# Sage Oak Charter School- Keppel
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 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.<br><br>- 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/.<br><br>- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.<br><br>- 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. |
|---|---|

## 2023-24 School 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 | Chelsey Anema |
| Email Address | canema@sageoak.education |
| School Website | www.sageoak.education |
| County-District-School (CDS) Code | 19-64642-0136127 |

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

Personalized Learning

The Sage Oak TK-12 independent study program provides a flexible, personalized learning environment where credentialed teachers and parents partner to ensure the success of each student through access to a high-quality curriculum, collaboration opportunities with fellow learners, and a rigorous intervention program. Sage Oak teachers support families by offering their expert guidance when choosing community providers, Career and Technical Education (CTE) offerings, and community college dual enrollment opportunities.

Sage Oak also proudly offers a variety of synchronous instruction options including both core academic courses and enrichment courses for all students daily. On Fridays, students are invited to attend "Sage Stage" events which feature enriching live guest speakers such as scientists, animal experts, book authors, musicians, and more. We also produce a dedicated "Sage Studio" podcast that reaches and informs our Sage Oak community diversely and creatively.

Field Trips and Community Events
Sage Oak continues to provide in-person field trips, educational events, online and in-person enrichment classes, parent training, and social gatherings in all geographical areas that we serve.

Counseling Support
The counseling department provides social-emotional, academic, college, and career development support for all Sage Oak

## 2023-24 School Description and Mission Statement

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 or by joining the Parent Advisory Committee (PAC),  or the English Learner Advisory Committee (ELAC). In addition, a monthly community feedback survey is distributed to our families, providing them the opportunity to submit valuable input on a variety of topics, including events, field trips, 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 PAC 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. Sage Oak - Keppel 11th grade students ranked first in the state of California for their scores in English-Language Arts on the 2022-23 CAASPP (California Assessment of Student Performance and Progress) tests. Sage Oak will be Advancement Via Individual Determination (AVID) certified by the end of the 2023-24 school year.

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

Goal #1: We will improve the academic achievement of all students, 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 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 three-year strategic plan that prioritizes student achievement and teacher engagement and has completed its first year of executing this plan to build the sustainable future of Sage Oak.

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 76 |
| Grade 1 | 54 |
| Grade 2 | 47 |
| Grade 3 | 36 |
| Grade 4 | 38 |
| Grade 5 | 36 |
| Grade 6 | 37 |
| Grade 7 | 36 |
| Grade 8 | 23 |
| Grade 9 | 15 |
| Grade 10 | 11 |
| Grade 11 | 18 |
| Grade 12 | 10 |
| Total Enrollment | 437 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 49.4% |
| Male | 50.6% |
| American Indian or Alaska Native | 0.2% |
| Asian | 4.6% |
| Black or African American | 2.7% |
| Filipino | 2.1% |
| Hispanic or Latino | 44.9% |
| Two or More Races | 5.5% |
| White | 39.4% |
| English Learners | 3% |
| Homeless | 0.2% |
| Socioeconomically Disadvantaged | 44.4% |
| Students with Disabilities | 14.9% |

| A. Conditions of Learning | **State Priority: Basic** |
| --- | --- |

**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) | 18.30 | 86.24 | 121.30 | 91.05 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 4.00 | 3.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 3.00 | 2.25 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 2.90 | 13.76 | 3.90 | 2.95 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 1.00 | 0.75 | 18854.30 | 6.86 |
| Total Teaching Positions | 21.20 | 100.00 | 133.20 | 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) | 40.90 | 91.67 | 141.40 | 89.65 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 4.00 | 2.54 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 8.60 | 5.45 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 3.40 | 7.75 | 3.40 | 2.19 | 11953.10 | 4.28 |
| Unknown | 0.20 | 0.58 | 0.20 | 0.16 | 15831.90 | 5.67 |
| Total Teaching Positions | 44.60 | 100.00 | 157.70 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| **Vacant Positions** | 0.00 | 0.00 |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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** | 2.90 | 3.40 |
| **Total Out-of-Field Teachers** | 2.90 | 3.40 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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 | 0 |
| **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 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Our credentialed teachers work individually with each student, and their parents, to create a personalized education plan, which includes curriculum selection. The curriculum is chosen based on state standards, the student's learning style and working level, as well as the parent's chosen educational philosophy. The teachers have various options for curriculum, including state-approved materials, as well as curriculum aligned 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.

The parents are encouraged to utilize Sage Oak's custom Interactive Curriculum Guide to pinpoint student learning styles and parent educational philosophies. The Guide collects information from parents about their students and ultimately provides a personalized list of curriculum options that appeal to the student and parent alike.

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 Student Services department to help in the selection of appropriate materials for each student. When requested, the Curriculum Coordinator works closely with teachers to determine strong curricular options for the students on their roster. Curriculum plays a large role in Sage Oak's personalized learning model.

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

Intervention students have access to standards-aligned intervention curricula in 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 various online programs such as MobyMax, i-Ready, BrainPop, Generation Genius, Raz Kids, Read 180 Universal, and System 44.

There is an abundance of 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 community provider options.

| Year and month in which the data were collected | August 2023 |
|---|---|

| 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) | N/A | N/A | 0% |

## School Facility Conditions and Planned Improvements

Sage Oak Charter School - Keppel 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 |
|---|---|---|---|
| | | | |

| **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 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).

**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.

## 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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 55 | 64 | 30 | 31 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 47 | 47 | 19 | 20 | 33 | 34 |

## 2022-23 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 | 218 | 213 | 97.71 | 2.29 | 63.85 |
| Female | 113 | 111 | 98.23 | 1.77 | 68.47 |
| Male | 105 | 102 | 97.14 | 2.86 | 58.82 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 15 | 15 | 100.00 | 0.00 | 66.67 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 92 | 92 | 100.00 | 0.00 | 57.61 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 93 | 88 | 94.62 | 5.38 | 69.32 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 93 | 89 | 95.70 | 4.30 | 51.69 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 36 | 33 | 91.67 | 8.33 | 24.24 |

## 2022-23 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 | 218 | 213 | 97.71 | 2.29 | 47.42 |
| Female | 113 | 111 | 98.23 | 1.77 | 46.85 |
| Male | 105 | 102 | 97.14 | 2.86 | 48.04 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 15 | 15 | 100.00 | 0.00 | 73.33 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 92 | 92 | 100.00 | 0.00 | 30.43 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 93 | 88 | 94.62 | 5.38 | 57.95 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 93 | 89 | 95.70 | 4.30 | 33.71 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 36 | 33 | 91.67 | 8.33 | 18.18 |

## 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.

Science test results include the CAST 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 CAST 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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 45.28 | 51.85 | 12.67 | 13.65 | 29.47 | 30.29 |

## 2022-23 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 | 84 | 82 | 97.62 | 2.38 | 51.22 |
| Female | 45 | 44 | 97.78 | 2.22 | 54.55 |
| Male | 39 | 38 | 97.44 | 2.56 | 47.37 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 35 | 35 | 100.00 | 0.00 | 40.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 38 | 36 | 94.74 | 5.26 | 58.33 |
| English Learners | 0 | 0 | 0 | 0 | 0 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 35 | 34 | 97.14 | 2.86 | 41.18 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 17 | 16 | 94.12 | 5.88 | 18.75 |

## 2022-23 Career Technical Education Programs

Sage Oak Charter School - Keppel has credentialed CTE teachers on staff for

Child Development
Computer Science
Art, Media & Entertainment

Sage Oak also currently supports students in completing the following CTE pathways at the local community colleges:

Health Science & Medical Technology
Marketing, Sales, & Services
Information & Communication Technologies
Automotive
Public Service

## 2022-23 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 |
|---|---|
| **2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission** | 98.15 |
| **2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission** | 40 |

## 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.

### 2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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 | 100 | 100 |
| Grade 7 | 100 | 97 | 97 | 97 | 97 |
| 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.

### 2023-24 Opportunities for Parental Involvement

Sage Oak Charter School - Keppel has a Parent Advisory Committee (PAC) that meets four times a year to provide input and support to the operations of our school. The committee consists of ten parents, one coordinator, one facilitator, and three administrators. The PAC facilitates communication and collaboration between parents and Sage Oak. They serve as a bridge between parents and the school, ensuring that their voices are heard, concerns are addressed, and their feedback is considered in decision-making processes. The PAC also provides input on policies and programs to ensure they align with the needs and expectations of parents and their children. The PAC fosters a sense of community among parents, staff, and students by focusing on a shared vision and the school's mission statement and core values.

The English Learner Parent Advisory Committee (ELAC) meets four times a year as well and provides parents with opportunities to contribute to the development of a site plan for English learners that is submitted to the Parent Advisory Committee (PAC) for consideration. ELAC also assists in the development of the schoolwide needs assessment and promotes parent awareness of the importance of regular school attendance. ELAC collaborates with teachers, administrators, and other school staff to ensure that the needs of English learners are met effectively, which fosters communication and collaboration between parents or guardians of English learners and the school administration. This collaboration may involve discussing teaching strategies, identifying areas of concern, and brainstorming solutions to improve language acquisition and academic success.

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.

## 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 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| **Dropout Rate** | | | 0 | | | 0 | 9.4 | 7.8 | 8.2 |
| **Graduation Rate** | | | 100 | | | 100 | 83.6 | 87 | 86.2 |

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 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** | 11 | 11 | 100.0 |
| **Female** | -- | -- | -- |
| **Male** | -- | -- | -- |
| **Non-Binary** | | | |
| **American Indian or Alaska Native** | 0 | 0 | 0.00 |
| **Asian** | 0 | 0 | 0.00 |
| **Black or African American** | 0 | 0 | 0.00 |
| **Filipino** | 0 | 0 | 0.00 |
| **Hispanic or Latino** | -- | -- | -- |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0.00 |
| **Two or More Races** | 0 | 0 | 0.00 |
| **White** | -- | -- | -- |
| **English Learners** | -- | -- | -- |
| **Foster Youth** | 0.0 | 0.0 | 0.0 |
| **Homeless** | 0.0 | 0.0 | 0.0 |
| **Socioeconomically Disadvantaged** | -- | -- | -- |
| **Students Receiving Migrant Education Services** | 0.0 | 0.0 | 0.0 |
| **Students with Disabilities** | -- | -- | -- |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 467 | 454 | 4 | 0.9 |
| Female | 231 | 223 | 1 | 0.4 |
| Male | 236 | 231 | 3 | 1.3 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 1 | 1 | 0 | 0.0 |
| Asian | 22 | 21 | 0 | 0.0 |
| Black or African American | 13 | 13 | 0 | 0.0 |
| Filipino | 9 | 9 | 0 | 0.0 |
| Hispanic or Latino | 213 | 204 | 3 | 1.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 25 | 25 | 0 | 0.0 |
| White | 181 | 178 | 1 | 0.6 |
| English Learners | 14 | 13 | 0 | 0.0 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 3 | 2 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 212 | 207 | 1 | 0.5 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 80 | 80 | 2 | 2.5 |

## 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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 0.00 | 0.00 | 0.00 | 4.77 | 4.41 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.03 | 0.03 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

## 2023-24 School Safety Plan

The school safety plan was last reviewed in December 2023 and will be updated and board approved by March 1, 2024.

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.

## 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 | 1 | | |
| 2 | 1 | 1 | | |
| 3 | 1 | 1 | | |
| Other | 21 | 2 | 6 | |

## 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 | 2 | 3 | | |
| 1 | 1 | 4 | | |
| 2 | 2 | 2 | | |
| 3 | 1 | 6 | | |
| 4 | 1 | 5 | | |
| 5 | 1 | 3 | | |
| 6 | 1 | 6 | | |
| Other | 6 | 30 | 4 | |

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 5 | 0 | 0 |
| 1 | 2 | 4 | 0 | 0 |
| 2 | 2 | 4 | 0 | 0 |
| 3 | 2 | 6 | 0 | 0 |
| 4 | 2 | 3 | 0 | 0 |
| 5 | 3 | 3 | 0 | 0 |
| 6 | 4 | 10 | 0 | 0 |
| Other | 9 | 23 | 4 | 0 |

## 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 | 26 | | |
| Mathematics | 2 | 29 | | |
| Science | 2 | 15 | | |
| Social Science | 2 | 20 | | |

## 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 | 1 | 29 | | |
| Mathematics | 1 | 28 | | |
| Science | 1 | 21 | | |
| Social Science | 1 | 22 | | |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 | 1 | 41 | 0 | 0 |
| Mathematics | 1 | 49 | 0 | 0 |
| Science | 1 | 24 | 0 | 0 |
| Social Science | 1 | 32 | 0 | 0 |

## 2022-23 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 | 218 |

## 2022-23 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) | 2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | 2 |
| Psychologist | 4 |
| Social Worker | 1 |
| Nurse | |
| Speech/Language/Hearing Specialist | 4 |
| Resource Specialist (non-teaching) | 3 |
| Other | 14 |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | $6,596.20 | $1,553.05 | $5,043.15 | $60,667.26 |
| District | N/A | N/A | | $79,395 |
| Percent Difference - School Site and District | N/A | N/A | | -25.0 |
| State | N/A | N/A | $7,607 | $88,288 |
| Percent Difference - School Site and State | N/A | N/A | -26.7 | -33.0 |

## Fiscal Year 2022-23 Types of Services Funded

Sage Oak Charter School - Keppel 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:
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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | $45,629 | $54,046 |
| Mid-Range Teacher Salary | $82,240 | $84,515 |
| Highest Teacher Salary | $104,851 | $110,867 |
| Average Principal Salary (Elementary) | $126,734 | $136,841 |
| Average Principal Salary (Middle) | $0 | $141,477 |
| Average Principal Salary (High) | $0 | $137,985 |
| Superintendent Salary | $191,360 | $217,473 |
| Percent of Budget for Teacher Salaries | 27.52% | 32.43% |
| Percent of Budget for Administrative Salaries | 4.89% | 5.62% |

## 2022-23 Advanced Placement (AP) Courses

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

| | |
|---|---|
| **Percent of Students in AP Courses** | 1.9 |

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** | 1 |
| **Science** | 0 |
| **Social Science** | 0 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 1 |

## Professional Development

Sage Oak Charter School - Keppel holds both a biannual two-day Summit as well as a biannual single-day Summit dedicated to the continuous professional development and improvement of all staff members. In addition, teachers attend PLCs throughout the school year to 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 | 2021-22 | 2022-23 | 2023-24 |
|---|:---:|:---:|:---:|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 14 | 28 | 37 |