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

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

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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 **19-20** 2% increase from 2018-19 **Baseline** A baseline will be developed from 2017-18 CAASPP data.	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)
Metric/Indicator CAASPP Math Met or Exceeded **19-20** 2% increase from 2018-19	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)

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.	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% 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 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

Expected	Actual
	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) 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% 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

Expected	Actual
	Homeless (2): data not displayed for privacy Foster Youth (2): data not displayed for privacy 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)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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	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
collection and analysis includes statewide and internal assessments as measured by the Dashboard and accountability systems. (All Students) (WASC)		
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)	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2
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) • Online courses, credit recovery, core programs • Supplemental curriculum and materials supporting common core standards • Extended School year • Digital curriculum aligned to common core Service vendors offering educational opportunities across geographical area (ALL) (WASC)	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1
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. Follow Up: PD effectiveness survey and results reviewed/follow through (WASC) (All Students)	Professional Development Title II $35,146.56	Professional Development Title II $33,362

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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).	Professional Development LCFF Included in 1.5	Professional Development LCFF Included in 1.4
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)	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2

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)	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
2.3 Frequent contact with parents in order to update them on student progress and notify them of events. (All Students)	No Cost	No Cost
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)	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2
2.5 Professional Development/training in Cultural Awareness (All Students)	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
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)	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2
2.7 We will identify, monitor and support students who are struggling with regular attendance. (All Students)	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2

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)	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
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)	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2
3.4 Properly vet all newly hired vendors to ensure standards alignment and safety for our students. (All Students)	No Cost	No Cost

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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. (All Students)	Online safety training Contracts and Services LCFF $2,205.00	Online safety training Contracts and Services LCFF $1420
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)	Clerical and Office Salaries Outsourcing translation Classified Salaries LCFF $722,342.00	Clerical and Office Salaries Outsourcing translation Classified Salaries LCFF $1,716,142
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)	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2

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
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)	Curriculum Materials and Supplies LCFF Included in 1.1	Curriculum Materials and Supplies LCFF Included in 1.1
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)	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2
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)	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2
4.4 Offer AVID elective classes for middle/high school students. (All Students)	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1
4.5 Ensure all students have opportunity for intensive CAASPP preparation specifically low income, EL, Foster Youth students and students with disabilities. (LI, FY, EL, SWD)	Certificated Salaries and Benefits LCFF Included in 2.2	Certificated Salaries and Benefits LCFF Included in 2.2
4.6 Advanced placement exam costs for LI and FY who are experiencing financial hardship through curriculum, materials and supplies budget (LI, FY)	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1	Curriculum, Textbooks, Materials and Supplies LCFF Included in 1.1

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 goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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
Technology for Staff Members- Mifis	19,512.87	$19075	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
This technology will allow our staff to provide intervention, instruction to students, offer enrichment courses, and to connect with and support students.			
Repairs for Technology for Staff Members Repairs to technology will allow our staff to provide continuity in learning for our students who will be learning virtually.	975.64	$953	No
Human Resource Specialist Our Human Resource Specialist will focus on ensuring our COVID Response Plan is followed and that we have the resources needed to execute the plan. This will include facilitating leaves and supporting staff who might qualify for accommodations.	70,227.68	0	No
Increased Counselor Hours/New Counselor This position allows for our at-promise youth, as well as students and staff impacted by COVID, to receive the social-emotional support they need to be more successful academically.	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 fly 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 ("LTELs") or English Learners at risk of becoming LTELs, 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
Intervention program This program allows the school to provide additional personalized educational supports for our at-promise through tutoring and a specialized curriculum.	124,500	$207,916	Yes
School provided subscriptions Online supplemental learning resources help to personalize the educational plans of our at-promise youth allowing them to learn according to their needs.	See Distance Learning	See Distance Learning	Yes
Title I Coordinator This position allows for the school to provide additional small group tutoring in mathematics and ELA for the at-promise youth with identified learning loss.	63,000	$72,833	Yes
Increased Counselor Hours/New Counselor This position allows for our at-promise youth to get the social-emotional support they need to be more successful academically.	See Distance Learning	See Distance Learning	Yes
iReady Assessment Platform The iReady platform allows us to identify current academic achievement levels of our students and to identify those that experienced learning loss	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

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	n/a	n/a	n/a	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

n/a

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 goals and actions of the 2021-2024 LCAP have not yet been determined. Sage Oak will take stakeholder feedback and will update this section prior to the 2021-2024 LCAP adoption by the school's governing board.

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.

The goals and actions of the 2021-2024 LCAP have not yet been determined. Sage Oak will take stakeholder feedback and will update this section prior to the 2021-2024 LCAP adoption by the school's governing board.

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,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o 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	17,499,111.56	17,538,527.00
LCFF	17,463,965.00	17,505,165.00
Title II	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	17,499,111.56	17,538,527.00
Certificated Salaries and Benefits	9,089,518.00	9,396,308.00
Classified Salaries	722,342.00	1,716,142.00
Contracts and Services	2,205.00	1,420.00
Curriculum, Textbooks, Materials and Supplies	7,621,400.00	6,390,153.00
Professional Development	35,146.56	33,362.00
Technology Services, Communication	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	17,499,111.56	17,538,527.00
Certificated Salaries and Benefits	LCFF	9,089,518.00	9,396,308.00
Classified Salaries	LCFF	722,342.00	1,716,142.00
Contracts and Services	LCFF	2,205.00	1,420.00
Curriculum, Textbooks, Materials and Supplies	LCFF	7,621,400.00	6,390,153.00
Professional Development	Title II	35,146.56	33,362.00
Technology Services, Communication	LCFF	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.