



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: Conditions of Learning

Goal 1.1- Credentials (Montessori and California) & Professional Development

State Priorities: #1, #2

Local Priorities: Schoolwide Learner Outcomes; AMS Accreditation Standards

Annual Measurable Outcomes

Expected	Actual
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- All teachers (100%) will have their Montessori Secondary credentials within 3 years of date of hire	Montessori Credentials: - Teachers in 2019/20 Montessori training: 2 teachers; Total: \$16,000.00 - Montessori Credentialed staff: 8
- All teachers (100%) will hold California single subject credentials as of date of hire, or they will be in the process of getting them.	California Credentials: - Induction: 3 teachers; Total: \$6,000.00 - PIPs/Interns: 1 teacher - Cleared Credentials: 10 teachers/admin
- Additional training: NGSS, Common Core Math and STEAM in-service training. This is in addition to the \$500 annual allocation for Professional Development.	STEAM in-service training: \$1250.00 AMS Conference: \$2020.00

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Starting Summer 2019, teachers began taking Montessori Secondary credential courses at CGMS. In 2019, teachers traveled to North Carolina to complete in person coursework. In 2020, coursework became virtual.	2019-20: \$16,000	2019-20: \$16,000
- All Silver Oak teachers (100%) will hold a cleared California single subject credential; or they will be in the process of completing the program or in Induction to clear their credentials. - Additional training: NGSS, Common Core Math, STEAM in-service, Social Emotional Learning (SEL) & Educational Technology training. (This is in addition to the \$500 annual allocation for Professional Development)	2019-20: \$10,000 \$3270.00	2019-20: \$10,000 \$3270.00

Goal Analysis

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

All Actions/Services were implemented.

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

- Funds were budgeted to support teachers throughout both the California State credential process and the Montessori credential process. Teachers, together with the

instructional coach, used lessons and concepts learned from Montessori Secondary coursework to inform and refine Montessori Secondary curriculum delivered to students. Concepts from CGMS are regularly referenced throughout the planning and induction process.

- Montessori and California Single Subject Credentials: Both the Montessori Secondary and California Single Subject Credential programs fulfill the condition of having highly qualified individuals to teach in their subject areas **and** of providing a Montessori curriculum exceeding A-G requirements. Hiring California Single Subject credentialed teachers and enrolling each new teacher in the Montessori Secondary I/II training is definitively something to continue, as required by our AMS accreditation standards.

The parent survey reflects the continued benefits of teachers earning these credentials and participating in these training programs.

- **Highly qualified teachers:** 96% of families agree that the teachers are highly qualified to teach classes in their subject areas. This is an increase of 2% (from 94% to 96%) compared to last year. As in the past the students have been harsher than the parents, but they indicated 83%, an increase of 10% (from 73% to 83%).

- **Individualized learning:** 94% of agreed (or strongly agreed) that Silver Oak provides individualized mastery learning and college prep courses. This is the same percentage as the previously reported parent survey. 97% of students agreed that Silver Oak provides mastery learning and college prep courses, which is an increase of 9% (from 88% to 97%)

This new concept takes a while for families and students to understand, but with more teachers completing their Montessori training, they are able to better provide individualized learning and, therefore, highlight the advantage of this practice.

- **Montessori curriculum, exceeding A-G requirements:** 97% of parents agreed or strongly agreed. 71% of students agreed or strongly agreed.

Goal 1.2- Comprehensive and Safe Facility (including Classroom Resources)

State Priorities: #1

Local Priorities: AMS Accreditation Standards

Annual Measurable Outcomes

Expected	Actual
The School entered a Prop 39 in lieu of facilities agreement with HUSD, from August 2019-July 2022	Silver Oak moved to a Prop 39 facility in August 2019 with a lease end date of July 2022.
The School continued to research a permanent school site and capital campaign funding to build-out a new home.	<p>Continued research for a long-term facility in Hayward. Contracted with Red Hook Partners to identify and purchase the campus on Palisade Street in Hayward. There the School will build out a permanent site.</p> <p>Contracted with Campbell and Company to initiate a Capital Campaign Fundraising drive for the new campus.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Prop 39: Submit Prop 39 to HUSD to find alternate classroom space and gym/fields.	2019-20: \$111,586 (w/ 2% Prop39)	2019-20: \$111,586 (w/ 2% Prop39)

Goal Analysis

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

All Actions/Services were implemented.

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

The Facility Committee continued to work on different approaches to obtain a facility with enough space for our 200 students. The 2018-2019 YMCA lease was not renewed for the 2019-2020 school year. Silver Oak School finally received an offer resulting in an in lieu agreement for space at the Sunset campus for 2019-2022. Silver Oak was able to enter into an agreement with Red Hook Partners to purchase a permanent site, the first phase of which is estimated to be completed in July 2022.

According to parent surveys, 96% of parents/community members indicated that the school provides a safe school facility; this is a decrease of 4% (from 100% to 96%) compared to last year. The challenges with the COVID-19 pandemic as well as sharing the temporary Sunset campus with an adult school and the continuation high school.

On the other hand, 93% of students indicated that Silver Oak provides a safe school facility, which is an increase of 13% (from 80% to 93%).

Goal 1.3- STEAM & Interdisciplinary Courses

Offer more authentic STEAM courses. Increase opportunities for interdisciplinary work, including field experiences.

State and/or Local Priorities addressed by this goal:

State Priorities: #7

Local Priorities: Schoolwide Learner Outcomes; AMS Accreditation Standards

Annual Measurable Outcomes

Expected	Actual
In addition to existing electives, offer targeted STEAM courses.	Ten (10) STEAM electives per semester and ten (10) intersession courses were offered. Some of these were: Close Up DC, Asian Student Association trip to Hawaii, Yearbook, Japanese culture, San Francisco exploration, Basketballogy, Camping Trip, Mindfulness & Meditation
Increase opportunities for interdisciplinary work, including field experiences.	

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Decide which new electives and intersession classes were to be added.	2019-20: \$1,500 Electives Materials	\$1,500 For Electives Materials
Have each full-time teaching faculty offer electives each semester, as well as one intersession course.	2019-20: \$1,000 Intersession Materials	\$2,000 For Intersession Materials

Goal Analysis

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

All Actions/Services were implemented.

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

Electives and Intersession offerings change to keep the choices attractive and varied for the students, except for Business Entrepreneurship, which is always available with priority for Juniors. Teachers propose electives and Intersession courses based on their specialties, including some Physical Education options, in order to fulfill graduation requirements. Electives are taught on Wednesdays (and were offered virtually as well). Intersession courses are offered in addition to electives. Intersessions are field experiences that help to integrate many areas of the core curriculum and assist students in applying skills to other domains and master core curricular skill sets.

The survey shows the following:

- **Intersessions:** 96% of parents and 78% of students understand the purpose of weeklong intercessions offered once per year. (This is an increase of 4% in parents from 92% to 96% of parents and an increase of 3% of students from 75% to 78%).

Distance Learning has presented a challenge for offering a wide array of interdisciplinary and authentic STEAM courses to students. These are planned to resume robustly upon returning to campus in person.

Goal 1.4- Special Ed and Mental Health

Fully serve all IEP and 504 students.

State and/or Local Priorities addressed by this goal:

State Priorities: #] 1

Local Priorities: Schoolwide Learner Outcomes; AMS Accreditation Standards

Annual Measurable Outcomes

Expected	Actual
Continue with TWO (2) full time Special Ed. Credentialed teachers, full time licensed Mental Health Coordinator and Academic Counselor to offer full services to all	On staff are two full time Special Ed. Credentialed teachers, one full time licensed Mental Health Coordinator and one Academic Counselor to offer full services to all students.

students including those with an IEP or a 504 plan. Provide Mental Health services for all students.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Fully serve all IEP and 504 students: Director of SPED, SPED Instructor, Mental Health Specialist & Academic Counselor Provide Mental Health and counseling services for all students.	2019-20: \$74,000 + \$89,000 + \$64,000+\$71,000	\$298,000+ benefits

Goal Analysis

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

All Actions/Services were implemented.

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

The Director of Special Ed, together with the Special Ed Instructor, reviews all the IEPs and 504 plans and schedules meetings with families. They coordinate resources listed in the IEP (such as speech therapy or mental health services) and 504 plans. They also work one-on-one with the students, helping them understand and scaffold their study guides and assignments. The mental health specialist and the academic counselor are critical in meeting the needs of students who are at risk or struggling academically, especially during distance learning. The director of special education, mental health specialist, academic counselor and two administrators form the RTI team, which helps communicate student needs and provide support for teachers delivering content to them comprehensively. This team has been absolutely imperative in meeting the needs of students with academic and behavioral concerns, especially during distance learning. They support families and students in ensuring all students receive the intervention and support they need to be successful while at Silver Oak. The School's full-time Mental Health Specialist and Counselor lead the RTI (Response-to-Intervention) Team. This team includes the Director of Special Education, Vice-Principal and Principal. Regular mental health professional development and in-services are offered to the faculty and staff. Social Emotional Learning (SEL) training for teachers and staff is on-going, and an archive of teacher resources with SEL classroom strategies is available. Further, both the Mental Health Specialist and the Instructional Coach are available to consult with any staff member in the use of these resources. Mental Health presentations are conducted in each advisory class on a scheduled and as-needed basis. Mental Health surveys are conducted each semester, and as requested. Parent outreach is on-going, with home visits as necessary. This semester several elective offerings are focused on mental health, including Yoga, Wellness, Mindfulness and Meditation. Individual and group counseling sessions are available to all students.

Special Ed: 99% of parents of IEP students and 96% of students agreed that those who need Special Education services are provided necessary support. This is an increase of 11% of parents (from 87% to 99%) and an increase of 1% of students (from 95% to 96%).

Goal 2: Improve Pupil Outcomes

Goal 2.1 Student Proficiency

State and/or Local Priorities addressed by this goal:

State Priorities: # 4: Pupil Achievement

Local Priorities: Schoolwide Learner Outcomes; AMS Accreditation Standards

Annual Measurable Outcomes

Expected	Actual								
<p>Proficiency:</p> <p>75% of students will reach proficiency at 70% or higher in English, Math and Science</p>	<p>Proficiency:</p> <p>- <u>Proficiency</u>: is calculated based on students’ grades and it continues to improve every year. All percentages are above the expected goal of 70% or above.</p> <p>Science: 91% (Freshmen 94%, Sophomores 94%, Juniors 89%, Seniors 88%),</p> <p>Math: 91% (Freshmen 85%, Sophomores 96%, Juniors 88%, seniors 93%)</p> <p>English 92% (Freshmen 94%, Sophomores 93%, Juniors 87%, Seniors 95%)</p> <table><tr><td>Proficiency</td><td>2019-20</td></tr><tr><td>Science</td><td>91%</td></tr><tr><td>Math</td><td>91%</td></tr><tr><td>English</td><td>92%</td></tr></table> <p>In the 2019-20 school year the SBAC was not administered due to COVID 19.</p>	Proficiency	2019-20	Science	91%	Math	91%	English	92%
Proficiency	2019-20								
Science	91%								
Math	91%								
English	92%								

SO - English - 11th	Exceeded/Met	Nearly Met	Not Met
2019-20 (0 tested)	Due to COVID 19 - No SBAC testing was administered		

SO - Math - 11th	Exceeded/Met	Nearly Met	Not Met
2019-20 (0 tested)	Due to COVID 19 - No SBAC testing was administered		

PSAT:

Since 2015-2016, all students in grades 9-11 take the PSAT 8/9 or PSAT/NMSQT.

	Reading-Writing		Math	
Cohort 2021 PSAT	Met	Met & Nearly Met	Met	Met & Nearly Met
2017-18 9 th (59 tested)	42%	51%	20%	44%
2018-19 10 th (57 tested)	40%	47%	11%	20%
2019-20 11th (60 tested)	38%	45%	5%	8%
			Reading-Writing	Math

Cohort 2022 PSAT	Met	Met & Nearly Met	Met	Met & Nearly Met
2018-19 9 th (57 tested)	42%	51%	16%	21%
2019-20 10th (0 tested)	Due to COVID 19 - No PSAT testing was administered			
2020-21 11th (0 tested)	Due to COVID 19 - No PSAT testing was administered			
	Reading-Writing		Math	
Cohort 2023 PSAT	Met	Met & Nearly Met	Met	Met & Nearly Met
2019-20 9th (52 tested)	42%	55%	19%	23%
2020-21 10th (0 tested)	Due to COVID 19 - No PSAT testing was administered			
	Reading-Writing		Math	
Cohort 2024 PSAT	Met	Met & Nearly Met	Met	Met & Nearly Met
2019-20 9th (0 tested)	Due to COVID 19 - No PSAT testing was administered			

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Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to contract with a Reading Specialist to provide English language support. Continue to enroll new teachers in the Montessori Secondary I/II credential program. Also, continue offering summer and after school classes as a means for credit recovery	In the 2019-20 school year 2 teachers were enrolled in the Montessori teacher credentialing program. We continue to offer after school credit recovery and will offer summer school as a means for credit recovery in addition to after school tutoring.	2019-20: \$35,620 Reading Specialist + benefits (\$5.8k STRS, \$7k Medical) \$8,000 Credit Recovery	2019-20: \$35,620 Reading Specialist + benefits (\$5.8k STRS, \$6.1k Medical) \$4,000 Credit Recovery

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.	The School integrates a variety of approaches to provide academic support for students, through Montessori teacher training (to implement individualized learning), credit recovery and afterschool tutoring. We continue to offer the College Board PSAT testing as early as 9 th grade, to have data that can lead us in knowing what the needs of the cohorts will be.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The additional academic support programs are effective, based on the mastery/proficiency percentage increase, as well as test score improvement (for both SBAC and PSAT).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There is no difference. The amount paid toward teacher salary for credit recovery depends upon which teacher is available for the subject the students need to do in credit recovery. The salary is calculated based on the teacher's hourly rate (which varies based on the teacher's place on the School's salary scale).
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>In the 2019-20 school year we provided after school credit recovery to mitigate the lack of summer school with some classes scheduled during Wednesday elective days. The students were still free to attend tutoring after school, 4 days a week. Funds were allocated toward improving the student proficiency and test scores. We provided an integrated math elective for all freshmen who entered missing basic pre-algebra mastery.</p> <p>No SBAC testing was administered in the 2019-20 school year.</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.

All budgeted expenditures that were planned were used to support students in their proficiency and readiness.

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

Due to the COVID 19 pandemic, the PSAT was limited in its availability. In addition, the SAT was no longer required for college admissions. So, we were unable to fulfill our College Board testing protocol for all students. Our school continues to implement SAT content and test preparation in our daily classroom routines to ensure the preparation for postsecondary opportunities.

Goal 2.2- ELL Student Proficiency

State and/or Local Priorities addressed by this goal:

State Priorities: #4: Pupil Achievement

Local Priorities: Schoolwide Learner Outcomes; AMS Accreditation Standards

Annual Measurable Outcomes

Expected	Actual
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Reclassify at least 2 ELL students.	Reclassified 5 ELL students.
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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Have reading specialists continue working closely with ELL students.	In addition to the Reading Specialist, a certificated ELL teacher on staff has taken the responsibility of supporting ELL students as part of his duties, at .10 fte.	\$8,300	\$8,300

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.	In addition to all teachers working with ELL students, the Reading Specialist and the certificated ELL teachers dedicated additional time assisting ELL students with their reading and writing.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Even though students' ELPAC may show a lot of progress, students continue to struggle in their deeper comprehension of English and need support to reach mastery or pass the SBAC or PSAT benchmark in English.</p> <p>English Language Learner support: 100% of parents who have students who are English Language Learners agreed that the school provides additional individualized support to students identified as English Learners.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Through the end of 2019-20 we continued to have a Reading Specialist and a certificated ELL teacher who worked with ELL students in providing reading and writing skills support.

Goal Analysis

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

Funds budgeted to support English Language Learners were used to assist students in language acquisition and materials.

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

Students received additional support during Wednesday elective time, with an ELL trained teacher, to better develop language acquisition and writing skills. In small groups, students received additional tutoring to support them in their core courses.

Goal 2.3- Graduation Rate, College Acceptance & College Completion Tracking

State and/or Local Priorities addressed by this goal:

State Priorities: #5: Pupil Engagement

Local Priorities: Schoolwide Learner Outcomes; AMS Accreditation Standards

Annual Measurable Outcomes

Expected

Actual

100% of students will graduate high school and 100% of them will be college or career eligible.	100% of the 2019 Cohort graduated high school. 96% of the 2019 Cohort were college or career eligible.
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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will reinforce the importance of mastering concepts and individualized learning, to increase student proficiency and graduation rate. The College Counselor will guide students toward best-suited placement in college or career path.	Having Montessori and California credentialed teachers has improved proficiency and test scores. The College Counselor continues to provide individual guidance to each student.	\$71,000 + benefits	\$71,000 + benefits

Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.	The actions of this goal are really a combination of the previous goals. There is not a single action that is enough to implement and achieve a graduation rate of 100%. Montessori teachers need to apply the Montessori concepts (like individualized learning) for students to reach mastery and proficiency level. Then student grades will rise, facilitating their graduation. Having a full-time College Counselor is a requirement.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Very effective, as 100% of students graduated this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No differences.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes.

Goal Analysis

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

All Actions/Services were implemented.

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

The college counseling program is very successful, with the constant monitoring of grades by the college counselor and advisors throughout the school year.

Goal 2.4- Schoolwide Learner Outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: #8: Pupil Outcomes

Local Priorities: Schoolwide Learner Outcomes; AMS Accreditation Standards

Annual Measurable Outcomes

Expected

Actual

85% of students developed the schoolwide learner outcomes.	<u>School wide learner outcomes:</u> 2019-20: 86% of students developed those outcomes based on teachers' assessments. 82% of students developed those outcomes based on surveys (+5%).
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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will continue to assess and evaluate the students in their progression towards the SchoolWide Learner Outcomes.	Teachers, in their own subject, continue to define a list of desired goals for the defined outcomes, as well as teaching methods and assessments to evaluate the students in their progression towards the SchoolWide Learner Outcomes. We also asked parents and students to estimate how much the students had developed those outcomes this past year.	\$0	\$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	It is important to ensure that students learn appropriate skills and outcomes to help them later in life. The "whole student" development is equally important as its academic results. That's why the faculty developed this list of 21 st century skills to master. Each teacher is assessing those skills throughout the school year. The overview of mastery for those outcomes is done at the end of the year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The teacher assessments show yearly progress. <i>School wide learner outcomes</i> results based on student and parent surveys for the 2020-21 school year are compared to the 2019-20 data.

	<p>2019-20 Parent Surveys</p> <p><i>Technology, Information and Communication Literacy: 98%</i> <i>Critical Thinking and Problem Solving: 96%</i> <i>Effective Oral and Written Communication: 96%</i> <i>Curiosity and Imagination: 97%</i> <i>Collaboration Across Networks and Global awareness: 95%</i> <i>Initiative and Entrepreneurialism: 94%</i> <i>Mastery, Agility and Adaptability: 96%</i></p> <p>2020-21 Parent Surveys</p> <p><i>Technology, Information and Communication Literacy: 98% (no change)</i> <i>Critical Thinking and Problem Solving: 94% (-2%)</i> <i>Effective Oral and Written Communication: 96% (no change)</i> <i>Curiosity and Imagination: 95% (-2%)</i> <i>Collaboration Across Networks and Global awareness: 92% (-3%)</i> <i>Initiative and Entrepreneurialism: 91% (-3%)</i> <i>Mastery, Agility and Adaptability: 97% (+1%).</i></p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	No change.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Based on the results of the survey, additional development in the areas of Critical Thinking and Problem Solving, Curiosity and Imagination; Collaboration Across Networks and Global awareness and Initiative and Entrepreneurialism outcome needs improvement.

Goal Analysis

There were no specific funds budgeted for this goal.

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

Schoolwide Learner Outcome Matrixes are continuously assessed and monitored by core subject matter teachers. Because of the move to distance learning for the fourth quarter marking period, teachers were unable to compile the annual Matrices.

Goal 3: Improve Engagement

Goal 3.1- Consistent Attendance

Improve the attendance of all students, but especially the students absent 20 days or more.

State and/or Local Priorities addressed by this goal:

State Priorities: #5

Local Priorities: Schoolwide Learner Outcomes; AMS Accreditation Standards

Annual Measurable Outcomes

Expected	Actual	
Attendance rate: 96%	Attendance rate: 94.87% (annual 204.54)	
	2019-2020	2020-2021
	Annual ADA	94.87%
		95.12%
Absences 20+ days: 9%	Absences 20+ days:	
	3.46%(8 students) of all 231 students have been absent 20 days+ this year.	

	2019-20
Student Abs 20 days+	3.46%
Days students Abs due to suspensions	5.19%

Actions / Services

Action 1

Planned Action/Service	Actual Actions/Services	Budgeted Expenditures	Actual Expenditures
- Attendance calls: Continue to call families as soon as students are absent	Advisory teachers, Attendance Coordinator, Counselor and Administration continue to emphasize how important it is for the students to attend school every day and to be on time. It is communicated to families at Orientation Meetings and semester Family Conferences. The Attendance Coordinator calls families each day to verify the absences and/or tardies. The Counselor and Vice-Principal follow-up directly with those students who have repeated absences. In addition, there are special family conferences scheduled for students with repeated absences and/or tardies. <u>The Family Handbook</u> includes an academic policy pertaining to absences. If a student misses more than 20% of the required 64 hours for each semester-long core subject class, they will not receive academic credit for that class. The Handbook also clearly defines the difference between an excused and unexcused absence.	\$25,000 Attendance Staff + benefits (\$4.1k 403b, \$7k Medical)	\$25,000 Attendance Staff + benefits (\$4.1k 403b, \$7.1k Medical)

- Suspensions: Reduce suspension rate (with help of RTI Team)	The RTI team is composed of the School Counselor, Director of Special Education, Mental Health Specialist and Vice Principal. They each spend 10 hours of the week tracking and monitoring the students with IEP/504 and mental health needs.	\$52,220 (.25fte of school counselor, director of special ed., vice principal and mental health specialist salary)	\$52,220 (.25fte of school counselor, director of special ed., vice principal and mental health specialist salary)
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Goal Analysis

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

All Action/Services were implemented.

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

Since hiring an attendance coordinator, who has the responsibility of calling families each class period and to be on top of each absence, we have seen marked improvement. We also encourage teachers to follow up with students regarding absences and missed work in class and an advisory system to follow up with students with consistent absences. To support the importance of attendance, we changed one policy. Students missing 20% of any subject (which consists of 64 hours) will receive no credit in that subject. This change was presented at both the Orientation Meeting and the BackTo-School Nights in August and September. The policy was incorporated in the 2017-2018 Family Handbook. We noticed some regression in daily attendance, especially for students absent 20+ days. We see that the number of suspensions stayed the same. The school continues to work on improving this percentage, being proactive regarding behavior issues. Continue to allocate funding for the Attendance Coordinator. - Attendance: 98% understood that daily attendance is important for both student academic and school financial. Increase of 5% - Absences: 100% of parents said that they are contacted for repeat occurrences of missed attendance, an increase of 5%.

Goal 3.2- Safe Climate and Emergency Preparedness

Emphasize student community building, anti-bullying and cyber-bullying. Develop a safe school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: #6

Annual Measurable Outcomes

Expected	Actual	
<p><u>Comprehensive School Safety Plan Goals:</u> Refer to the Comprehensive Plan.</p>	<p><u>Comprehensive School Safety Plan Goals:</u> The 2019-2020 Comprehensive Safety Plan Goals:</p>	
	Part I – School Climate Goals	Part II – Physical Environment & Emergency Preparedness Goals
	Attendance & Positive classroom management	Crisis Management Plan
	Grace & Courtesy	Classroom Security
	Social Inclusion	Cleaning procedures
	Respect for the environment	Overall facility safety
		Priority policies/procedures review

2020-21 Comprehensive School Safety Plan Goals

Part I- School Climate

Goal 1 -Positive classroom management

We will continue to further strengthen positive classroom management techniques

Goal 2 - Attendance

Increase student attendance; decrease of unexcused and excused attendance.

Goal 3 - Grace & Courtesy

We will continue to work with students to develop “Grace and Courtesy” guidelines and policies and identify natural consequences for not following these guidelines for the 2020-2021 school year

Goal 4 - ABAR

Develop the Anti-racist policy and review it with students.

Goal 5 - Respect for the environment

We will continue to work with students to further develop their respect for their environment.

Part II- Physical Environment & Emergency Preparedness

Goal 1 - Crisis Management Plan

We will complete the Crisis Management Plan by February 2022.

Goal 2 - Overall facility safety

Revise overall facilities safety, prioritize and implement changes and upgrades as necessary.

Goal 3 – Priority Policy/Procedures Reviews

Review existing policies and procedures and draft new as necessary. See specific objectives for timelines.

Goal 4 – Pandemic Policy & Procedures Create pandemic policies and procedures and draft new as necessary. See specific objectives for timelines.

Actions / Services

Planned Action/Service	Actual Actions/Services	Budgeted Expenditures	Actual Expenditures
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<p>- <u>Safety Comprehensive Plan:</u> Execute actions listed in the Comprehensive School Safety Plan.</p>	<p>The comprehensive school safety team continues to annually set goals and write / update the Comprehensive School Safety Plan.</p> <ul style="list-style-type: none"> - Team building: Ropes Course scheduled for the first week of school for 9th grade. - Conflict resolution: on-going and emphasized by trained Montessori teachers to develop a safer climate. This is reinforced by the RTI Team. - Inclusion: Presented “Social Inclusion” Policy and Conduct Policies to new families at Orientation Night in August. HPD presented cyber-bullying information to the full student community in September. - Grace and Courtesy: on-going and emphasized by trained Montessori teachers. - Campus Safety: Share911 fully implemented with HPD. Campus Safety Officer hired for the 19/20 school year 	<p>\$2,500 Stipend (2019-20) Safety Coordinator \$600 for Share 911</p>	<p>\$2,500 Stipend (2019-20) Safety Coordinator; \$600 for Share 911; \$3,740 for 3 OnSite Defibrillators</p> <p>Campus Safety Officer: \$32,480.00</p>
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Goal Analysis

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

All Actions/Services were implemented.

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

The goal is to build an inclusive and respectful community. The Comprehensive School Safety Plan guides the implementation of the recommended actions (Positive classroom management, Grace and Courtesy, Social Inclusion). Students are taking initiative to create several groups based on their cultures (Asian Students Association, Black Student Union, Latino Student Union, Muslim Student Union). They make presentations and encourage celebrations. Students of all ethnicities are welcome to join each group.

It is challenging to measure some outcomes for this goal. But based on the results from the survey, and especially the students' responses, we notice improvements in the general school climate.

- **Safe school climate:** (2019-2020) 96% mentioned that Silver Oak provides a safe school climate (+3%). (2020-2021) 99% mentioned that Silver Oak provides a safe school climate (+3%).
- **Orderly environment:** (2019-2020) 87% of parents said that Silver Oak provides an orderly classroom environment (-6%). Students reported 85% (-5%). (2020-2021) 64% of parents said that Silver Oak provides an orderly classroom environment (23%).
- **Student acceptance:** (2019-2020) 87% said students feel accepted and supported by the school community (-12%).
- **Respect:** (2019-2020) 93% said Gender, racial, ethnic, cultural background are respected (-4%). Students reported 91% (+1%). Parents indicated 96% (-4%). (2020-2021) 96% Parents indicated Gender, racial, ethnic, cultural background are respected.
- **Social inclusion:** (2019-2020) 82% agreed that the staff guides students in becoming respectful members of the community (through social inclusion) (-12%). 67% agreed that the staff guides students in becoming respectful members of the community (through social inclusion) (-15%).
- **Staff support:** (2019-2020) 88% thought that staff supports students through advisories, individual work time and family conferences (-7%). (2020-2021) 98% thought that staff supports students through advisories, individual work time and family conferences (+10%).
- **Language & bullying:** (2019-2020) 80% of students agreed that rude language and bullying are not tolerated on campus (-2%). (2020-2021) 92% of students agreed that rude language and bullying are not tolerated on campus (+12%).

Goal 3.3- Parent Engagement (Involvement & Volunteerism)

Parents understand that they are important partners in their student's education. Parent involvement promotes student success and a culture of volunteerism.

State and/or Local Priorities addressed by this goal:

State Priorities: #3, #4, #5

Local Priorities: Schoolwide Learner Outcomes; AMS Accreditation Standards

Annual Measurable Outcomes

Expected	Actual
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<u>Percentage of parents coming to Family conferences:</u> 100%	<u>Percentage of parents coming to Family conferences:</u> 99%

Actions / Services

Planned Action/Service	Actual Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><u>Parent Involvement:</u></p> <ul style="list-style-type: none"> - <u>Conferences:</u> Schedule family conferences. - <u>Education:</u> Research topics for parent education. - <u>Communication:</u> communication emails/letters. Translated into Spanish. - <u>PowerSchool:</u> Support parents in using PowerSchool. 	<ul style="list-style-type: none"> - <u>Conferences:</u> Scheduled, mandatory, bi-annual conferences with each family, with the first one occurring at the beginning of the school year to set goals. The last family conference of the year, for Juniors, is conducted by the College Counselor, to start preparing for their Senior year and application to college. - <u>Education:</u> Teachers again organized a Back-to-School night for parents to educate them about Montessori and how their students learn. The Faculty organized quarterly Parent Education Nights about such topics as Adolescent Mental Health, College Planning, Distance Learning, Use of Technology, Social/Emotional Learning, etc. <p>The annual meeting to review the LCAP, and the Comprehensive School Safety Plan and Wellness was once again held in May.</p> <ul style="list-style-type: none"> - <u>Communication:</u> Emailed and texted (via ParentSquare) regular communication emails/letters and translated them into Spanish. Also continued monthly newsletter from the Principal. 	\$0	<p>Translation of Family Handbook: \$2500.00</p>

	<ul style="list-style-type: none"> - <u>PowerSchool</u>: Parents and students continue to use PowerSchool to keep up to date on student grades and assignments. 		
<p>Parent Volunteerism: Drive for Sports Events; assist with fundraisers, participate in Career Day; guest speaking</p> <ul style="list-style-type: none"> - <u>Committees</u>: Form Committees to help with school events and fundraising activities, as well as serving on the School Safety Team. 	<ul style="list-style-type: none"> - <u>Driving/Chaperoning</u>: Parents drive for sport games, as well as chaperone/assist during some school events (fundraisers). - <u>Committees</u>: Formed Committees and organized annual auction dinner. - <u>Career Day</u>: Parents with specific jobs were invited to come to Career Day. 	\$0	\$0

Goal Analysis

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

All Actions/Services were fully implemented.

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

Parents are kept involved and informed in different ways, through conferences, emails, but also text messages (as many families do not have an email address), meetings and Power School. The School is working towards developing more parent involvement activities. The School reaches out to parents when needed for specific tasks.

Parents are very involved in supporting their students (PowerSchool grades, and teacher conferences). Response to intervention is 100%, when parents are asked to come to the school and talk about their student's needs.

Organizing volunteerism has been great for the specific tasks where the school needed extra help, but it can be enhanced, as there are additional areas where parents could provide assistance.

- **Back to School Night:** (2019-2020) 96% of parents said that they benefited from this event, an increase of 1%. (2020-2021) 97% of parents said that they benefited from this event, an increase of 1%.

- **Feeling Welcome:** (2019-2020) 100% of parents felt welcome when at school, an increase of 5%. (2020-2021) 99% of parents felt welcome when at school.

- **Parent Communication:** (2019-2020) 99% of parents received regular communication to keep them informed of the different activities (+7%). (2020-2021) 99% of parents received regular communication to keep them informed of the different activities.
- **Parent Feedback:** (2019-2020) 94% agreed that the school has channels in place to hear parents' ideas about how to make the school better (family conferences, advisors and parent education meetings) (-1%). (2020-2021) 96% agreed that the school has channels in place to hear parents' ideas about how to make the school better (family conferences, advisors and parent education meetings) (+2%).
- **Spanish Communication:** (2019-2020) 98% acknowledged that Silver Oak emphasizes Spanish communication. (2020-2021) 100% acknowledged that Silver Oak emphasizes Spanish communication.
- **Parental Concerns:** (2019-2020) 94% reported that concerns regarding a student's academic performance can be easily communicated and are fully supported by the school (+8%). Students' results indicate 85% (+7%). (2020-2021) 96% reported that concerns regarding a student's academic performance can be easily communicated and are fully supported by the school (+2%). Students' results indicate 82% (-3%)

Goal 3.4- Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: #3, #5

Local Priorities: AMS Accreditation Standards

Expected	Actual
<u>Number of students on the waitlist:</u> after the Lottery: 20, when school starts: 0	<u>Number of students on the waitlist:</u> after the Lottery: 24, when school starts: 0
<u>Percentage of Montessori students:</u> 20%	<u>Percentage of Montessori students:</u> 15%

Actions / Services

Planned Action/Service	Actual Actions/Services	Budgeted Expenditures	Actual Expenditures
<u>Development Director:</u> hired part-time 2019-20	Development director was hired and created a fundraising/grant-writing plan.	\$30,000	\$30,000

Goal Analysis

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

All Actions/Services were implemented.

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

The Development Director reached out to community businesses, and many offered internships for the senior students. However, the pandemic and subsequent lockdown halted in-person fundraising activities. In addition, many foundations and corporations slowed or froze their giving during the initial stage of the pandemic.

Annual Measurable Outcomes

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
PPE/Janitorial	\$34,105	\$34,105	N

Campus Safety	\$32,480	\$0	N
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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.

Because Silver Oak remained virtual throughout the 2020-21 school year, the Campus Safety Officer was not needed. He will return for the 21/22 school year. Because some staff members and faculty used their classrooms/offices to teach and support families, limited janitorial services were still required to sanitize the utilized classrooms and offices.

Analysis of In-Person Instructional Offerings

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

Given the high number of cases of COVID-19 in the city of Hayward, we were unable to provide in-person instruction during the 20-21 school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
"Telework Stipends" allow faculty to set up home offices from which to efficiently lead their classes.	\$15,000.00	\$15,000.00	N
"Telework Stipends" allow resource and administrative staff to set up home offices from which to efficiently support students and faculty in distance learning.	\$6,250.00	\$6,250.00	N
Additional laptops and other hardware purchased.	\$24,000	\$24,000	N

Distance learning supportive software programs purchased/renewed, including a new LMS.	\$15,000.00	\$15,000.00	N
Teaching Faculty and Instructional Coach Salaries	\$930,000.00	\$930,000.00	N

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.

There were no differences.

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.

Some successes this year regarding Silver Oak's distance learning program include family communication, staying to our same school day schedule and offering mental health services as well as daily SEL activities in each class. Our attendance coordinator has been imperative in holding students accountable to be present online and also communicating absences to families in order to partner with them to keep the students learning. Silver Oak has provided teachers with a number of professional development opportunities in SEL, Intentional Connection as well as educational technology tools including Schoology, our new learning management system, and Nearpod. The RTI Team meets weekly in order to address the needs of particular students who are struggling either academically or socially/emotionally and communicates accommodations and support strategies with the faculty-at-large. Other successes include the ongoing surveying of and communication with our student body, and teachers adjusting style and flexibility in order to meet student needs. Classes are still two hours in length, but the second hour is designated for tutoring, small group review and individual work. Direct instruction and guided practice occur in the first hour. The addition of "Tutorial Days" to the schedule has been key in helping students make up work that they may have missed, were late submitting or need additional help in order to not fail or fall too far behind in class. Tutorial days had been scheduled at the end of the marking period, but now occur each month, so the availability of this additional time and support is more predictable for students, parents and teachers. The instructional coach continues to mentor, observe and provide feedback to new teachers in both CA State Credentialing and Montessori credentialing. The instructional coach collaborates with all teachers on curriculum at the beginning of each quarter and as needed throughout the marking period in order to make sure that the curriculum which is offered is engaging and comprehensible, given the present distance learning circumstances. She is available both formally and informally to all teachers regarding challenges and troubleshooting for instruction, classroom management, engagement strategies and the new learning management system Schoology.

Distance Learning has also presented some challenges. First, although the adoption of a new learning management program has helped teachers and students stay organized in the online platform, there have been a lot of learning curves as well as technical difficulties. Teachers are surveyed each semester to gather feedback on the system, and Silver Oak's administration is planning to move forward with a different LMS next year. Other challenges presented include disappointment at missing extracurricular activities including sports, intersession and other field experiences. Teachers brainstormed ways to offer intersession workshops virtually, including a Career Day. Another challenge is the understandably low student motivation and mental health challenges, resulting in some students' grades suffering more than they would normally. In order to keep students on track for graduation and also make up for failing classes, Silver Oak continues to offer after school credit recovery classes in the highest need subject areas. Our senior class is definitely presenting signs of burn-out, however the school is attempting to keep them on track and feeling cared for by continuing to offer college counseling services and academic resources, making concurrent enrollment available as an option for them at the local community college and also planning some virtual senior activities and school wide celebrations.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Social Emotional Learning and Distance Learning Professional Development	\$7,446.00	\$7,446.00	N

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.

Silver Oak High School implemented substantively more support and loss mitigation programs to meet student needs than were previously planned or budgeted.

Tutorial Days - In order to address the concern regarding pupil learning loss, administration together with faculty implemented two "Tutorial Days" per month. These are designated days to support students, at risk of failing one or multiple courses, by providing them a smaller learning environment where teachers can assist them virtually one-on-one. Teachers communicate with one another regarding the specific needs of these at-risk students and data is tracked to monitor performance.

Credit Recovery - In order to address the larger than average number of students who earned "no credit" in various courses, Silver Oak offered 5 credit recovery classes after school. The courses offered include English, math, science, history and visual arts, which are all graduation requirements. Generally, credit recovery classes are smaller, and students typically have more access to one-on-one and

small group tutoring and support with the teacher. The classes also review material, which coupled with the added support, allow students to earn passing grades.

Silver Oak maintained the same pre-COVID in-person daily class schedule during distance learning, mandating additional instructional minutes and tutoring.

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.

In order to address pupil learning loss, Silver Oak put a variety of services and support systems in place. First of all, weekly meetings of the RTI team (Response to Intervention) discussed specific teacher concerns as well as at-risk students, developing plans and systems of intervention to support these students, with strategies tailored to specifically address the challenges presented by Distance Learning.

Some school wide support systems Silver Oak also developed include the implementation of Tutorial Days as well as shared Student Tracking Sheets, which was a grade monitoring program that reviewed “at risk” grades before and after tutorial days as well as during family conferences. The Tutorial Days were scheduled on Wednesdays throughout the semester, with more frequency close to the end of the marking period. Lists of students were shared amongst teachers with what students needed additional tutoring and assignment support in those academic classes. Then, students were given school hours to participate in small group tutorial sessions with their general education teachers in order to make up for late work, resubmit assignments and get additional help with lessons and concepts.

Additional ways Silver Oak accounted for and addressed pupil learning loss was to regularly survey the student body, and use the feedback provided to inform decision making, monitor morale and academic workload as well as inform planning for teachers. In addition, Silver Oak’s block scheduling was rethought - so during a 2 hour block schedule, the first hour became reserved for direct instruction and guided practice while the second hour was reserved for tutoring, individualized instruction and individual and group work time. This was also a way to reduce screen time, so students had some time off line to work individually.

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.

Some successes this year regarding Silver Oak's monitoring and supporting mental health and social and emotional well-being include continued access to mental health services such as individual and group counseling. Silver Oak employs a full-time mental health specialist who facilitates counseling services to students that are referred by SOHS staff, their parents, or who have referred themselves to mental health services. During individual and group counseling, in addition to therapeutic processing, students also learn how to regulate their emotions, incorporate healthy coping skills, effective communication skills, healthy boundaries, and healthy relationships, to name a few. The mental health specialist continues to conduct consultation with educators and parents regarding child development, academic performance, and social-emotional development. The mental health specialist coordinates community services and resources for parents and facilitates professional development for educators regarding Trauma-Informed Care, state mandated Suicide Prevention and Intervention training, and Social Emotional Learning strategies to implement into the classroom. Once such a strategy implemented in the 2020-2021 school year was daily Intentional Connection activities during each class as recommended by the mental health specialist. The mental health specialist is on the Response To Intervention (RTI) team that meets weekly to address and implement interventions for students experiencing academic concerns as well as social-emotional and behavioral concerns.

Some challenges distance learning has presented with regards to monitoring mental health and social-emotional wellness are technical challenges such as difficulties logging into zoom or switching from one Zoom room to another. For example, a student needing to leave one Zoom class for an individual counseling session. Although students are reminded of their appointments, students are harder to reach online than if they were in-person on campus which can result in missed counseling sessions. Another challenge has been the limits to confidentiality. Understandably, some students have a difficult time being vulnerable when they feel others in their home can hear what's being discussed in counseling. To mitigate this situation, the mental health specialist will switch from speaking verbally to using the Zoom chat function. Though utilizing the chat function is less desirable than verbal communication, it has been invaluable when supporting students who feel as though they cannot open up while at home. Another challenge that is entirely valid is decreased student motivation and excessive worry regarding their future plans such as college, friendships, travelling, extracurricular activity, etc. By implementing the Intentional Connection activities into the daily class routines, teachers can better refer students to mental health services when these concerns arise.

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.

Our family engagement efforts were successful this school year. We implemented quarterly parent education nights that highlighted important topics such as academics, mental health, special education supports, technology monitoring and getting to know more regarding the classes students take. For the 2020-21 school year we decided to reintegrate our bell schedule as it was prior to COVID 19. This normal schedule created a routine for students, one that they were accustomed to prior to the pandemic. We have embedded frequent breaks within each class schedule and between classes, to allow for student movement and time to disconnect from technology. In September, a student survey was distributed to and completed by each student, in order to solicit their feedback as to how their distance learning experience was progressing and how the School could address their concerns. Those students who were struggling logging in to class due to connectivity issues have been issued new or repaired WiFi resources (Chromebooks and hot spots)

as well as tech support. Students who have a hard time staying logged in have participated in family conferences and/or have met with school counselors, in order to mitigate the challenges they are experiencing. We communicate with parents, via ParentSquare and weekly newsletters, in both English and Spanish, regarding any virtual learning changes, Translation is available for all Zoom meetings, whether they be with individuals or large groups.

Analysis of School Nutrition

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

Students and parents receive weekly newsletters which list locations where students in Hayward can receive free meals. With that families also receive a list of resources where they can obtain financial assistance and/or meals. The Hayward Unified School District has become a key partner in the availability of meals to students and families. The office staff contacts FRL families on a weekly basis to ensure that they continue to have meals for their students and provide additional resources. Advisors have weekly check-ins with students to ensure that they are doing well and to provide the administration the names of families that may need additional assistance.

Our school has partnered with local farms to have contactless pick up of fruits and vegetables boxes on a weekly basis. After

December this became a challenge as the farms had limited staff to conduct deliveries. Nonetheless, we have continued to provide families resource information in our community where they can pick up food.

Additional Actions and Plan Requirements

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Staff Roles	Two-fifths ($\frac{2}{5}$) of both the Vice-Principal's and Counselor's work week is now dedicated to one-on-one Social Emotional COVID-19, Distance Learning related support for students and families.	\$75,600.00	\$75,600.00	Y
Staff Roles	One third ($\frac{1}{3}$) of Mental Health Specialist's work week is now dedicated to one-on-one Social Emotional COVID-19, Distance Learning related support for students and families.	\$24,761.00	\$24,761.00	Y
Staff Roles	The part-time attendance coordinator is now full time in order to monitor and communicate daily and individual class attendance.	\$10,000.00	\$10,000.00	Y
Staff Roles	One fifth ($\frac{1}{5}$) of the Office Manager's work week is now dedicated to Safety coordination	\$11,000.00	\$11,000.00	Y

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.

There were no substantive differences between the planned actions and the budgeted expenditures.

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.

Silver Oak remained in distance learning for the 2020-21 school year. This informed the need for a reading/ELD specialist to support students in literacy. Our software budget will continue to be adequate to support blended learning, including subject-specific software and research to find a functional Learning Management System (LMS). Because of student success with Independent Learning Plans, we will continue to offer self-directed programs such as Edgenuity.

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

The Faculty is investigating the best ways to assess and address learning loss, in addition to referring to standardized testing. For special education students, the Woodcock Johnson for Academic Achievement, which assesses students for reading levels, writing and math fluency continue to be utilized. The Director of Special Education will train additional teachers and faculty to administer this test in order to assess a larger number of academically high-risk students. A further goal is to research and find a similar assessment to administer to all students that will be less time consuming, but as comprehensive. The Sonoma County Charter SELPA is a valuable resource in finding such assessments to address learning recovery.

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.

Silver Oak High School implemented substantively more support and loss mitigation programs to meet student needs than were previously planned or budgeted.

The School has a one-to-one laptop policy, providing free technology, free Chromebooks and free WiFi hotspots, complete with comprehensive tech support. There is individual family outreach provided virtually and in-person. Our ELD instructor provides on-

going support, with individual tutorials, weekly class meetings and classroom “push-in” interventions embedded into the academic program. The Office and Resource Staff call individual families weekly to ensure that they have food and internet access; they also provide assistance via zoom or in-person by appointment. When necessary, home visits are conducted to support a family who needs IEP, Mental Health or Attendance support.

Silver Oak High School continues to offer a free, public, Montessori education to ELL, homeless and FRL students. We are a college preparatory program that offers consistent and continual support to all students, most especially our first generation, low income students. We are currently forming a stronger ELAC committee of parents and educators to deepen our levels of support and assistance.

Though at the moment we have few foster/homeless youth enrolled at the school; however, staff is trained and prepared to support all foster youth. Our fully trained homeless education liaison conducts PD for the full staff to inform them of the McKinney Vento Act and its protocols. In addition, this year our staff offered quarterly, virtual family education meetings to provide information and resources regarding our current distance learning program and our planned hybrid program.

Silver Oak High School has an inter-agency agreement with Hayward Unified School District (HUSD) to operate our nutritional service. This means that HUSD provides meals to all of our students. Those Silver Oak families who choose to use this service may pick up meals at one of many locations in Hayward. In addition, students and parents receive weekly newsletters with locations, in Hayward, where they can receive free meals. With that, families also receive a list of resources where they can obtain financial assistance and/or meals. The office staff contacts FRL families on a weekly basis to ensure that they continue to have meals for their students and provide additional resources. Advisors have weekly check-ins with students to ensure that they are doing well and to provide the administration the names of families that may need additional assistance.

Overall Analysis of the 2019-20 LCAP and the 2020-21 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.

The 2020-21 school year informed our goals in multiple ways. Due to the distance learning program, we closely monitored students through the virtual setting. We receive input on student progress directly from teacher observations, direct family outreach, online safety alerts, our school Psychologists, Counselors, and mental health support, classroom observations and debriefs, and through student support meetings. We are continually assessing our social-emotional, mental health, and academic support to look for gaps or areas

where our curriculum is not directly aligned with standards, and will supplement accordingly. We anticipate providing heightened support for our English Learners (ELs) and students who receive Special Education services to ensure students are responsive to the programming, and that it is differentiated, integrated, and explicitly meets their needs. We continue to implement the Common Core Standards through the Montessori model. Due to such limited in-person instruction in 20-21, we plan to place heightened focus on more deeply integrating the English Language Development (ELD) Standards within the model as well. The school currently provides a robust Response to Intervention (RTI) program which identifies and provides support to students within and outside of the classroom. Through our Positive Behavioral Intervention and Supports (PBIS) program, we train staff to identify and implement needs and ensure equitable, consistent, and practices.

Based on our learning over the 20/21 school year, we also plan to incorporate professional development opportunities that support best practices and instructional strategies for teaching ELs, research-based interventions guided by short and long-term goals, and anti-bias/anti-racism and trauma-informed practices. Through our self-analysis on the Essential Element for Montessori in the Public Sector rubric, we synthesized areas of growth which include integrating specialty classes at the elementary level, continuing to support real-world activities and applications in classrooms, and student involvement in monitoring their progress and creating their learning plan. Merging our elementary and secondary program offers us the opportunity to intentionally strengthen our policies, procedures, and practices with a culturally sustaining and anti-bias/anti-racism lens. This multi-year work informs our training and staff development, our curriculum, our communication, and how we engage with our community.

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).

In order to continue supporting the pupil learning loss, the school will use diagnostic assessments to generate baseline data to inform and develop individualized student plans. The plans will address specific gaps in learning and provide resources to meet each students' unique needs. Our model incorporates a personalized, differentiated approach to instruction so we can weave interventions, tools, and strategies into the general education setting. Our classrooms have a strong focus on observation so we can closely monitor the effectiveness of the plan and make adjustments as needed. We will utilize our tiered system of support in and outside the classroom as needed.

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.

Due to the distance learning platform the school's safety officer was not needed in the 2020-21 school year. Funds were allocated to provide credit recovery instructors, intervention programs and opportunities for remediation for students in core subject areas.

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