

Sage Oak Charter School- Keppel
School Accountability Report Card
Reported Using Data from the 2019-2020 School Year
Published During 2020-2021

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Sage Oak Charter School- Keppel
Street	1473 Ford Street #105
City, State, Zip	Redlands, CA 92373
Phone Number	(888) 435-4445
Principal	Krista Woodgrift
Email Address	kwoodgrift@sageoak.education
Website	https://www.sageoak.education/
County-District-School (CDS) Code	19-64642-0136127

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Sage Oak Charter School - Keppel
Phone Number	(888) 435-4445
Superintendent	Krista Woodgrift
Email Address	kwoodgrift@sageoak.education
Website	https://www.sageoak.education/

School Description and Mission Statement (School Year 2020-2021)

Mission Statement

Sage Oak, in collaboration with parents, teachers, students, and the school's leadership team, cultivates lifelong learners by recognizing students' and parents' needs for educational options. Sage Oak balances flexibility with accountability and high academic excellence for families seeking a non-traditional, personalized educational experience. Sage Oak understands the need for partnership in order for students to attain their personal academic goals.

Vision Statement

PERSONALIZATION: We will provide an educational experience of personalized learning and academic choice, within the state guidelines. Our learning model will afford families the peace of mind that they are participating in a program that will keep their students on track for learning, regardless of the school they attend.

SUPPORT: Our priority is to support individualized student learning by collaborating with the parent educator and the student. We will utilize staff strengths, professional development opportunities, and community resources to support our students in their journey to become lifelong learners and reach academic excellence.

ACCOUNTABILITY: We are committed to maintaining sustainability through academic, fiscal, and legal accountability. We will meet the criteria necessary to achieve renewal, ensure audit compliance annually, and continue compliance with legal regulations governing our school.

GROWTH: We are strongly committed to serving our community, which will establish us as a leader in the independent study model. We will set ourselves apart through expertise, parent support, and high academic achievement, which will benefit our stakeholders.

Core Values

Student-Centered: Our fundamental value is to provide a student-centered academic program. We ensure our parents and students are supported so that they are able to meet their educational goals.

Accountability: We build trust with stakeholders by staying compliant with state and federal regulations and operating with integrity and transparency.

Service: We value relationships and understand that we are here to provide a high level of service to our community, students, parents and one another.

Growth Mindset: We focus on working hard, learning continuously and pushing ourselves to reach new heights. We stay current on best practices, educational trends and strive to offer innovative and engaging opportunities for our students.

Standard of Excellence: We strive for a standard of excellence in all that we do. We equip students and staff with the necessary tools, resources and support to help them achieve their full potential.

Personalization: We personalize each student's educational plan and experience by tailoring curriculum and instructional strategies to maximize academic growth.

Executive Director's Message

This year, our WASC goal was to develop a rubric to measure our students' progress toward our Student Learning Outcomes (SLOs). While going through this process, our leadership team made the decision to update our SLOs in order to better align them with Sage Oak's mission, vision, and core values. We assembled a SLO committee that consisted of teachers, education advisors, and school leadership. The committee met five times over the course of the year and developed the new SLOs and the SLO rubric.

The new SLOs moving forward are as follows:

Accountability

Students are self-directed in their planning and studying by effectively using time management skills
Students demonstrate sufficient learning through work samples, learning activities, and conversation.

Service

Students make positive contributions to their local and/or global communities through their actions that demonstrate service mentality.

Growth Mindset

Students exhibit a growth mindset by seeking help when needed and persevering when challenged by advocating for their own learning.

Students are inquisitive thinkers and seek knowledge for continual learning.

Standard of Excellence

Students demonstrate higher-order thinking skills in their learning that are appropriate for their developmental level.

Students demonstrate the ability to produce solutions in academic and real-world situations through a variety of methods.

Students are on track to be college and career ready upon high school graduation.

Personalization

Students effectively communicate and demonstrate knowledge that aligns with their learning style.

Students show respect and understanding for the diversity of others.

Students create and pursue personal and academic goals.

We have also developed a robust school counseling program which includes individual, small group, and large group counseling services. The lessons range from bullying, anxiety, and mental health awareness. Our school counselor has also trained our staff on trauma informed practices so that the teachers and classified staff are equipped to support students during the COVID19 crisis.

Awards and Recognition

We maintain Western Association of Schools and Colleges (WASC) accreditation and we are National Collegiate Athletic Association (NCAA) certified. We remain members of the National Honor Society and we are a certifying organization of the President's Volunteer Service Award we are a participating school for the President's Academic Excellence Award Program.

Independent Study

Our personalized learning independent study program provides a flexible, personalized learning environment where teachers and parents partner together and collaborate to ensure the success of each student. We believe that educational success depends on positive student engagement and high levels of interaction with subject matter content, highly qualified and effective credentialed teachers, community vendors and fellow learners. We apply this philosophy by providing focused academic support from professional educators in collaboration with parental guidance and instruction. As a result, our students receive the benefits of freely scheduled, flexibly paced and individually targeted instruction.

Goals for the 2020-21 School Year

In an effort to further improve our academic achievement and support our students during the COVID19 crisis, Sage Oak has developed an academic enrichment program that is a combination of live teacher led virtual classes and at-home independent resources. This program is designed to supplement the students' core curriculum while providing connection with their teacher during the school closure.

Sage Oak will continue with the goal-setting model from Steven Covey called a Wildly Important Goal (WIG). We will continue our mathematics-based goal focused on increasing our percentage of students meeting grade-level standards in the Smarter Balanced assessment. Each department within Sage Oak has developed a new smaller goal to build upon last year's goal that will help the school as a whole to meet the larger WIG. This goal-based model aligns with our school's mission, vision and values, as well as our Local Control and Accountability Plan (LCAP) and WASC goals and we look forward to working toward this improvement.

We are also continuing our goal of fostering relationships amongst parents and students. This year, we have moved all of our social events to a virtual platform due to COVID19 restrictions, and we expect to see high attendance at our Science, Technology, Engineering and Math (STEM) day event, Cultivate and Create event, virtual talent show, spelling bee "Walk Through History" event, and our virtual Parent Summit. We also launched our LEAVES platform which includes virtual field trips, online learning adventures, and synchronous and asynchronous enrichment courses.

Our school counselor will be teaching and developing a robust program connecting social-emotional learning with college and career readiness. These lessons will be taught to our juniors and seniors in an effort to increase academic achievement through social-emotional perspectives.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	20
Grade 1	12
Grade 2	22
Grade 3	15
Grade 4	17
Grade 5	23
Grade 6	9
Grade 7	11
Grade 8	21
Grade 9	6
Grade 10	9
Grade 11	9
Grade 12	3
Total Enrollment	177

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.6
Asian	2.3
Filipino	2.3
Hispanic or Latino	32.2
White	49.7
Two or More Races	7.3
Socioeconomically Disadvantaged	27.7
English Learners	2.8
Students with Disabilities	7.9
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	14	11	16	16
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

The credentialed teacher works individually with each student, along with their parents, to create their educational plan, which includes selecting the curriculum. The curriculum is chosen based on state standards, the student’s learning style, and working level, and the educational philosophy being followed. The teachers have multiple options for curriculum, including the state-approved material list, as well as curriculum associated with various educational philosophies. The school has provided teachers and parents with a list of recommended standards-aligned, research-based curriculum for all content areas.

In addition, the parents and teachers are trained on multiple educational philosophies, including but not limited to curriculum alignment, daily learning schedules, course plans and the research behind each philosophy.

The teachers also have access to a curriculum director to help in the selection of the appropriate materials for each student.

English learner (EL) students have access to a standards-aligned English language development curriculum.

Intervention students have access to standards-aligned intervention curriculum in the areas of mathematics and reading, as well as tutoring.

In addition, the school provides access for all students to online grade-level standards curriculum through a variety of online programs such as MobyMax, i-Ready, BrainPop, Gizmos, YUP and Road Trip Nation.

There are many community providers to choose from when selecting a curriculum. We have a searchable community provider database on the Sage Oak website that shows the various options.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts			0%
Mathematics			0%
Science			0%
History-Social Science			0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Sage Oak Charter School- Keppel is home-based; therefore, the administrative office is the only facility.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: N/A

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		N/A
Interior: Interior Surfaces		N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		N/A
Electrical: Electrical		N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains		N/A
Safety: Fire Safety, Hazardous Materials		N/A
Structural: Structural Damage, Roofs		N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		N/A
Overall Rating		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	49	N/A	34	N/A	50	N/A
Mathematics (grades 3-8 and 11)	31	N/A	23	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	25	N/A	15	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Sage Oak has credentialed CTE teachers on staff for Health Sciences & Medical Technology, Business, and Marketing/Finance.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	25

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

Sage Oak has a school site council (SSC) that meets several times a year to provide input on the operations of our school. The SSC consists of three parents, three teachers, two students, one classified employee, and one administrator.

The SSC is a decision-making committee that oversees:

SPSA (School Plan for Student Achievement) that identifies academic goals and drives the school's instructional program.

Continuously planning, monitoring, revising, and reviewing effectiveness

Including budgets and expenditures for strategies and actions in the SPSA

Ensure that the SPSA is aligned to the LCAP

Categorical Budgets: Title I

Parent and Family Engagement Policy

School-Parent Compact

Additionally, our parents serve as day-to-day teacher support and are highly involved in the personalized learning plan of the students in our schools. They decide what learning philosophy to follow, and with the support of their credentialed teacher, select curriculum and classes to best support their individual needs.

For more information on how to become involved at the school, please contact Stephanie Gormarko, parent coordinator at SGomarko@sageoak.education.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate		11.1	--		11.1	--	9.1	9.6	9
Graduation Rate		11.1	--		11.1	--	82.7	83	84.5

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.0	2.5	3.3	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0		
Expulsions	0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The school safety plan was last reviewed and updated with staff in February 2021.

The school safety plan ensures emergency preparedness at learning period meetings, test sites, field trips, staff meetings and at the school office. It also encompasses required trainings and school expectations in regards to a mandated reporter, sexual harassment, blood-borne pathogens and active shooter. The expectations of conduct for students/parents/guardians/staff, bullying and hate crime reporting are also included.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K									1	1		
5									2	4		
Other**									9	15	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	2	2			1	18			2	17		
Mathematics	1	3			2	12			4	8		
Science	2	2			1	8			2	7		
Social Science	1	3			1	13			3	6		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	10.2

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site				
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2019-2020)

Sage Oak Charter Schools has accepted Title 1, Part A federal funds to assist us in serving our at-promise students. Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to schools to meet the needs of educationally at-risk students (AKA at-promise students). The goal of Title I is to provide extra instructional and curricular service and/or activities which support students identified as at-risk of failing to meet the state's challenging performance standards, most specifically in math or English/language-arts. In receiving these funds, there are certain requirements that the school must complete.

Requirements:

- Single Plan for School Achievement (SPSA)
- School Site Council (SSC)
- Family and Parent Engagement Policy
- School-Parent Compact
- Parents Right to Know
- School Accountability Report Card (SARC)

Title 1- Eligible Sage Oak students include:

- students identified as economically disadvantaged
- students with disabilities
- migrant students
- homeless students
- English learners
- students who are below grade-level and identified as failing, or most at risk of failing, to meet the challenging state academic standards.

Title 1 funding provided all or a portion of the cost of the following resources:
 Elementary and Secondary Intervention Program
 School Provided Online Subscriptions
 Teacher Trainings
 Parent Trainings

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$50,574
Mid-Range Teacher Salary		\$76,649
Highest Teacher Salary		\$98,993
Average Principal Salary (Elementary)		\$125,150
Average Principal Salary (Middle)		\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary		\$193,925
Percent of Budget for Teacher Salaries	32.0	34.0
Percent of Budget for Administrative Salaries	5.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14