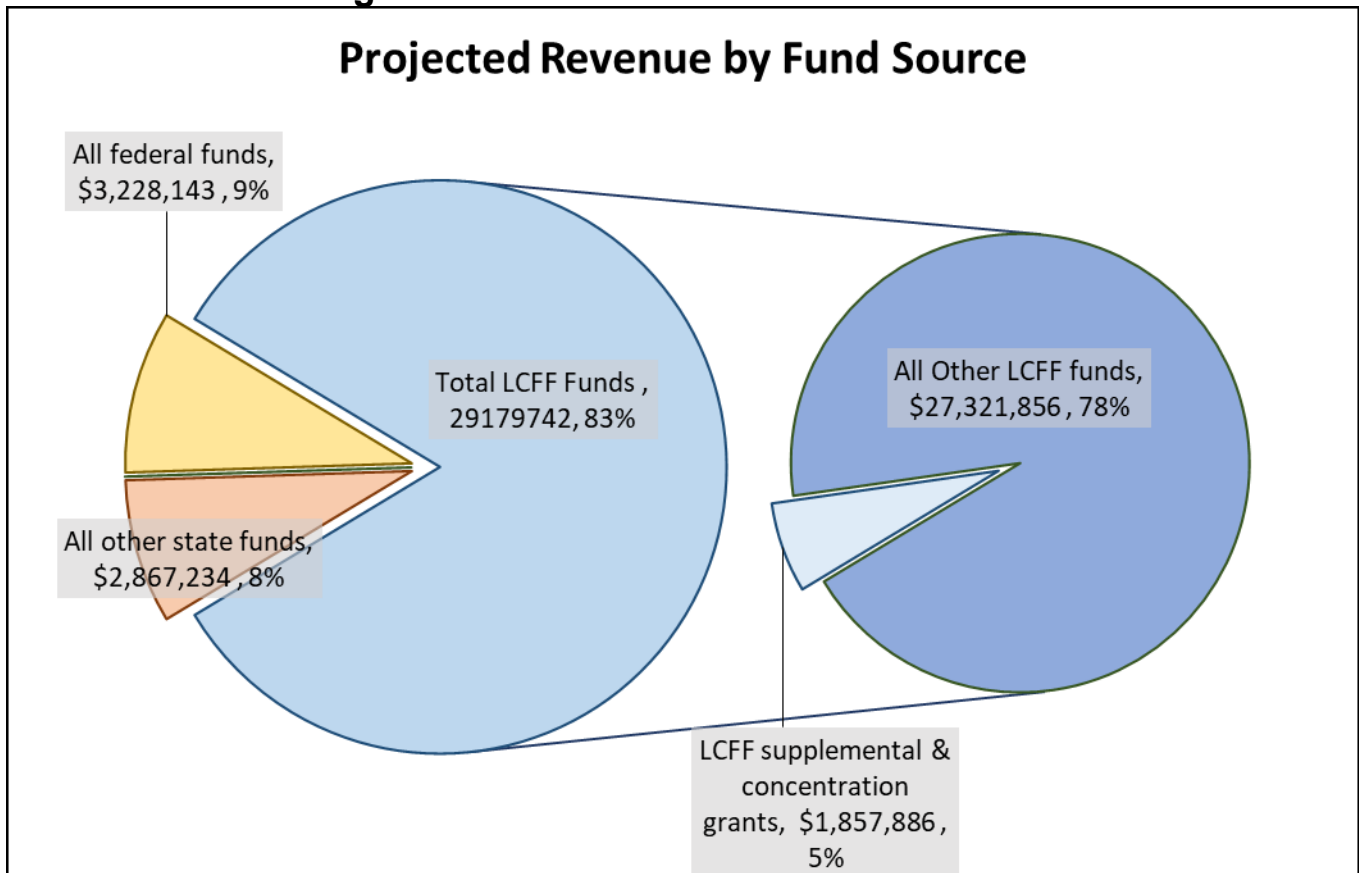
Krista Woodgrift

Executive Director

kwoodgrift@sageoak.education

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 2021-22 School Year

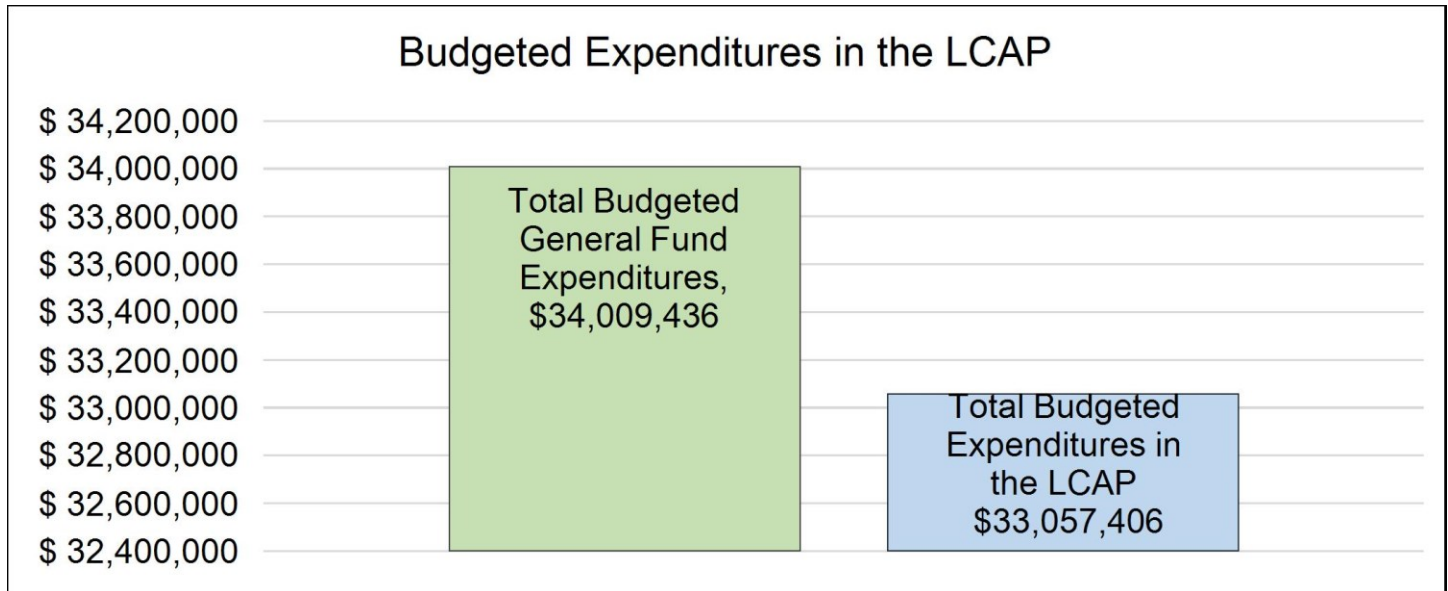


This chart shows the total general purpose revenue Sage Oak Charter School expects to receive in the coming year from all sources.

The total revenue projected for Sage Oak Charter School is \$35,275,119, of which \$29,179,742 is Local Control Funding Formula (LCFF), \$2,867,234 is other state funds, \$0 is local funds, and \$3,228,143 is federal funds. Of the \$29,179,742 in LCFF Funds, \$1,857,886 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 Sage Oak Charter School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sage Oak Charter School plans to spend \$34,009,436 for the 2021-22 school year. Of that amount, \$33,057,406 is tied to actions/services in the LCAP and \$952,030 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

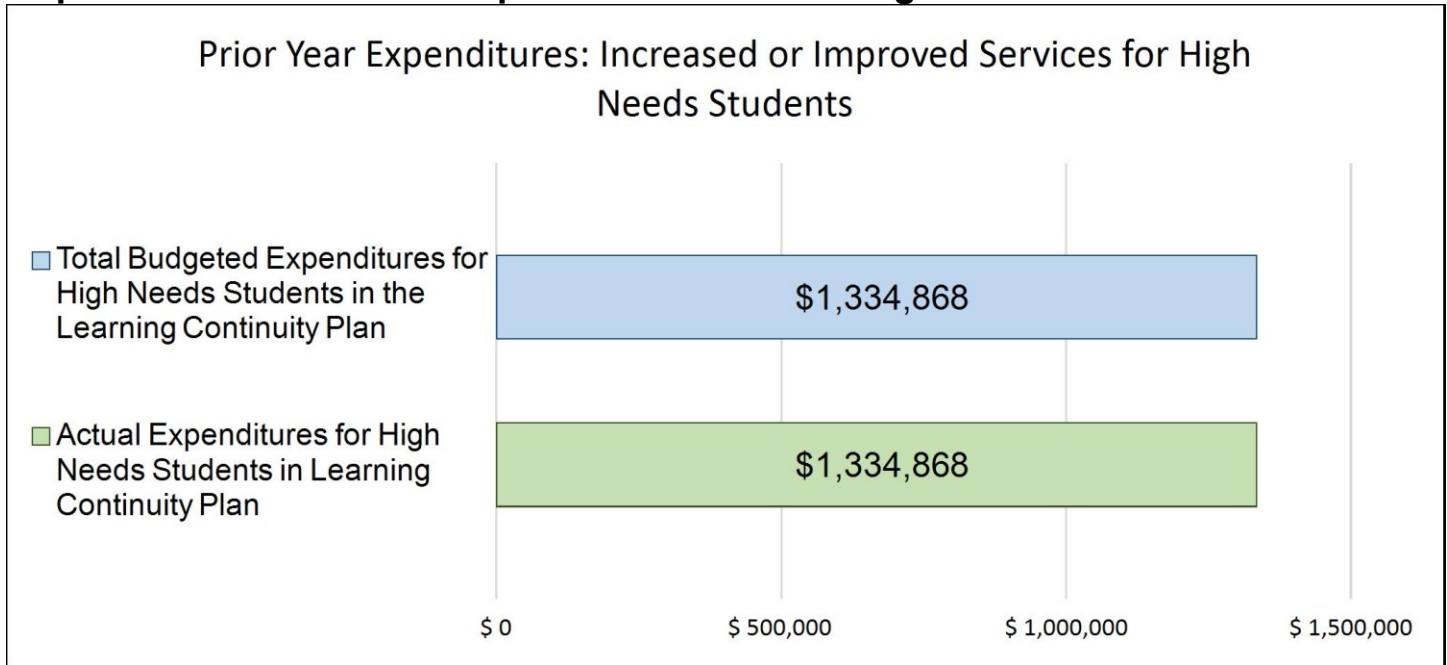
Amounts not in the LCAP are amounts related to systems and operating costs not directly tied to an LCAP goal and action such as non instructional professional and technology services.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Sage Oak Charter School is projecting it will receive \$1,857,886 based on the enrollment of foster youth, English learner, and low-income students. Sage Oak Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Sage Oak Charter School plans to spend \$5,193,803 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 2020-21



This chart compares what Sage Oak Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Sage Oak Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Sage Oak Charter School's Learning Continuity Plan budgeted \$1,334,868 for planned actions to increase or improve services for high needs students. Sage Oak Charter School actually spent \$1,334,868 for actions to increase or improve services for high needs students in 2020-21.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

| LEA Name | Contact Name and Title | Email and Phone |
|-------------------------|--|-----------------|
| Sage Oak Charter School | Krista Woodgrift Executive Director | 888-435-4445 |

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

We will improve the academic achievement of ALL students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics to promote student progress of English Learners, other unduplicated student groups, and students with disabilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| Metric/Indicator CAASPP ELA Met or Exceeded | 2019-2020 i-Ready Local Assessment; 83% of students scored at or above grade level 2018-19 - All Students: 48% met or exceeded standards 2017-18 - All Students: 38% met or exceeded standards (baseline) |
| 19-20 2% increase from 2018-19 | |
| Baseline A baseline will be developed from 2017-18 CAASPP data. | |
| Metric/Indicator CAASPP Math Met or Exceeded | 2019-2020 i-Ready Local Assessment; 64% of students scored at or above grade level 2018-19 - All Students: 34% met or exceeded standards 2017-18 - All Students: 19% met or exceeded standards (baseline) |
| 19-20 2% increase from 2018-19 | |

| Expected | Actual |
|--|---|
| Baseline A baseline will be developed from 2017-18 CAASPP data. | |
| Metric/Indicator LCFF Evaluation Rubrics 19-20 Expected: 10 point increase from 2018-19 in ELA and Math Baseline A baseline will be developed from 2017-18 LCFF reports. | <p> ELA 2019-2020: i-Ready Local Assessment at or above grade level EL: 63% RFEP: 50% SPED: 42% Foster: n/a Homeless: n/a Socio Economic: 67% </p> <p> ELA 2018-19 All Students (1,304): 8.2 points below standard - Yellow Students with Disabilities (121): 49.8 points below standard (increased 5.5 points) - Yellow Socio Economic (390): 29.2 points below standard (increased 25 points)- Yellow Hispanic (460): 26.7 points below standard (increased 15.3 points) White (587): 4.5 points below standard (declined 3.6 points) - Yellow Af American (23): 65.7 points below standard - no performance color English Learners (17): 18.3 points below standard - no performance color Homeless (2): data not displayed for privacy Foster Youth (1): data not displayed for privacy </p> <p> ELA 2017-18 - Baseline All Students (123): 25.6 points below standard - no performance color Students with Disabilities (32): 52.4 points below standard - no performance color </p> |

| Expected | Actual |
|----------|---|
| | <p> Socio Economic (36): 54.3 points below standard - no performance color Hispanic (51): 42 points below standard - no performance color White (49): 0.9 points below standard (declined 3.6 points) - no performance color Af American (4): data not displayed for privacy English Learners (3): data not displayed for privacy Homeless (0) Foster Youth (0) </p> <p> Math 2019-2020: i-Ready Local Assessment at or above grade level EL: 47% RFEP: 43% SPED: 31% Foster: n/a Homeless: n/a Socio Economic: 59% </p> <p> Math 2018-19 All Students (1,304): 41.6 points below standard (increased 15.6 points) - Yellow Students with Disabilities (121): 88.4 points below standard (declined 5.3 points) - Orange Socio Economic (390): 66.5 points below standard (increased 21.1 points)- Yellow Hispanic (460): 65.7 points below standard (increased 14.4 points) - Yellow White (587): 38.8 points below standard (declined 9.7 points) - Orange Af American (23): 122.6 points below standard - no performance color English Learners (17): 45.6 points below standard - no performance color Homeless (2): data not displayed for privacy </p> |

| Expected | Actual |
|----------|--|
| | <p>Foster Youth (2): data not displayed for privacy</p> <p>Math 2017-18 - Baseline All Students (123): 57.2 points below standard - no performance color Students with Disabilities (32): 80 points below standard - no performance color Socio Economic (36): 87.6 points below standard - no performance color Hispanic (51): 80.1 points below standard - no performance color White (49): 29.2 points below standard (declined 3.6 points) - no performance color Af American (4): data not displayed for privacy English Learners (3): data not displayed for privacy Homeless (0) Foster Youth (0)</p> |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| <p>1.1 We will increase the academic achievement of ALL students by engaging in in-depth analysis of student assessment to provide effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics through a database system that collects individual formative and summative data. Data collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems.</p> <p>(All Students) (WASC)</p> | Curriculum, Textbooks, Materials and Supplies LCFF \$7,621,400.00 | Curriculum, Textbooks, Materials and Supplies LCFF \$6,390,153 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>1.2 Monitor Low Income pupils, Foster Youth, English Learners, and Students With Disabilities for proficiency on state and local assessments to review learner outcomes to ensure academic success or refer to the RTI, SST or IEP team. (LI, FY, EL, SWD)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served Students with Disabilities</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services</p> <p>Locations All Schools</p> <p>1.3. All students will have access to materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content: (All Students)</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> <p>Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> <p>Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|---|
| <ul style="list-style-type: none"> • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year • Digital curriculum aligned to common core <p>Service vendors offering educational opportunities across geographical area (ALL) (WASC)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | | |
| <p>1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and parents; for example: creation and use of rubrics, student achievement data to inform instruction, identifying the effective targeted interventions for students struggling to meet grade level proficiency.</p> <p>Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | <p>Professional Development Title II \$35,146.56</p> | <p>Professional Development Title II \$33,362</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>1.5 Provide teacher and parent training, learning opportunities and workshops on a variety of topics; for example: EL progress and reclassification to show our focus on the English learner's progress in all courses, teaching students with disabilities, and literacy at home. . (ALL, EL, SWD, FY, LI).</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p> | <p>Professional Development LCFF Included in 1.5</p> | <p>Professional Development LCFF Included in 1.4</p> |
| <p>1.6 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students)</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--------------------------|------------------------|
| <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | | |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The COVID-19 closure in the spring of 2020 had an impact on our actual spending versus budget. Various in-person training scheduled for action 1.4 was cancelled. The decrease in action 1.1 is due to scheduled services such as tutoring being canceled as the school pivoted away from any in-person activity. Funds were redirected to develop virtual learning opportunities for our students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Due to COVID, our school's temporary closure, and the suspension of the Smarter Balanced assessment, there was no CAASPP data to report for the 2019-2020 school year. However, during our school closure, we did allow students the option of completing our local post-assessment, iReady. We had 40% of eligible students take both the pre and optional post i-Ready test and that provided us with the data listed above. Additionally, we were able to disaggregate all student groups except for the racial categories, due to inconsistencies in our SIS's ability to correctly identify student ethnicities. This additional information is helpful as we continue to monitor student achievement.

The ELA and math results were trending positively prior to COVID. We have used local assessment data to review student achievement and have determined that we need to continue to monitor student progress to identify struggling students and provide them with support to improve their performance. We plan to address this further in the LCAP for the next three-year cycle, as we establish baseline data and set goals using local assessment data, in lieu of the California Dashboard.

For our specific subgroups, we saw our hispanic, socio-economically disadvantaged students, and SPED students improve in their distance from standard in ELA, and we saw our hispanic and socio-economically disadvantaged students improve in their distance from standard in math.

We have been able to further implement our targeted program, which focuses on our unduplicated students. This program has allowed us to focus on the academic achievement of these students within our multi-tiered system of support. The program was implemented in spring 2020 and we hope to be able to obtain local assessment data in the coming months and years to determine the success of the current program.

Our English learners program has also improved with more in-depth curriculum, small group instruction, and an individualized program for our identified LTEL students.

Sage Oak has further developed its curriculum offerings to ensure standards-aligned materials and instruction, especially during the time of COVID. With the increase of live online course offerings and additional virtual learning opportunities, we have been able to continue to offer a higher level of support in conjunction with our normal curriculum offerings.

The teacher and parent trainings were aligned to our LCAP goals, focusing on math and ELA. Additionally, the parent and teacher trainings focused on COVID-related topics, such as online learning, internet safety, and trauma informed care among others. Furthermore, our implementation of the Child Find program, SSTs, growth monitoring assessments, online learning subscriptions, and many planning tools, to name a few, have greatly contributed to our success. We have had many successes and a few challenges to meet this goal, such as lack of consistent data due to COVID, but given our model, our students have had a continuity of learning that we feel the local assessment data will support in the coming months and years.

Goal 2

We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| Metric/Indicator Chronic Absenteeism 19-20 Maintain or decrease absenteeism rate Baseline A baseline will be developed form 2017-18 data. Decreasing chronic absenteeism by 2% annually | 2019-2020 0.83% Chronic Absenteeism 2018-19: 0.7% Chronic Absenteeism 2017-18: 1% Chronic Absenteeism |
| Metric/Indicator Expulsion Rate 19-20 Maintain or decrease expulsion rate Baseline 0% | 2019-2020 0% Expulsion Rate 2018-19: 0% Expulsion Rate 2017-18: 0% Expulsion Rate |

| Expected | Actual |
|---|---|
| Metric/Indicator Suspension Rate 19-20 Maintain or decrease suspension rate Baseline 0% | 2019-20 - 0.10% Suspension Rate 2018-19: 0% Suspension Rate 2017-18: 0% Suspension Rate |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| 2.1 Focus on school climate and student engagement and maintain a high rate of ADA, availability of RTI at all levels, Guidance Counselor, and Credit Recovery Options for Secondary Level (WASC) (All Students) For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools | No Cost | NO Cost |
| 2.2 Recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description. (WASC) (All) | Certificated Salaries and Benefits LCFF \$9,089,518.00 | Certificated Salaries and Benefits LCFF \$9,396,308 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|---|
| <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>2.3 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>2.4 Develop a plan to address the social, emotional and mental health needs of students and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development. (WASC) (All Students)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | <p>No Cost</p> <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> | <p>No Cost</p> <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> |
| <p>2.5 Professional Development/training in Cultural Awareness (All Students)</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>2.6 Training in Youth Mental Health First Aid and, training in referral to available community resources through counselors and school psychologists. (WASC) (All Students)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> |
| <p>2.7 We will identify, monitor and support students who are struggling with regular attendance. (All Students)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Variance in action 2.2 is due to spending more on teachers vs budget as our student enrollment grew in the 19-20 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While there is no California Dashboard for 19-20, we did maintain internal data collection protocols allowing us to disaggregate the data needed to inform our instructional practices.

There was a slight increase in chronic absenteeism, 0.13%, but this is not statistically significant enough to warrant any further actions. The school did have one suspension, which increased its rate to .10% for the 19-20 school year. However, the school maintained its 0% expulsion rate.

The overall implementation of the actions/services that we have put into place have been evident in the program adopted practices that focus on improving the climate/culture of the school. The overall effectiveness of the action steps we have in place for creating a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student success have demonstrated positive results as reflected in our low absenteeism, suspension, and expulsion rates.

Through the use of learning period meetings, personalized education plans, social events, educational events, surveys, and opportunities for stakeholder engagement, we have been able to fully engage our students which directly impacts ADA positively. Our marketing coordinator has also played a key role in using multiple platforms to engage all stakeholders and inform them about school events. We also continued to provide professional development for our teachers to ensure that they are not only properly credentialed, but that they are implementing best practices with their students. Additionally, Sage Oak brought on a school counselor to support students' social-emotional needs and to train staff on how to support the social-emotional needs of their students. The school also started a diversity counsel and required cultural awareness training for all teachers.

Given our model and the ability to successfully pivot into a complete distance learning program due to COVID, our students maintained a low rate of chronic absenteeism and suspension & expulsion. Sage Oak feels this is a critical area to maintain as we feel our ADA is strongly connected to the school climate and culture. In order for our students to truly learn, they must be engaged and connected to our school.

Goal 3

We will establish connections and partnerships with our families and community to increase engagement, involvement, ensure safety and satisfaction to support student learning and achievement.

Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|--|--|
| Metric/Indicator Survey Results 19-20 Increase # of participants Maintain Connectedness % Baseline Baseline set 2017-2018 Maintain or increase by 2% | 2020-2021: 218 LCAP Input Survey Participants 2019-2020: 148 LCAP Input Survey Participants 2018-19: 276 LCAP Input Survey Participants 2017-18: 173 LCAP Input Survey Participants |
| Metric/Indicator Survey Results 19-20 Maintain Overall Satisfaction rate % | 2020-2021: 98.2% Overall Satisfaction Rate 2019-2020: 97.5% Overall Satisfaction Rate 2018-19: 98% Overall Satisfaction Rate 2017-18: 93.2% Overall Satisfaction Rate |

| Expected | Actual |
|--|--|
| Baseline Baseline set 2017-2018 Maintain or increase by 2% | |
| Metric/Indicator Safety Plan Review and Training 19-20 Annual meeting and training dates Baseline Annual Review and Training | 2020-2021: Safety Plan Review and Training: March 2021 2019-2020: Safety Plan Review and Training: March 2020 2018-2019: Safety Plan Review and Training: March 2019 2017-2018: Safety Plan Review and Training: March 2018 |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| 3.1 We will seek parent input and assess our level of stakeholder engagement through parent participation in surveys, parent meetings, teacher/parent meetings to identify our level of meaningful and transparent communication with all parents; and, to ensure all parents have opportunities for participation and input. (WASC) (All Students) For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools | Technology Services, Communication LCFF \$28,500.00 | Technology Services, Communication LCFF \$1142 |
| 3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media schools site while ensuring the participation and engagement of our underrepresented families (All Students) | Technology Services, Communication LCFF Included in 3.1 | Technology Services, Communication LCFF Included in 3.1 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>3.3 We will build relationships by ensuring that all parents, students, and teachers feel that our schools are providing a safe, positive, inclusive, welcoming and aesthetically pleasing learning environment. (WASC) (All Students)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> |
| <p>3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | <p>No Cost</p> | <p>No Cost</p> |
| <p>3.5 The Charter will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans.</p> | <p>Online safety training Contracts and Services LCFF \$2,205.00</p> | <p>Online safety training Contracts and Services LCFF \$1420</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|--|
| <p>(All Students)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | | |
| <p>3.6 Notices, reports, and statements will be outsourced for translation and prepared for distribution to students, parents or guardians and websites by classified clerical office staff (EL)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services</p> <p>Locations</p> | <p>Clerical and Office Salaries Outsourcing translation Classified Salaries LCFF \$722,342.00</p> | <p>Clerical and Office Salaries Outsourcing translation Classified Salaries LCFF \$1,716,142</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| <p>3.7 Operations of the Charter are maintained and controlled through the management, oversight, and provision of operating services by the cabinet members. (All Students)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> | <p>Certificated Salaries and Benefits LCFF Included in 2.2</p> |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

For action 3.1, this ended up being much less expensive than anticipated as the technology to communicate with stakeholders was mostly already in place, and many of the parent activities were cancelled due to COVID. Regarding action 3.6 Translation – the budget shown is for anticipated total classified salary expenses, but all translation services were performed at no extra cost.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We prioritize providing effective, meaningful and transparent communication so that all stakeholders have opportunities for input. The actions/services are all focused on creating an environment/culture of connectedness. Our survey results demonstrate a high percentage of overall satisfaction in our program, indicating that the focus of our actions/services are effective.

Although our parent survey participation rate fluctuated over the last four years, we were able to maintain an 8-10% participation rate. We are continuing to work on this area to further engage our parents and to elicit more responses to get a better understanding of our stakeholders. Even with the changes in the number of LCAP input participants, we maintained a high level of overall satisfaction with the school. We were able to do this through stakeholder engagement, consistent and clear communication, building of partnerships in the community, maintaining a safe learning environment, hosting parent trainings and events, and ensuring the school is participating in proper oversight practices.

Goal 4

We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| Metric/Indicator Graduation Rates 19-20 Increase % Baseline Develop a baseline from 2017-18 data | 2019-2020 All Students (63): 93.65% Graduated - green performance color 2018-19: All Students (41): 92.7% Graduated - no performance color 2017-18: All Students (8): data not displayed for privacy |
| Metric/Indicator College/Career Prepared 19-20 Increase % Baseline Develop a baseline from 2017-18 data | 2019-20: All Students (63): 53.9% prepared - orange color 2018-19: All Students (40): 60% prepared - no performance color 2017-18: All Students (8): data not displayed for privacy |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|--|--|
| <p>4.1 Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies. (WASC) (All Students)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | Curriculum Materials and Supplies LCFF Included in 1.1 | Curriculum Materials and Supplies LCFF Included in 1.1 |
| <p>4.2 Monitor students transitioning in high school and identify students that are struggling; and, keep them on-track to graduate from high school.(WASC) (All Students)</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> | Certificated Salaries and Benefits LCFF Included in 2.2 | Certificated Salaries and Benefits LCFF Included in 2.2 |
| <p>4.3 Provide high quality instruction and curriculum that promotes college and career readiness with academic interventions. Review and strengthen the high school curriculum to maintain engaging and rigorous curriculum supporting college and career readiness. (WASC) (All Students)</p> | Certificated Salaries and Benefits LCFF Included in 2.2 | Certificated Salaries and Benefits LCFF Included in 2.2 |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p> | | |
| <p>4.6 Advanced placement exam costs for LI and FY who are experiencing financial hardship through curriculum, materials and supplies budget (LI, FY)</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p> | <p>Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1</p> | <p>Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1</p> |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The COVID-19 closure in the spring of 2020 had an impact on our actual spending versus budget. As discussed under Goal 1, the decrease in action 1.1 is due to scheduled services such as tutoring being canceled as the school pivoted away from any in-person activity. Funds were redirected to develop virtual learning opportunities for our students. Variance in action 2.2 is due to spending more on teachers vs budget as our student enrollment grew in the 19-20 school year. Due to the passing of AB1219, the school needed to pause on action 4.1 with providing in-house CTE programs due to credentialing changes.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

While there is no California Dashboard for 19-20, we maintain internal data collection protocols allowing us to disaggregate the data needed to inform our instructional practices.

Increased our grad rate 0.95% from 18-19 to 19-20 and decreased its college and career preparedness rate 6.1% from 18-19 to 19-20. The decrease in college and career preparedness was due in part to the passing of AB 1219. This required us to no longer use Ed Code 44865 for our CTE teachers. Since we did not have credentialed teachers in most of the CTE pathways, we were unable to offer those courses in-house, as planned. Additionally, in the past we would have a student complete a CTE pathway by taking the courses at a community college. We could no longer use those classes because Sage Oak did not have a CTE teacher on staff associated with those codes. We are making an effort to encourage teachers to obtain their CTE credential as well as hire incoming teachers who already possess a CTE credential.

The actual actions/services listed demonstrate that the services are in place, and an ongoing analysis of our curriculum is reviewed to ensure that our students are on-track to graduate and are college/career prepared. We have continued to develop the multiple pathways to be college and career ready for our students while focusing on high quality instruction and curriculum. The school implemented required college and career readiness courses, as well as optional junior and senior seminar courses that further prepared the students for life after high school. There has also been an effort to increase credit recovery options while still maintaining the personalized learning model. All of these supports, combined with transcript evaluations and intensive course planning, helped to set the students up for success. While we have had many successes, we recognize that our CTE pathways could be increased to offer more options for our students and this will be a focus into the coming years. We have also provided community resources such as guest speakers, job shadowing, and internships.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|-------------------------|-------------------------------------|--------------|
| SOLO Teachers These hands-on materials will enable a deeper understanding of online learning for our at-promise population. | 268,368 | 587,015 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The school experienced a surge in demand for virtual synchronous support. Actuals reflect a decrease in from planned external vendors to this internal support.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Sage Oak Charter School 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 successfully maintained its model of having a personalized education plan and all curriculum and materials needed for this plan were 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 ensured that each of these students had a personalized educational plan to meet their needs. The plan included standards-based curriculum and instruction that addressed any learning loss, as well as prepared them for continued learning in the event of a future school closure. The school also purchased online learning subscriptions to ensure virtual, as well as print, learning options for all students. Additionally, the school 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 offered the following:

Elementary and Middle School (Grades TK-8): Sage Oak offered an online enrichment platform that provided 34 live enrichment classes and 19 asynchronous activities that helped 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 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 and four social/educational clubs.

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 monitored all the counties that it serves and began offering in-person services when the county was off the state watchlist and the majority of public schools in the county began to offer in person services.

Per our LCAP/LCP stakeholder survey, 97.2% of parents surveyed felt that the school supported a continuity of learning for its students during the time of COVID-19. Even though we had tremendous success with offering virtual synchronous learning experiences for our students, we did have the challenge of ensuring a safe online learning environment for our students and staff. This did require teacher trainings and additional technology safety measures, such as Zoom waiting rooms and meeting passcodes.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | 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. | 8284 | \$8430 | 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. | 20,325.90 | \$16,424 | Yes |
| Jamf Jamf is used to manage technology and to push out educational apps to staff devices. | 1,207.36 | \$1274 | No |
| Adobe Sign Adobe Sign will be used to digitally sign IEPs and other educational documents. | 12,195.54 | \$11,127 | No |
| 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. | 8,130.36 | \$7948 | No |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|----------------------|-------------------------------|--------------|
| <p>Technology for Staff Members- Mifis</p> <p>This technology will allow our staff to provide intervention, instruction to students, offer enrichment courses, and to connect with and support students.</p> | 19,512.87 | \$19075 | No |
| <p>Repairs for Technology for Staff Members</p> <p>Repairs to technology will allow our staff to provide continuity in learning for our students who will be learning virtually.</p> | 975.64 | \$953 | No |
| <p>Human Resource Specialist</p> <p>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> | 70,227.68 | 0 | No |
| <p>Increased Counselor Hours/New Counselor</p> <p>This position allows for our at-risk youth, as well as students and staff impacted by COVID, to receive the social-emotional support they need to be more successful academically.</p> | 35,754.15 | 53944 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Nearly all actuals are in line with budget with the exception of the final two line items. Sage Oak did increase the school counselor the .50 FTE to meet the increasing demand for services and support, but we put a hold on the HR position to complete a needs analysis within the HR department. We plan on moving forward and will fill the position in April 2021, but it will be updated from a senior specialist position to a manager level. The role will take on a variety of tasks for the department, primarily with establishing support with COVID-19's impact on the workplace, ensuring compliance, and managing the projects and tasks related to maintaining student and staff safety.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:

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

Our teachers are highly qualified and received on-going training to support the distance learning instruction of our students. Teachers supported students in their required courses and provided support through consistent feedback and individualized support. To maintain consistent communication with students and families, email, texts, and/or Zoom were used for regular check-ins for support with lessons, coursework, and, equally important, they were 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 was achieved through the establishment of the educational plan and additional online enrichment opportunities.

Per our LCAP/LCP stakeholder survey, 97.2% of parents familiar with the virtual resources that the school has offered during this time (i.e. virtual field trips, online learning adventures, live online classes through our SOLO courses or LEAVES platform, school subscriptions, etc.) and up to 66.1% of parents utilized the supplemental online learning resources provided by the school.

There were some challenges of having all students utilize the virtual resources. But given our model of personalized learning and that each student has their own personalized learning plan, a virtual resource may not have been needed for the student to meet standards.

Access to Devices and Connectivity:

Teachers contacted students and parents to determine online access and device accessibility. Sage Oak has been able to identify any families in need. 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 provided the technology and internet resources to all students, including our homeless and foster students, in the case that students did not have access to the digital components necessary to complete required schoolwork and online based school activities. Technical support was made available virtually and, if needed, computer replacement was arranged at an agreed-upon location with COVID-19 safety precautions in place.

Per our LCAP/LCP stakeholder survey, 100% of parents state their students have access to the internet and 98.2% of parents said their students have access to a smart device (ie laptop, desktop, ipad, tablet, etc.), when needed, to complete required school assignments.

We have had some additional student movement during this time, which has resulted in more students needing access to the internet than previously. This has been a challenge to be able to provide connectivity devices to all of our students that needed internet access in a timely manner, but we have been able to do so. Additionally, we are looking into how the school can continue to support connectivity for our students, specifically for our unduplicated students, in the future.

Pupil Participation and Progress:

Sage Oak is a non-classroom based charter school, and as such, followed 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 aligned with applicable law and school policies. Attendance was claimed using a two faceted approach. In order to claim attendance, the student must have engaged in learning for each day claimed ("daily engagement") and additionally must have completed 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 monitored and assessed the student's completed assignments and then claimed the correlating amount of attendance and issued the assessed scores on the assignments. The teacher assigned learning and evaluated that learning based on individual ability and needs of the student. The teacher worked 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. The student met with the teacher via a live Zoom meeting and completed all tasks. The school continued to follow its report card policy to assess student progress. The teacher of record determined 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.

We did have some challenges in pupil participation and progress, as we had an increase in concerns over student lack of participation due to mental health reasons. The school events that needed to be virtual, instead of in-person, such a STEAM day and Cultivate and Create, did have a lower participation rate than previously.

Distance Learning Professional Development:

All staff were 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 was also trained on the Google suite, Seesaw, Flipgrid, and Google Classroom to help them engage with their students. The school counselor attended a training on "Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice" to better support our students and teachers during this time. We had an IT Specialist that was available to assist teachers with their technology devices and the various platforms, as needed. As the year progressed, we did need to implement additional teacher training related to Zoom safety due to a "Zoom bombing" incident.

Staff Roles and Responsibilities:

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

Sage Oak had planned to bring on additional personnel to support our students and staff. This included an additional counselor role and a human resource specialist to better serve the stakeholders during this time.

The additional counselor was brought on in the form of increasing our current counselor's full-time equivalents. She was able to provide increased services to our students and staff during this time. The counselor also trained the staff on trauma-informed practices to set the tone for positive school culture, provided supportive adult relationships, modeled/taught effective self-regulation and coping strategies, identified strengths and built upon them, and encouraged and practiced self-care. The counselor also hosted age-appropriate COVID-19 support groups for students and staff. An additional senior specialist of human resources was not brought on as the current human resources staff were able to complete the tasks associated with monitoring COVID-related employment issues and the school's safety plan.

Support for Pupils with Unique Needs:

English Learners

Sage Oak developed an English Learner Master Plan to serve English Learner ("EL") students, including long-term English Learners ("LTEs") or English Learners at risk of becoming LTEs, which addressed their needs, met all state and federal mandates, and, which had a goal of exiting students from EL status. This was achieved through holding multiple SSTs and by establishing a clear, ILP (Individualized Learning Plan) to define and target goals. Sage Oak worked 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 included online EL curriculum, virtual small group instruction, and monthly monitoring of all EL students.

Per our LCAP/LCP stakeholder survey, 89% of EL parents felt that the school provided a continuity of learning during COVID19. Although we have had great successes, there have been some challenges with EL students completing their assigned EL-specific assignments and attending their virtual group tutoring sessions.

Pupils with Exceptional Needs

Sage Oak continued to utilize the IEP process to plan for special education services during the school year. This included distance learning plans and possibly IEP addendums to address distance learning needs during immediate or future school site closures. All special education services were offered during distance learning in a manner that allowed access of services to students through virtual services. This included telephonic sessions where appropriate, for services such as counseling, where students may or may not have been comfortable being on video for various reasons. Sage Oak worked to ensure every student had 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 met and determined what was working for each student in distance learning as well as what accommodations and modality of learning allowed for the greatest access. This may have included 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 received training through the special education department in regards to communicating with families as we moved through distance learning and tracking data to ensure educational benefit during this time.

Per our LCAP/LCP stakeholder survey, 91% of SPED parents felt that Sage Oak Special Education made services available to their student via distance learning based on the COVID restrictions, and 90% felt Sage Oak facilitated their involvement in the IEP process during this time period (parent participation, emergency preparation information included in the IEP document, and input within the IEP process and meeting itself).

Although we have had great success, there have been some challenges. There has been an increase in mental health and social emotional needs amongst our SPED population for both existing students and newly qualified students. We have also seen an increase in requests for social skills/pragmatic groups, which are difficult to come by/create in a virtual setting.

Pupils in Foster Care and Experiencing Homelessness

Sage Oak continued to follow its board approved Education for Foster and Mobile Youth and Education for Homeless Youth policies during this time. In addition, the school provided any necessary technologies, including computers and Mifis to these students. The students were also provided online licenses to YUP mathematics tutoring app, IXL mathematics and English language arts, PAPER on demand tutoring, First in Math, and/or Tales 2 Go. The school's Title I Coordinator completed monthly monitoring of these students to ensure they were following their educational plan and had all the necessary items to complete learning. Based on the needs of the student, the Title I Coordinator also offered virtual small group classes to support the learning of these students with unique needs.

We have been able to support our homeless students academically, but we have seen our homeless students moving locations more often, as there seem to be capacity and time limitations on various housing supports. We have been able to keep communication and a continuity of learning during this time, but it has posed to be a challenge.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|-------------------------|-------------------------------------|--------------|
| <p>Intervention program</p> <p>This program allows the school to provide additional personalized educational supports for our at-promise through tutoring and a specialized curriculum.</p> | 124,500 | \$207,916 | Yes |
| <p>School provided subscriptions</p> <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> | See Distance Learning | See Distance Learning | Yes |
| <p>Title I Coordinator</p> <p>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> | 63,000 | \$72,833 | Yes |
| <p>Increased Counselor Hours/New Counselor</p> <p>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 | See Distance Learning | Yes |
| <p>iReady Assessment Platform</p> <p>The iReady platform allows us to identify current academic achievement levels of our students and to identify those that experienced learning loss</p> | 17,642.88 | 17247.16 | Yes |

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|--|-------------------------|-------------------------------------|--------------|
| iReady Online Lessons The iReady platform provides customized online lessons to specifically address gaps in content standards. | 6,341.68 | 6199.44 | Yes |
| EL Online Curriculum The EL online curriculum allows teachers to monitor the completion of work and to assess student learning. | 731.73 | 631.87 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The budget to actual variance of the intervention is explained by an increase in Title I revenue over anticipated budget. Sage Oak used those additional funds to offer additional services to students. All other actuals are in line with budget.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

K-8 Students:

Students in grades K-8 completed the iReady pre-assessment in reading and mathematics within the first 40 days of the first day of school to measure current academic achievement levels. Teachers were trained on how to interpret the scores from the iReady pre-assessment to identify learning loss. If a student was identified as having learning loss, the teacher, parent, and student created a personalized educational plan to address the learning loss. This included, but was not limited to, the use of iReady online lessons, one-on-one tutoring, participation in small group tutoring, using a specialized curriculum, participation in the school intervention program, and attending a student success team meeting. Students with identified learning loss completed 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 have led to an adjustment of the personalized educational plan for the student to better meet their needs. The student may have also completed a mid-year diagnostic assessment in iReady if the Growth Monitoring assessment was not enough data to determine progress. Students then completed the iReady post-assessment at the end of the school year to collect further data to measure academic achievement and growth.

To support the teachers in creating the students personalized learning plan, Sage Oak used a three-tier model of Response to Intervention (“RTI”) for students who were struggling to meet standards. At Tier 1, school-wide prevention efforts were established to promote learning for all students. Sage Oak provided high-quality, standards-based, instruction in their learning environment from teachers, parents/guardians, and/or vendors, who have high academic and behavioral expectations. At Tier 2, strategic interventions were established for students who were identified with learning loss. During this process, we created intervention strategies, as well as created goals and a timeline for improvement. If the goals were not reached during the set timeline, then the student was referred to a more indepth Student Study Team (“SST”). At Tier 3, more intensive and possibly individual intervention was provided for students who continued to be at risk. At this level, a student may have been referred for evaluation and consideration of qualification for Special Education services according to the Individuals with Disabilities Education Improvement Act.

High School Students:

High school students had 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 were trained to identify incomplete courses and units and to create a credit recovery plan for the student. The students were 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 was not progressing in recovering from the learning loss identified and addressed through the credit recovery plan, they then participated in the school’s intervention program, obtained one-on-one tutoring, utilized a specialized curriculum, and/or attended a student success team meeting.

Credit recovery allowed qualified students to catch up on deficient credits due to courses they had previously failed. Credit recovery courses were available through Sage Oak Live Online courses (SOLO) for previously failed SOLO courses only, or through Silicon Valley High School. Students must have met 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 grades 10, 11, or 12, must have failed the semester (core) course. If a student was not successful in a credit recovery course, the Education Advisor would 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 were aligned with EL best practices including explicit skill instruction, sound reading instruction, preview and teaching of content, rollplay, 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 ensured that the students had the materials needed to complete their personalized educational plan. The school provided multiple options for the educational plan, including online and print curriculum, to better meet the individual needs of the students. Additionally, all staff were 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 worked with each family and student to determine what a Free and Appropriate Education (FAPE) looked like for each student and family during COVID-19 as well as post-COVID-19, which might have been different than the individualized

education program (IEP) developed preCOVID-19. We ensured children with disabilities were included in all offerings of school education models by using the IEP process to customize educational opportunities and provide support when necessary. We utilized the annual IEP to plan for the traditional school year and where needed, included distance learning plans or addendums to address distance learning needs during immediate or future school site closures. The school ensured that the IEPs accounted for the delivery of education, including contingencies for pivoting in and out of distance learning. Sage Oak worked to ensure every student had access to their grade-level standards and made progress in their education. The IEP team met and worked with the families to jointly determine what was working for each student in distance learning as well as what accommodations and modality of learning allowed the greatest access. The school provided ongoing communication with families and encouraged connectedness and support, particularly for families who may have been in crisis. A collaborative ongoing discussion about an appropriate path forward for each student, given each student's unique needs and circumstances, took place to ensure equitable access along with an offering of FAPE for students with disabilities.

At the beginning of the school year, 60 students, which is 2.3% of our student population, were identified as having learning loss.

High School Learning Loss Students:

Based on a mid-year analysis completed in February, out of the six high school students identified, 50% successfully completed their learning loss mitigation plan.

K-8 Learning Loss Students:

Students identified as having learning loss have completed the initial iReady pre-assessments and the iReady growth monitoring assessment in learning period four. However, the iReady program does not provide achievement data until the second growth monitoring assessment is taken during learning period seven. After this time, we will have formal achievement data, as well as additional achievement data based on the End of Year iReady assessment.

However, as part of our mid-year analysis completed in February, we did survey teachers with students identified as having learning loss, and they reported that out of the 54 K-8 students identified, 96% are making progress towards the state standards based on their assessment of the student during learning period meetings.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Sage Oak understood 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 trained our staff at the beginning of the year on the topic, “Understanding Trauma & Informed Care Practices” using a TLC model, which included tiered intervention support, learning self-regulation and coping skills, and creating a sense of safety and connection. Additionally, there were community-building opportunities at our virtual staff meetings, which took place monthly. The human resources department was also available to support staff that needed additional accommodations or support during this time, as well as provide COVID based training through the SafeSchools Platform. The training that our teachers received not only provided them with tools for their own well-being, but equipped 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 were Tier 1 supports and were provided to all students by their teachers. Additionally, our school website contained 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 included small group and individual counseling support by our school counselor. Tier 3 students or students with the highest levels of need were provided support by Sage Oak contracted counselors and therapists, or referrals to professional mental health providers.

Per our LCAP/LCP stakeholder survey, 85% of the parents surveyed stated they were aware of the mental health offerings provided by the school. Additionally, about 5% of parents stated they have utilized the mental health offerings and supports provided by the school for their child.

The most significant challenge we have faced this year in regards to students' mental health and well-being is the increased demand for support that our students are requiring. There are more students struggling in this area and receiving support from our school counselor or 504 coordinator, than in previous years.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

As a non-classroom based charter school, Sage Oak continued to follow its policies and practices outlined in the charter petition regarding pupil engagement and outreach. We also followed 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 were 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 was not engaged then the teacher made multiple attempts to communicate via email, phone, and text messaging before the approved policies were implemented.

As of February 1, 2021, we had 1.1% of students begin the PIN process for lack of work or attendance issues. This is less students when compared to the same date for the 19-20 school year, when we had 1.5% students begin the PIN process by that time. Additionally, the P1 attendance average percentage from 19-20 was 99.61%. The attendance percentage that would have been submitted for P1 for the 20-21 school year, but was suspended due to COVID, was 99.42%. This is a slightly lower attendance rate percentage, but is not considered to be significant enough for us to determine a lack of student engagement. Overall, these pieces of data help us to determine that a continuity of learning was provided and that students were engaged in their learning.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Sage Oak Charter School 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 are prepared to provide all students who attend state testing at test sites, one-on-one, and ELPAC testing locations with a nutritionally adequate meal, if state testing is completed in-person. 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, and health care.

Additional Actions and Plan Requirements

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from the Learning Continuity and Attendance Plan and stakeholder engagement were to continue to focus on student social emotional health (action item 2.2), additional support for our socio-economically disadvantaged, English learners, and foster youth (action item 1.2), provide an intervention program for at-promise students (action item 1.8), and to continue to provide a broad course of study through a personalized educational plan that allows for various modalities of learning (action item 1.3). Based on this, we chose goals and action items in the 21-24 LCAP that align with mental health, specific student groups, and curriculum and instructional offerings.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Students that were identified as having learning loss will continue to be monitored and supported through our multi-tiered system of supports (MTSS). The students will complete pre-assessments, mid-year assessments, and post assessments, using our local assessment platform, to determine their achievement levels. If a student is still showing they are in the recovery process from learning loss, the students will receive a personalized learning plan to address the specific area of learning loss and will also participate in the school's intervention process and move through the three tiers of MTSS as needed. If a student's assessment demonstrates they have recovered from the learning loss, then they will exit the formal learning loss mitigation process, but will continue to be monitored for at least one school year to ensure there is no regression in their learning.

Our students with unique needs (EL, low income, foster, and SPED) will continue to be supported with best practices in their general education plan, learning loss mitigation personalized learning plan, and intervention support. This may include, but is not limited to, online or print curriculum, specialized teaching strategies, supplemental online learning subscriptions, and/or small group instruction. Our SPED team will continue to determine FAPE for each student through the IEP process.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the actions and services identified as contributing towards meeting the increased and improved services requirement and the actions and services implemented to meet the increased or improved services requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

After analysis and reflection on student outcomes in the 19-20 LCAP and the 20-21 LCAP, the following changes and items were implemented:

Local assessment, iReady, is being used as the first metric in measuring student academic progress, goal 1.

Parent engagement and trainings need to continue to be a focus, goal 3 and action item 1.5

There needs to be a continued focus on mathematical achievement for our SED, EL, and foster youth, action item 1.7

Increase our social emotional, mental health support for students, action item 2.2

Increase multiculturalism in professional development and student learning opportunities, action item 2.3

Maintain and increase our CTE course offerings, action item 4.3

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and

- Supports for 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

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Expenditure Summary

| Total Expenditures by Funding Source | | |
|--------------------------------------|--------------------------------------|------------------------------------|
| Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Funding Sources | | |
| | 17,463,965.00 | 17,505,165.00 |
| | 35,146.56 | 33,362.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type | | |
|-----------------------------------|--------------------------------------|------------------------------------|
| Object Type | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | | |
| | 9,089,518.00 | 9,396,308.00 |
| | 722,342.00 | 1,716,142.00 |
| | 2,205.00 | 1,420.00 |
| | 7,621,400.00 | 6,390,153.00 |
| | 35,146.56 | 33,362.00 |
| | 28,500.00 | 1,142.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source | | | |
|--|---------------------|--------------------------------------|------------------------------------|
| Object Type | Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | All Funding Sources | | |
| | | 9,089,518.00 | 9,396,308.00 |
| | | 722,342.00 | 1,716,142.00 |
| | | 2,205.00 | 1,420.00 |
| | | 7,621,400.00 | 6,390,153.00 |
| | | 35,146.56 | 33,362.00 |
| | | 28,500.00 | 1,142.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal | | |
|----------------------------|--------------------------------------|------------------------------------|
| Goal | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| Goal 1 | 7,656,546.56 | 6,423,515.00 |
| Goal 2 | 9,089,518.00 | 9,396,308.00 |
| Goal 3 | 753,047.00 | 1,718,704.00 |

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

| Total Expenditures by Offering/Program | | |
|---|------------------|----------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$268,368.00 | \$587,015.00 |
| Distance Learning Program | \$176,613.50 | \$119,175.00 |
| Pupil Learning Loss | \$212,216.29 | \$304,827.47 |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and | \$657,197.79 | \$1,011,017.47 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|------------------|----------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | | |
| Distance Learning Program | \$120,533.45 | \$48,807.00 |
| Pupil Learning Loss | | |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and | \$120,533.45 | \$48,807.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|------------------|----------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$268,368.00 | \$587,015.00 |
| Distance Learning Program | \$56,080.05 | \$70,368.00 |
| Pupil Learning Loss | \$212,216.29 | \$304,827.47 |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and | \$536,664.34 | \$962,210.47 |



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|--|-----------------|
| Sage Oak Charter School | Krista Woodgrift Executive Director | 888-435-4445 |

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

| |
|--|
| <p>Mission Statement</p> <p>Sage Oak, in collaboration with parents, teachers, students, and the school’s leadership team, cultivates lifelong learners by recognizing students’ and parents’ needs for educational options. Sage Oak balances flexibility with accountability and high academic excellence for families seeking a non-traditional, personalized educational experience. Sage Oak understands the need for partnership in order for students to attain their personal academic goals.</p> <p>About Sage Oak Charter School</p> <p>Sage Oak Charter School serves TK-12 in San Bernardino, Inyo, Kern, Los Angeles, Orange and Riverside counties. Sage Oak will harness the power of a flexible learning environment and modern educational technology to serve learners with diverse backgrounds and goals who seek an education alternative that stimulates and supports independent learning. Through the power and flexibility of its diverse curriculum options, combined with superior individualized support, Sage Oak provides inspirational learning with enriched and rigorous academics and</p> |
|--|

high standards to empower students to become self-motivated and competent life-long learners who will make a positive impact in their communities. Sage Oak's educational model is intended to cultivate learning habits that keep the mind open, curious and alert. Sage Oak will position its students by enabling them to learn any time, any place, and by deploying flexible learning, teaching, curricular and staffing models that adapt to the unique inherent style in every student and learning situation. We will empower our students to take ownership of their education and develop knowledge, skills, and abilities, but also the confidence, creativity and resourcefulness to develop them adaptively in response to the challenges and opportunities of the 21st Century.

Demographics & Enrollment on CBEDS day 20-21

Based on our Fall 1 Census data reporting on October 7, 2021 to be reported on the California Dashboard, our student population is 1% English Learner (EL), and 33.3% who are classified as Socioeconomically Disadvantaged (SED). Since the 20-21 Census date there have been an additional 46 students qualifying for Direct Certification to date, 4/24/2021.

The ethnic diversity of Sage Oak Charter School includes students who are White (44.7%), Hispanic (37.4%), Two or More Races (7.7%), Asian (4.4%), African American (2.4 %), Filipino (1.7 %) and American Indian/Alaskan Native (.26 %)

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

We were pleased to see successes in working towards our past LCAP goals through the implementation of its actions and services. Sage Oak students saw an improvement in their academic achievement scores on our local assessment. In 2019, we saw 60% of our students meeting or exceeding standards in ELA and 42% of our students meeting or exceeding standards in mathematics. We then increased in 2020 by 1%, with 61% in ELA and 43% in mathematics. Furthermore, our student groups also improved with our SED students increasing 3% in ELA and 4% in mathematics, our students with disabilities increasing 6% in ELA and mathematics, and our EL students increasing 9% in ELA and maintaining in mathematics. We are very proud of this increase, as it occurred during the time of COVID-19 and supports our intention to provide a continuity of learning to our students. This improvement was due in part to our personalized learning model paired with our multi-tiered system of supports (MTSS) that closely monitored our students groups, as well as the professional development and training provided to our teachers and parents.

We also saw success in the maintenance of low chronic absenteeism rates (1% or less), suspension rates (less than 1%), and expulsion rates (0%). This success was achieved through the implementation of our MTSS program, transparent and open lines of communication with families, social-emotional support plans, and cultural awareness training.

A large part of the success we saw was due to the strong connections and partnerships with our families and communities. These connections helped to increase engagement and involvement which supports student learning and achievement. We were able to maintain

strong response rates on our LCAP stakeholder surveys with 148-276 responses over the past years. We also had an overall satisfaction rate of 97% or higher over the past years as well. This was due in part to our consistent and transparent communication, multiple opportunities for stakeholder input, and actively building partnerships with our stakeholders.

An additional success was the increase in our graduation rate. We saw a 1% increase in our graduation rate over the past two years due to developing a comprehensive college and career readiness progress, closely monitoring student groups to ensure they are on track and college and career ready, and providing high quality instruction and curriculum.

Although we had these successes, we still feel there is a need to continue to focus on these goals to further improve our students academic success.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the CAASPP data leading up to COVID-19, our students tend to score higher in ELA, however, they are still below the state average. The state average for all students is 2.5 points below standard and based on the 2018-2019 CAASPP results, all Sage Oak students scored 7.7 points below standard. Our students scored lower in math with all students being 41.6 points below standard with the state average being 33.5 points below standard. This data supported the need to continue an academic achievement plan in both content areas, but with a heavier focus on mathematics.

Based on the local assessment data, our students are improving, however there are still significant areas of growth, specifically in our students groups of SED, EL, and students with disabilities. These student groups have been a focused of ours and will remain a specific focus as we move forward.

The local assessment data also shows that students score lower in mathematics, than in ELA. Again, improvements were made in mathematics, but the scores are still lower overall and need to be focused on for targeted support.

iReady

Due to the school closure in spring 2020 due to COVID, Sage Oak chose to analyze iReady data from the fall/pre-assessment from year to year to enable a more consistent student group.

Fall 2019

ELA:

All Students: 60% met or exceeded standards

SED: 52% met or exceeded standards

Foster Youth: No data due to privacy

English Learners: 39% met or exceeded standards

Students with Disabilities: 30% met or exceeded standards

Math:

All Students: 42% met or exceeded standards

SED: 34% met or exceeded standards

Foster Youth: No data due to privacy

English Learners: 30% met or exceeded standards

Students with Disabilities: 14% met or exceeded standards

Fall 2020

ELA:

All Students: 61% met or exceeded standards

SED: 55% met or exceeded standards

Foster Youth: No data due to privacy

English Learners: 48%

Students with Disabilities: 36%

Math:

All Students: 43% met or exceeded standards

SED: 38% met or exceeded standards

Foster Youth: No data due to privacy

English Learners: 30% met or exceeded standards

Students with Disabilities: 20% met or exceeded standards

This need is addressed through goal 1 and action items 1.1, 1.2, 1.4, 1.5, and 1.7.

We identified the need to maintain our high ADA and graduation rates. It is critical that students are engaged in learning and on track to graduate college and career ready. In order to do this, we kept goals 2 and 4 as maintenance goals with action items to implement to continue this high level of engagement, graduation rate, and college and career readiness.

We identified a need to increase stakeholder engagement and participation, as we have lower than ideal participation rates on LCAP survey participation with 11.4% of parents participating in the survey.

This identified need is reflected in goal 3 and action items 1.1, 1.2, 1.3, and 1.5.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1: Academic Achievement

State Priorities:

1- Basic

2- State Standards

4- Pupil Achievement

7- Course Access

Metrics:

Local assessment: iReady (K-8)

Local assessment: NWEA (9-12)

CAASPP

LCAP Stakeholder Survey Results

Major Actions:

Analyze achievement data

Monitor specific student groups

Students have access to broad course of study

Professional development

Parent trainings

Review and refine curriculum

Focus on mathematical achievement

Improve MTSS program

Goal 2: Positive School Climate

State Priorities:

1- Basic

2- State Standards

4- Pupil Achievement

5- Pupil Engagement

Metrics:

Chronic Absenteeism Rate

Suspension Rate

Expulsion Rate

Certificated and Classified Proper Assignments

LCAP Stakeholder Survey Results

Major Actions:

Retain and hire highly qualified staff

Implement social emotional plan for students and staff

Implement cultural awareness professional development

Goal 3: Establishing Connections and Partnerships; Increasing Engagement and Involvement

State Priorities:

3- Parental Involvement

5- Pupil Engagement

6- School Climate

Metrics:

LCAP Stakeholder Survey Results

Safety Plan Review and Trainings

Major Actions:

Maintain School Site Councils and ELAC (when required)

Consistent communication to students and families

Properly vet all community providers

Maintain a safe learning environment

Goal 4: College and Career Readiness; Career Technical Education

State Priorities:

1- Basic

2- State Standards

5- Pupil Engagement

6- Pupil Achievement

7- Course Access

8- Other Pupil Outcomes

Metrics:

Graduation Rates

College and Career Indicator

LCAP Stakeholder Survey Results

Major Actions:

Continue to develop college and career pathways

Monitor student groups for college and career readiness

Maintain and increase CTE offerings

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

This is not applicable to Sage Oak Charter School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

This is not applicable to Sage Oak Charter School

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

This is not applicable to Sage Oak Charter School

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Sage Oak offered and held the following stakeholder engagement opportunities for the LCAP process:

LCAP survey of all stakeholder (parents, teachers, students, support staff) sent out via email and advertised on social media and completed in November 2020 with 11.4% participation.

School Site Council Meetings, public meetings: August, October, January, April and May.

ELAC Meetings, public meetings: August, October, January, April and May.

Public meetings sent via Sage news email to all families, advertised on social media, and available on our school website.

The leadership team also met to discuss stakeholder feedback and LCAP goals and action items twice a month in September, October, November, December, January, February, March, April, and May during the 20-21 school year.

The following department meetings also occurred:

Education Services: Monthly; Year Round

Student Services: Monthly, Year Round

Secondary Education: Biweekly; Year Round

Compliance: Weekly; Year Round

Special Education: Weekly; August- June

Business Services: Weekly; Year Round

Human Resources: Biweekly; Year Round

Assessment: Weekly; July- March

Calendar LCAP meetings with Special Project Manager August, February, May

A summary of the feedback provided by specific stakeholder groups.

Through this engagement process, some trends were identified. Our stakeholders would like us to continue to focus on and improve upon our social-emotional support for students, our multi-tiered system of support for our at-risk youth, and our cultural awareness and multicultural learning opportunities for our students. These trends were shown from our LCAP survey of parents, teachers, and students and expressed by our school site council members and our ELAC members. A letter from the executive director was sent out in response to this feedback on April 26th via Sage News email and sent directly to members of the school site council and ELAC via email on April 26th. The letter is also available upon request.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Through the LCAP engagement process, some trends were identified: Our stakeholders would like us to continue to focus on and improve upon our social-emotional support for students. This has been reflected in action item 2.2 “Continue to implement a plan to address the social, emotional and mental health needs of students, specifically SED, English learners, and foster youth, and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development.”.

Additionally, the stakeholders also requested that our multi-tiered system of support for our at-risk youth remain a focus. This has been reflected in action item 1.2 “1.2 The school will monitor SED pupils, foster youth, English learners, and students with disabilities for proficiency on state and local assessments and implement targeted plans to increase achievement in identified areas.”

The final trend we identified was that stakeholders would like us to continue and further develop our cultural awareness and multicultural learning opportunities for our students. This is reflected in action item 2.3 “2.3 The school will continue to encourage multiculturalism through professional development in cultural awareness and multicultural learning opportunities.”

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | We will improve the academic achievement of all students and specifically our socio-economically disadvantaged (SED), foster youth, English learner (EL), and students with disabilities population through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts and mathematics. |

An explanation of why the LEA has developed this goal.

Sage Oak has chosen the broad goal to improve the academic achievement of all students and specifically our SED, foster youth, English learner, and students with disabilities population through effective instruction, a challenging and engaging curriculum, and aligned assessments in language arts and mathematics as measured by an increase of students meeting or exceeding state standards through our local assessment, iReady, and the state assessment, CAASPP (when applicable).

Based on the local and state data listed below, our students need to continue to improve their academic achievement in meeting the state standards in ELA and math. In addition to local and state data, our stakeholder groups agree upon our shared vision of improving students academic achievement, specifically our SED, foster youth, EL, and students with disabilities through our various stakeholder engagement opportunities, which included school site council meetings, English learner advisory council meetings, teacher professional learning communities, and through our WASC accreditation process.

iReady

SOCS

Due to the school closure in spring 2020 due to COVID, Sage Oak chose to analyze iReady data from the fall/pre-assessment from year to year to enable a more consistent student group.

Fall 2019

ELA:

All Students: 60% met or exceeded standards

SED: 52% met or exceeded standards

Foster Youth: No data due to privacy

English Learners: 39% met or exceeded standards
Students with Disabilities: 30% met or exceeded standards
Math:
All Students: 42% met or exceeded standards
SED: 34% met or exceeded standards
Foster Youth: No data due to privacy
English Learners: 30% met or exceeded standards
Students with Disabilities: 14% met or exceeded standards

Fall 2020

ELA:

All Students: 61% met or exceeded standards
SED: 55% met or exceeded standards
Foster Youth: No data due to privacy
English Learners: 48%
Students with Disabilities: 36%

Math:

All Students: 43% met or exceeded standards
SED: 38% met or exceeded standards
Foster Youth: No data due to privacy
English Learners: 30% met or exceeded standards
Students with Disabilities: 20% met or exceeded standards

CAASPP

SOCS

Our students tend to score higher in ELA, however, they are still below the state average. The state average for all students is 2.5 points below standard and based on the 2018-2019 CAASPP results, all Sage Oak students scored 7.7 points below standard. Our students scored lower in math with all students being 41.6 points below standard with the state average being 33.5 points below standard. This data supported the need to continue an academic achievement plan in both content areas, but with a heavier focus on mathematics.

Our student groups also showed a need for growth when compared to the all students group:

SED

ELA: 28.9 points below standard

Math: 66.5 points below standard

Foster Youth

ELA: No data due to privacy

Math: No data due to privacy

English Learners

ELA: No data due to privacy

Math: No data due to privacy

Students with Disabilities

ELA: 49.7 points below standard

Math: 88.4 points below standard

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| iReady; student at or above grade level in reading and math; grades K-8 | ELA: 77% Math: 67% | | | | 6% increase in K-8 students at or above grade level in reading and math from our baseline |
| iReady; student at or above grade level in reading and math; grades 9-12 | ELA: 62% Math: 43% | | | | 6% increase in 9-12 students at or above grade level in reading and math from our baseline |
| CAASPP met or exceed grade level standards; grades 3-8, 11 | A baseline will be developed from the 2021-2022 CAASPP data. | | | | 4% increase of students, grades 3-8 and 11, who met or exceeded grade level standards in ELA and math. |
| LCAP Survey Result | Percent of stakeholders that felt the student has access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas: English language arts, math, history, science, and physical education. | | | | Percent of stakeholders that feel the students have access to rigorous curriculum and resources that allow them to access and master grade level standards in the core content areas: English language arts, math, history, science, and physical education. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|------------------|---|----------------|----------------|----------------|---|
| | based on 20-21 LCAP survey results: SOCS Parents 96.8% Students 97.1% Staff 98.6% | | | | based on LCAP survey results: Parents 95% Students 95% Staff 98% |
| ELPAC Assessment | 33.3% of students increased one level on the ELPAC from 18/19 to 19/20 | | | | 37% of students will increase one level on the ELPAC |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------------|--|----------------|--------------|
| 1 | Student Achievement | The school leadership team and the instructional staff will collect, analyze and synthesize student achievement data with the goal of developing consistent, rigorous, and engaging instructional practices and strategies across all courses, for all grade levels, and for all student groups. | \$32,269.00 | No |
| 2 | Student Monitoring | The school will monitor SED pupils, foster youth, English learners, and students with disabilities for proficiency on state and local assessments and implement targeted plans to increase achievement in identified areas. | \$115,347.00 | Yes |
| 3 | Broad Course of Study | All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content. | \$7,062,085.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------------------------|---|-------------|--------------|
| 4 | Professional Development | Identify and implement professional development opportunities for teachers to equip them with information and resources to better serve their SED pupils, foster youth, English learners, and students with disabilities and parents using the California Standards for the Teaching Profession. Create and execute a reflective process to determine effectiveness of the provided professional development opportunities. | \$79,940.00 | Yes |
| 5 | Parent Trainings | Provide parent trainings and learning opportunities on a variety of topics to increase stakeholder engagement, increase academic achievement in our students, and to better equip our parents, specifically parents of SED pupils, foster youth, English learners, and students with disabilities, to support the teacher in the education of their child. | | Yes |
| 6 | Curriculum Review | The leadership team and instructional staff will develop strategies to further review and refine curriculum to ensure the approved curriculum is engaging and rigorous and supports college and career readiness. | | No |
| 7 | Mathematics Student Achievement | All school staff will work together to improve mathematical achievement levels of student groups including SED, English learner, foster youth, and students with disabilities through the use of curriculum, instruction, and intervention resources. | | No |
| 8 | Intervention Process | Increase collaboration across departments to streamline and improve upon our intervention processes for SED, English learners, foster youth, and students at risk of not meeting standards and strengthen measures to evaluate the effectiveness of student interventions. | | Yes |

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|---|
| 2 | We will promote a high ADA percentage through hiring and training high-quality teachers and support staff, creating a positive school culture, and implementing best practices for students and staff social-emotional needs. |

An explanation of why the LEA has developed this goal.

Sage Oak has chosen the maintenance goal of promoting a high average daily attendance (ADA) percentage through hiring and training high-quality teachers and support staff, creating a positive school culture, and implementing best practices for students and staff social-emotional needs as measured by our chronic absenteeism rates, ADA rates, suspension and expulsion rates, classified and certificated proper assignments, and the LCAP survey results.

Based on the local and state data listed below, our students have a high rate of ADA, however, maintaining this rate is critical to student success. In order to ensure our students are achieving academically, are college and career ready, and are supported in their social-emotional needs, we must maintain a high rate of ADA. In addition to local and state data, our stakeholder groups agree upon our shared vision of maintaining a high rate of ADA through our various stakeholder engagement opportunities, which included school site council meetings, English learner advisory council meetings, teacher professional learning communities, and through our WASC accreditation process.

Chronic Absenteeism Rate

2019-20: 0.83%

Suspension Rate

2019-20: .10%

Expulsion Rate:

2019-20: 0%

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------------------|--|----------------|----------------|----------------|--|
| Chronic Absenteeism | .79% | | | | 2% or less chronic absenteeism rate |
| Expulsion Rate | 0% | | | | An expulsion rate of 1% or lower |
| Suspension Rate | 0% | | | | An expulsion rate of 1% or lower |
| ADA Rate | 99.41% | | | | 97% or higher ADA rate |
| Certificated proper assignments | 100% of our certificated positions are appropriately assigned | | | | 100% of our certificated positions are appropriately assigned |
| Classified proper assignments | 100% of our classified positions are appropriately assigned | | | | 100% of our classified positions are appropriately assigned |
| LCAP Stakeholder Survey | Percent of stakeholders that felt the school and teacher/EA value our student's background, culture, and diversity based on 20-21 LCAP survey results: SOCS Parents 95.4% Staff 98.6% | | | | Percent of stakeholders that felt the school and teacher/EA value our student's background, culture, and diversity based on LCAP survey results: Parents 95% Staff 98% |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------|--|-----------------|--------------|
| 1 | Recruit and Retain | Recruit and retain highly qualified certificated teachers and leadership and maintain their appropriate assignment in the subject areas of the pupils they are teaching or overseeing; hire and maintain highly qualified classified staff according to their job description. | \$14,269,618.00 | No |
| 2 | Social- Emotional Needs | Continue to implement a plan to address the social, emotional and mental health needs of students, specifically SED, English learners, and foster youth, and staff that includes preventive, responsive, and aftercare action plans to include collection and review of data for effectiveness of plan/actions and allocation of resources and professional development. | \$68,096.00 | Yes |
| 3 | Multi-Culturalism | The school will continue to encourage multiculturalism through professional development in cultural awareness and multicultural learning opportunities. | \$9,538.00 | No |

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 3 | We will establish connections and partnerships with our stakeholders through meaningful communication and opportunities for input in the decision making process in order to increase engagement, involvement, and to ensure safety and satisfaction in supporting student learning and achievement. |

An explanation of why the LEA has developed this goal.

Sage Oak has chosen the maintenance goal of establishing connections and partnerships with our stakeholders through meaningful communication and opportunities for input in the decision making process in order to increase engagement, involvement, and to ensure safety and satisfaction in supporting student learning and achievement as measured by our LCAP participation rates and survey results.

Based on the local data listed below, we have been successful at establishing connections and partnerships with our stakeholders through meaning communication and opportunities for input. In order to ensure safety and satisfaction in our efforts to support students learning and achievement, we must maintain this communication and feedback opportunities. In addition to local data, our stakeholder groups agree upon our shared vision of maintaining communication and feedback opportunities with our stakeholders through our various stakeholder engagement opportunities, which included school site council meetings, English learner advisory council meetings, teacher professional learning communities, and our WASC accreditation process.

LCAP Survey Participants

SOCS:

2020-2021: 218 LCAP Input Survey Participants

2019-2020: 148 LCAP Input Survey Participants

Overall Satisfaction Rate - based on LCAP Survey

SOCS:

2020-2021: 98.2% Overall Satisfaction Rate

2019-2020: 97.5% Overall Satisfaction Rate

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|--|
| LCAP Parent Survey Participation Rates | <p>Baseline was established with data from the 20-21 school year.</p> <p>SOCS 218/1900= 11.4%</p> | | | | 15% or more of our parents will complete the LCAP survey. |
| LCAP Student Survey Participation Rates | <p>Baseline was established with data from the 20-21 school year.</p> <p>SOCS 35/2665= 1.3%</p> | | | | 2% or more of our students will complete the LCAP survey. |
| LCAP Staff Survey Participation Rates | <p>Baseline was established with data from the 20-21 school year.</p> <p>SOCS 71/ 124= 57.3%</p> | | | | 60% or more of our teachers will complete the LCAP survey. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------|---|----------------|----------------|----------------|--|
| LCAP Survey Results | <p>Percent of stakeholders that felt safe, valued, and respected based on 20-21 LCAP survey results:</p> <p>SOCS Parents 94% Students 100% Staff 100%</p> | | | | <p>Percent of stakeholders that felt safe, valued, and respected based on LCAP survey results:</p> <p>Parents 95% Students 95% Staff 98%</p> |
| LCAP Survey Results | <p>Percent of stakeholders that felt overall satisfied with the school based on 20-21 LCAP survey results:</p> <p>SOCS Parents 97.7% Students 94.3% Staff 98.6%</p> | | | | <p>Percent of stakeholders that felt overall satisfied with the school based on LCAP survey results:</p> <p>Parents 95% Students 95% Staff 98%</p> |
| LCAP Survey Results | <p>Percent of stakeholders that felt the school demonstrates good effort in providing</p> | | | | <p>Percent of stakeholders that felt the school demonstrates good effort in providing</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------|---|----------------|----------------|----------------|---|
| | <p>opportunities for involvement and input based on 20-21 LCAP survey results:</p> <p>SOCS Parents 96.3%</p> | | | | <p>opportunities for involvement and input based on LCAP survey results:</p> <p>Parents 98%</p> |
| LCAP Survey Results | <p>Percent of stakeholders that felt the student's teacher/EA or school regularly communicate my student's progress based on 20-21 LCAP survey results:</p> <p>SOCS Parents 97.7% Students 97.1% Staff 100%</p> | | | | <p>Percent of stakeholders that felt the student's teacher/EA or school regularly communicate my student's progress based on LCAP survey results:</p> <p>Parents 95% Students 95% Staff 98%</p> |
| Safety Plan | <p>The school's safety plan was updated and reviewed in March 2021</p> | | | | <p>The school's safety plan will have been updated and reviewed in March annually</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|--|--------------|--------------|
| 1 | School Site Council and ELAC | We will maintain a school site council and an English learner advisory council (when required) to increase stakeholder engagement with parents, teachers, and students. | | No |
| 2 | Building Partnerships | We will build partnerships for student outcomes by sending notification of surveys, stakeholder meetings, and Board of Directors public meetings in a timely manner to all families, through emails, website and other social media outlets while encouraging the participation and engagement of our underrepresented families. | \$62,966.00 | Yes |
| 3 | Safe Environment | We will build relationships by ensuring that all parents, students, and employees feel that our schools are providing a safe, positive, inclusive, welcoming and pleasing learning environment. | | No |
| 4 | Vetting Community Providers | The school will properly vet all newly acquired community providers to ensure standards alignment and safety for our students. | | No |
| 5 | Safe Learning Environment | The school will continue to maintain a safe learning environment for all students by training the teachers and staff on school wide safety plans. | | No |
| 6 | Operations | Operations of the school are maintained by the school's leadership advisory council and executive director with control and oversight provided by the school's governing board and the authorizing school district, additionally with support and resources from the Collaborative. | \$298,050.00 | No |

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 4 | We will ensure that students are on-track to graduate from high school and are college and career ready. |

An explanation of why the LEA has developed this goal.

Sage Oak has chosen the broad goal to ensure that students are on-track to graduate from high school and are college and career ready as measured by our graduation rates, college and career readiness rates, and LCAP survey results.

Based on the local and state data listed below, we need to continue to ensure our students are on-track to graduate and are college and career ready through the increase in our graduation rates and our college and career readiness rates. In addition to local and state data, our stakeholder groups agree upon our shared vision of ensuring students are on track to graduate and are college and career ready through our various stakeholder engagement opportunities, which included school site council meetings, English learner advisory council meetings, teacher professional learning communities, and through our WASC accreditation process.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-------------------------|--|----------------|----------------|----------------|---|
| Graduation Rates | 97% graduation rate | | | | We will maintain a graduation rate of 90% or higher |
| College/Career Prepared | 45% College and Career Prepared 26% Approaching College and Career Prepared | | | | A 3% increased of students that are college and career prepared: 48% College and Career Prepared |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---------------------|---|----------------|----------------|----------------|--|
| LCAP Survey Results | <p>Percent of stakeholders that felt the school provided support for high school students to be on the correct path to graduate from high school and to become college and career ready based on the 20-21 LCAP survey results:</p> <p>Parents 94.4% Staff 100%</p> | | | | <p>Percent of stakeholders that felt the school provided support for high school students to be on the correct path to graduate from high school and to become college and career ready based on the LCAP survey results:</p> <p>Parents 95% Staff 98%</p> |
| LCAP Survey Results | <p>Percent of stakeholders that felt the school has provided opportunities for high school students to participate in Career Technical Education courses or graduation pathways based on the 20-21 LCAP survey results:</p> <p>Parents 94.3%</p> | | | | <p>Percent of stakeholders that felt the school has provided opportunities for high school students to participate in Career Technical Education courses or graduation pathways based on the LCAP survey results:</p> <p>Parents: 95%</p> |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|----------------|--------------|
| 1 | College and Career Readiness | Continue to develop comprehensive college and career readiness pathways to ensure students are deemed college and career ready as measured by the CA Dashboard. | | No |
| 2 | Monitoring Students | Monitor and support students transitioning into high school, identify students that are struggling, monitor our SED, English learners, and foster youth, and implement processes to keep them on-track to graduate from high school while being college and career ready. | \$2,335,428.00 | Yes |
| 3 | CTE Offerings | Maintain and increase the school's current CTE program offerings. | | No |
| 4 | Exam Costs | The school will cover the costs of Advanced placement, SAT, and/or ACT exams for socio-economically disadvantaged, foster youth, and English learners. | \$229,134.00 | Yes |

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|--|--|
| 6.81% | 1801353 |

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action 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 goals for these students.

With the use of supplemental funding that is dedicated to increase and improve services for students who are socioeconomically disadvantaged, English Learners, and/or foster youth, this section of the Sage Oak Charter Schools LCAP describes the resources provided to support the academic achievement of all students. Student needs and gaps in learning are identified through data analysis of our local assessments and stakeholder input. Evidence-based research accessed through the CDE MTSS, SDCOE MTSS, EdReports.org, and What Works Clearinghouse provides guidance to determine how to best address these complex needs, the most effective use of funds, and prioritize actions and services to improve achievement outcomes for unduplicated students. Metrics have been determined for each goal to monitor the effectiveness of these actions and services and track student progress in order to ensure accountability.

Goal 1 is focused on the improvement of academic achievement by ensuring effective instruction and a challenging and engaging curriculum and in language arts and mathematics for all students, especially our socio-economically disadvantaged (SED), foster youth, English learner (EL), and students with disabilities. Action 1.2 ensures the monitoring of students who are socioeconomically disadvantaged, English Learners, foster youth, and students with disabilities for proficiency on state and local assessments and the implementation of targeted plans to increase achievement in identified areas. The addition of a Targeted Support Coordinator whose role is dedicated to the support of our SED, English learner, and foster youth populations will allow these students' complex needs to be identified and addressed in an agile way. Through coordination with the ToR and Title I Coordinator, the Targeted Support Coordinator will be able to provide necessary interventions as well as continual monitoring of student progress. The Targeted Support Coordinator will also provide small-group instruction in math and ELA as well as provide social and collaborative learning opportunities that effectively help to overcome learning gaps often identified in this population. Action 1.2 also calls for the implementation of a curriculum for English Learners designed to promote multilingualism, individualize learning with scaffolded instruction, and provide immediate feedback; all supportive strategies for

academic achievement for English Learners and in alignment with California's EL Roadmap. Additionally, the addition of a supplemental language development Book Club, providing small-group interaction with a focus on listening and speaking, will be provided to our Newcomer and Emerging English Learners. Actions 1.4 and 1.5 address improving services by providing professional development to teachers and learning opportunities to parents to enable all students to equitably access the curriculum and fuel academic success for students. Increased proficiency on the English Language Proficiency Assessments for California is anticipated for English Learners as a result of these actions. Also, improved academic achievement is expected to be reflected in increased local assessment scores for socio-economically disadvantaged, foster youth, English learner (EL), and students with disabilities.

Goal 2 is centered around promoting a high average daily attendance rate by hiring and training high-quality teachers and support staff, creating a positive and supportive school culture, and implementing best practices for students and staff social-emotional needs. Research shows that supporting the social emotional development of students promotes improved communication skills, the ability to negotiate conflict, practice empathy, grow in self awareness and manage emotions and behavior which can all lead to better academic outcomes. An effective social and emotional learning program (action item 2.2) involves coordinated school, family and community support. Adding a staff position of school counselor will enable the continued implementation of a comprehensive plan addressing the social, emotional, and mental health needs of students, specifically, SED, English learners, and foster youth, and staff resulting in a caring, respectful, and safe school climate. By implementing these actions we expect an increase in the average daily attendance rate, especially for SED, English learner, and foster youth populations.

Goal 4, action item 4.3, focuses on ensuring that students are on-track to graduate from high school and are college and career ready. Critical functions of the Education Advisors and Secondary support staff include providing support to students transitioning into high school, identifying students that are struggling, monitoring our student who are socioeconomically disadvantaged, English learners, and foster youth, and implementing processes to keep them on-track to graduate from high school while being college and career ready. Research shows that the unduplicated student group is less likely to have a post-secondary education. Education Advisors create a customized course plan that ensures college and career readiness, as well as the frequent check-ins, course counseling, and college application assistance, increasing the likelihood that these students are more likely to attend college. Additionally, Education Advisors help locate scholarships, understand and complete FAFSA forms, and assist students with enrolling in free community college courses while in high school. Education Advisors play a key role in dropout prevention as well. Research shows that personalizing the learning environment, supporting student engagement, and providing academic support and enrichment are effective strategies for reducing dropout rates and, in turn, resulting in increased graduation and college and career readiness rates.

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

Services for our SED, English learners, and foster youth are evidence based interventions that were identified through a collaborative effort of the school leadership team to determine the resources available and goals and actions in the LCAP that are focused on increasing services and improving the quality of the academic support to improve student performance and the graduation rates for our student groups.

Through a collaborative effort, the leadership team and stakeholders identified and shared best practices that teachers identified as yielding good results with their students; moreover, accessing the SDCOE Multi-Tiered System of Support (MTSS), CDE MTSS and What Works Clearinghouse websites provided guidance in identify interventions that would support low socioeconomic, foster youth and English learners. With the addition of a positions and job duties, the quality of monitoring and supporting students will increase with the growth of services provided to our student groups; as a result, we expect to see improvement in student engagement and course completion, attendance, student achievement, and an increase in our graduation rate.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|-----------------|-------------------|-------------|---------------|-----------------|
| \$21,664,941.00 | \$2,609,439.00 | | \$288,091.00 | \$24,562,471.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$16,851,455.00 | \$7,711,016.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---------------------------------|----------------|-------------------|-------------|---------------|----------------|
| 1 | 1 | All Students with Disabilities English Learners Foster Youth Low Income | Student Achievement | \$32,269.00 | | | | \$32,269.00 |
| 1 | 2 | English Learners Foster Youth Low Income | Student Monitoring | \$115,347.00 | | | | \$115,347.00 |
| 1 | 3 | All | Broad Course of Study | \$7,062,085.00 | | | | \$7,062,085.00 |
| 1 | 4 | English Learners Foster Youth Low Income | Professional Development | \$15,983.00 | | | \$63,957.00 | \$79,940.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Parent Trainings | | | | | |
| 1 | 6 | All | Curriculum Review | | | | | |
| 1 | 7 | All | Mathematics Student Achievement | | | | | |
| 1 | 8 | English Learners Foster Youth Low Income | Intervention Process | | | | | |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|------------------------------|-----------------|-------------------|-------------|---------------|-----------------|
| 2 | 1 | All Students with Disabilities English Learners Foster Youth Low Income | Recruit and Retain | \$11,660,179.00 | \$2,609,439.00 | | | \$14,269,618.00 |
| 2 | 2 | English Learners Foster Youth Low Income | Social- Emotional Needs | \$68,096.00 | | | | \$68,096.00 |
| 2 | 3 | All | Multi-Culturalism | \$9,538.00 | | | | \$9,538.00 |
| 3 | 1 | All Students with Disabilities English Learners Foster Youth Low Income | School Site Council and ELAC | | | | | |
| 3 | 2 | English Learners Foster Youth Low Income | Building Partnerships | \$62,966.00 | | | | \$62,966.00 |
| 3 | 3 | All | Safe Environment | | | | | |
| 3 | 4 | All | Vetting Community Providers | | | | | |
| 3 | 5 | All | Safe Learning Environment | | | | | |
| 3 | 6 | All | Operations | \$298,050.00 | | | | \$298,050.00 |
| 4 | 1 | All Students with Disabilities English Learners Foster Youth Low Income | College and Career Readiness | | | | | |
| 4 | 2 | English Learners Foster Youth Low Income | Monitoring Students | \$2,335,428.00 | | | | \$2,335,428.00 |
| 4 | 3 | All | CTE Offerings | | | | | |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|------------|------------|-------------------|-------------|---------------|--------------|
| 4 | 4 | English Learners Foster Youth Low Income | Exam Costs | \$5,000.00 | | | \$224,134.00 | \$229,134.00 |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|----------------|
| Total: | \$2,602,820.00 | \$2,890,911.00 |
| LEA-wide Total: | \$2,602,820.00 | \$2,890,911.00 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$0.00 | \$0.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|---------------------------------|----------|--|-------------|-----------------|-----------------|
| 1 | 1 | Student Achievement | | English Learners Foster Youth Low Income | | \$32,269.00 | \$32,269.00 |
| 1 | 2 | Student Monitoring | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$115,347.00 | \$115,347.00 |
| 1 | 4 | Professional Development | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$15,983.00 | \$79,940.00 |
| 1 | 5 | Parent Trainings | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 1 | 7 | Mathematics Student Achievement | | | All Schools | | |
| 1 | 8 | Intervention Process | LEA-wide | English Learners Foster Youth Low Income | All Schools | | |
| 2 | 1 | Recruit and Retain | | English Learners Foster Youth Low Income | | \$11,660,179.00 | \$14,269,618.00 |
| 2 | 2 | Social- Emotional Needs | LEA-wide | English Learners Foster Youth | All Schools | \$68,096.00 | \$68,096.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|------------------------------|----------|--|-------------|----------------|----------------|
| | | | | Low Income | | | |
| 3 | 1 | School Site Council and ELAC | | English Learners Foster Youth Low Income | | | |
| 3 | 2 | Building Partnerships | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$62,966.00 | \$62,966.00 |
| 4 | 1 | College and Career Readiness | | English Learners Foster Youth Low Income | | | |
| 4 | 2 | Monitoring Students | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$2,335,428.00 | \$2,335,428.00 |
| 4 | 4 | Exam Costs | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$5,000.00 | \$229,134.00 |

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|--------------------|----------------------|----------------------------|--|--|-------------------------------------|
| | | | | | |
| | | | Totals: | Planned Expenditure Total | Estimated Actual Total |
| | | | Totals: | | |

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that

(c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|--|--|--|---|
| Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2021–22 . | Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then. | Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then. | Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then. | Enter information in this box when completing the LCAP for 2021–22 . |

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action 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 goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated

with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.