

Sage Oak Charter School - South

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Sage Oak Charter School - South
Street	1473 Ford Street
City, State, Zip	Redlands, CA 92373-3913
Phone Number	888-435-4445
Principal	Lana Beshara
Email Address	lbeshara@sageoak.education
School Website	https://www.sageoak.education/
County-District-School (CDS) Code	37-75416-0139378

2022-23 District Contact Information

District Name	Sage Oak Charter School - South
Phone Number	888-435-4445
Superintendent	Krista Woodgrift
Email Address	kwoodgrift@sageoak.education
District Website Address	https://www.sageoak.education

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A message from the Superintendent, Krista Woodgrift.

Personalized Learning Academy & Virtual Learning Academy

Our TK-12 Personalized Learning Academy independent study program provides a flexible, personalized learning environment where teachers and parents partner together to ensure the success of each student through access to high-quality curriculum, community vendors, Career and Technical Education (CTE) offerings, community college dual enrollment opportunities, collaboration opportunities with fellow learners, and oversight by highly qualified credentialed teachers. For families seeking an online or hybrid option, our high school offers a wide variety of live and self-paced online courses and our K-8 Virtual Learning Academy offers students three days of virtual instruction and two days of independent study.

Sage Oak also proudly offers live core and enrichment courses to all students on a daily or weekly basis taught by credentialed Sage Oak teachers in compliance with new California legislation. On Fridays, all Sage Oak students are invited to attend “Sage Stage” events which feature enriching live guest speakers such as scientists, animal experts, book authors, musicians, and more. New this year, we have also developed a podcast that reaches our Sage Oak community in a diverse and creative way.

Field Trips and Events

Sage Oak continues to host field trips, educational events, enrichment online classes, parent trainings, and social gatherings in accordance with safety protocols.

Counseling Support

The counseling department provides social-emotional, academic, college, and career development support for all Sage Oak students. We share resources with our students through weekly live classes, recorded lesson content videos, monthly parent workshops, and resources emailed, posted on our website, and shared directly by students’ teachers. We also provide small group support and one-on-one counseling for students.

Educational Partnerships

Sage Oak continues to value the input of our educational partners. Parents and students have the opportunity to provide insight and feedback on Sage Oak’s decision-making throughout each school year via surveys, by joining the School Site Council (SSC), and by joining the English Learner Advisory Committee (ELAC). In addition, a “Question of the Week” is asked of all

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educational partners, providing them the opportunity to submit valuable input on a variety of topics and school programs. Teachers, parents, administrators, students, and support staff work together to advise, develop, and/or monitor the school plans for student achievement, the School-Parent Compact, the Parent/Guardian and Family Engagement Policy, and the English Learner Master Plan. Sage Oak leadership also utilizes the feedback from the SSC to address topics regarding the school's safety plan, virtual learning, and spending of one-time funding from the state and federal government.

Awards and Recognition

Sage Oak Charter School maintains Western Association of Schools and Colleges (WASC) accreditation and is National Collegiate Athletic Association (NCAA) certified. Sage Oak remains a member of the National Honor Society and is a certifying organization of the President's Volunteer Service Award and the President's Academic Excellence Award Program.

2021-2024 Goals

Sage Oak's 2021-2024 goals are as follows:

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

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

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

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

In addition, the Sage Oak leadership team has developed a comprehensive strategic plan that prioritizes student achievement and teacher engagement and has completed its first year of executing this plan in order to build the sustainable future of Sage Oak.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	51
Grade 1	38
Grade 2	30
Grade 3	43
Grade 4	42
Grade 5	46
Grade 6	35
Grade 7	29
Grade 8	34
Grade 9	16
Grade 10	35
Grade 11	13
Grade 12	7
Total Enrollment	419

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.5
American Indian or Alaska Native	0.2
Asian	2.1
Black or African American	1.9
Filipino	0.5
Hispanic or Latino	35.1
Native Hawaiian or Pacific Islander	0.0
Two or More Races	10.0
White	48.7
English Learners	0.7
Foster Youth	0.0
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	27.7
Students with Disabilities	12.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	84.33	86.00	57.63	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.50	0.33	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.60	1.08	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.80	14.96	58.00	38.89	12115.80	4.41
Unknown	0.20	0.69	3.00	2.05	18854.30	6.86
Total Teaching Positions	32.00	100.00	149.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.20	87.05	108.20	60.76	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.40	0.87	0.60	0.37	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.90	10.80	64.50	36.23	11953.10	4.28
Unknown	0.50	1.23	4.60	2.63	15831.90	5.67
Total Teaching Positions	46.10	100.00	178.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.40
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.40

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	4.80	4.90
Total Out-of-Field Teachers	4.80	4.90

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	50.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 curricula for all content areas, including a required curriculum list for math, reading for foundational skills, reading for informational text, and writing.

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

The teachers also have access to the Education Services department 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 curricula in the areas of mathematics and reading, as well as virtual small-group tutoring and reading specialists.

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, Read 180 Universal, and System 44.

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.

Year and month in which the data were collected

August 2019

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%

School Facility Conditions and Planned Improvements

Sage Oak Charter School - South is a home-based program. Therefore, the administrative office is the only facility.

Year and month of the most recent FIT report

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	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				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 Facility Rate

Exemplary	Good	Fair	Poor
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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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	57	N/A	55	N/A	47
Mathematics (grades 3-8 and 11)	N/A	43	N/A	41	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	225	97.40	2.60	57.33
Female	121	118	97.52	2.48	61.02
Male	110	107	97.27	2.73	53.27
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	76	96.20	3.80	52.63
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	25	25	100.00	0.00	68.00
White	119	116	97.48	2.52	59.48
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	60	58	96.67	3.33	53.45
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	37	35	94.59	5.41	22.86

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	225	97.40	2.60	42.67
Female	121	118	97.52	2.48	43.22
Male	110	107	97.27	2.73	42.06
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	79	76	96.20	3.80	31.58
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	25	25	100.00	0.00	56.00
White	119	116	97.48	2.52	47.41
English Learners	0	0	0.00	0.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	11	10	90.91	9.09	--
Socioeconomically Disadvantaged	60	58	96.67	3.33	41.38
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	37	35	94.59	5.41	17.14

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	44.09		26.32	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	93	97.89	2.11	44.09
Female	48	48	100	0	41.67
Male	47	45	95.74	4.26	46.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	34	97.14	2.86	41.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100	0	27.27
White	45	44	97.78	2.22	47.73
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	24	92.31	7.69	41.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

2021-22 Career Technical Education Programs

Sage Oak has credentialed CTE teachers on staff for Child Development and Art, Media & Entertainment. Sage Oak currently supports students in completing the following pathways at the local community colleges:

Health Science & Medical Technology
 Marketing, Sales, & Services
 Information & Communication Technologies
 Automotive
 Fashion & Interior Design

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	4
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	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	98.59
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	57.14

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	97.8%	97.8%
Grade 7	96.2%	100%	96.2%	96.2%	100%
Grade 9	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Sage Oak has a school site council (SSC) that meets on a monthly basis 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 School Site Council (SSC) is a decision-making committee that contributes to continuously planning, monitoring, revising, and reviewing the effectiveness of budgets, expenditures, strategies, and actions in the School Plan for Student Achievement (SPSA) that identify academic goals and drive the school's instructional program. In addition, the SSC ensures the SPSA is aligned with the LCAP. The SSC provides oversight of Categorical Budgets to ensure Title I: Federal funds are to be used to support at-risk students at risk of not meeting the academic standards; ensure meaningful parent/guardian and family involvement through the Family Parent Involvement Policy; and ensure that the responsibility for improved student academic achievement will be shared by parents/guardians, students, and the entire charter school staff as outlined in the School-Parent Compact.

The English Learner Parent Advisory Committee (ELAC) provides parents opportunities to contribute to the development of a site plan for English learners that is submitted to the School Site Council for consideration, assists in the development of the schoolwide needs assessment, and promotes parent awareness of the importance of regular school attendance.

Additionally, our parents are highly involved in the personalized learning plan of the students in our schools. The teacher, parent, and student work together and discuss learning philosophies to follow, curriculum to select, and classes to best support individual student needs. Parent feedback is solicited throughout the year both informally through learning period meetings and teacher interaction, as well as formally through the weekly surveys, annual LCAP survey, WASC accreditation parent educational partner groups, and the end-of-the-year parent survey to inform decision-making. For more information on how to become involved at the school, please contact Kristin Aschbrenner at kaschbrenner@sageoak.education.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate			--		16.7	14.3		8.9	7.8
Graduation Rate			--		53.7	63.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	--	--	--
American Indian or Alaska Native	0	0	0.0
Asian	0	0	0.0
Black or African American	0	0	0.0
Filipino	0	0	0.0
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	--	--	--
English Learners	0	0	0.0
Foster Youth	0	0	0.0
Homeless	0	0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	0	0	0.0

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	442	428	13	3.0
Female	230	223	4	1.8
Male	211	205	9	4.4
American Indian or Alaska Native	1	1	0	0.0
Asian	9	9	0	0.0
Black or African American	10	10	0	0.0
Filipino	2	2	0	0.0
Hispanic or Latino	156	149	5	3.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	45	43	3	7.0
White	213	208	5	2.4
English Learners	3	3	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	135	129	4	3.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	70	66	2	3.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.18	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.11	0.37	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The school safety plan was last reviewed in December 2022 and will be updated and board approved by March 1, 2023.

The school safety plan ensures emergency preparedness at learning period meetings, test sites, school events, staff meetings, and the school office. It also encompasses required biennial and annual staff safety trainings as well as school expectations in regard to first aid, mandated reporters, sexual harassment, and suicide prevention/procedures. The expectations of conduct for students/parents/guardians/staff, bullying, and hate crime reporting are also included.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	1	1		
6	5	1		
Other	13	20	6	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	3		
1	1	2		
2	1	1		
3	1	3		
4	1	2		
5	1	3		
Other	11	16	9	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1		
1	1	3		
2	1	7		
3	1	2		
4	1	3		
5	1	8		
6	1	6		
Other	9	27	7	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	10		
Mathematics	3	14		
Science	2	9		
Social Science	2	9		

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	33		
Mathematics	2	31		
Science	2	27		
Social Science	2	26		

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	40		
Mathematics	2	44		
Science	1	32		
Social Science	2	33		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	419

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	3.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	3.0
Resource Specialist (non-teaching)	
Other	15.4

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,867.07	\$1,700.94	\$5,166.13	\$60,667.26
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	-24.3	-18.5

2021-22 Types of Services Funded

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 services and/or activities that 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:

- School Plan for School Achievement (SPSA)
- School Site Council (SSC)
- Family and Parent Engagement Policy
- School-Parent Compact
- Parent's 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/Foster students
- English learners
- Students performing 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 programs
- Online educational support subscriptions
- Technology

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$46,419
Mid-Range Teacher Salary		\$69,902
Highest Teacher Salary		\$97,912
Average Principal Salary (Elementary)		\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)		\$122,212
Superintendent Salary		\$150,971
Percent of Budget for Teacher Salaries	28%	29%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	2.8
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

Sage Oak Charter School - South holds a biannual two-day Summit dedicated to the continuous professional development and improvement of all staff members. In addition, teachers attend weekly PLCs throughout the school year to further participate in training and collaboration opportunities to further support the success of each student.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	28