Sage Oak Charter School- Keppel
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address:	1473 Ford St. Redlands, CA , 92373-3913	**Principal:**	Chelsey Anema
Phone:	(888) 435-4445	**Grade Span:**	K-12

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

About This School

Chelsey Anema

📍 Principal, Sage Oak Charter School- Keppel

Contact

Sage Oak Charter School- Keppel
1473 Ford St.
Redlands, CA 92373-3913

Phone: (888) 435-4445
Email: canema@sageoak.education

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

School Name	Sage Oak Charter School- Keppel
Street	1473 Ford St.
City, State, Zip	Redlands, CA , 92373-3913
Phone Number	(888) 435-4445
Principal	Chelsey Anema
Email Address	canema@sageoak.education
Website	www.sageoak.education
Grade Span	K-12
County-District-School (CDS) Code	19646420136127

School Description and Mission Statement (School Year 2025–26)

At Sage Oak Charter Schools, our mission is to educate students through a personalized and collaborative learning approach, empowering them to lead purposeful and productive lives. We believe every student deserves an education that honors their individuality, cultivates their strengths, and nurtures a lifelong love of learning.

Sage Oak is founded on the belief that learning should be as unique as each student we serve. Our programs are designed to meet students where they are and support them as they grow. The Personalized Learning Academy provides a flexible, standards-based educational experience where families partner with a credentialed teacher to create a customized learning plan that aligns with each child's goals, interests, and learning style—integrating engaging curriculum, flexible pacing, and real-world experiences that inspire passion and ownership of learning. The Virtual Learning Academy provides a collaborative virtual classroom environment with live instruction, a community of peers, and digital engagement. Our High School program empowers students through a personalized four-year

plan, offering diverse pathways, including concurrent enrollment at community colleges, industry-aligned courses, and meaningful extracurricular experiences, all designed to prepare graduates to thrive in college, career, and life.

For our TK–8 students, the Oakschool Program provides live synchronous instruction, engaging core curriculum, and a broad catalog of more than 220 courses that foster curiosity, creativity, and foundational skills. Through a balance of rigorous academics and hands-on, project-based learning, students gain a strong educational foundation while exploring areas of interest that align with future Career Technical Education (CTE) options. For our high school students, Sage Oak's CTE pathways enable deeper specialization in Child Development, Sports Medicine, Information Technology, Arts, Media and Entertainment, and Entrepreneurship. Through hands-on learning, industry-aligned coursework, and field experiences, students gain practical skills, explore real-world careers, and build the confidence to pursue their postsecondary goals.

In addition to our core and enrichment academics, Sage Oak offers a wide range of student engagement opportunities, including field trips, social events, virtual clubs, and in-person meetups that foster connection and community. Our Program for Advanced and Gifted Education provides gifted and high-achieving students in grades 3–8 with specialized events, guest speakers, advising support, and enrichment experiences tailored to their advanced learning needs. These experiences and collaborative learning opportunities further nurture self-awareness, problem-solving, and growth-mindset habits that help students develop essential life skills.

We are committed to supporting the whole child through a robust Multi-Tiered System of Supports framework, providing intervention, counseling, mental health services, and academic guidance. Our targeted programs for English Learners and students with special education needs ensure equitable access to personalized learning opportunities and success for every student.

As a forward-thinking organization, Sage Oak continues to lead the way in innovative education. We are embracing cutting-edge technology and artificial intelligence to enhance personalized learning, streamline systems, and expand opportunities for students and staff. By integrating innovative learning tools and data-informed practices, we are creating dynamic, adaptive learning environments that meet the needs of today's learners and prepare them for the future.

Our work is guided by Sage Oak's core values of SAGE- Service, Accountability, Growth Mindset, and Excellence, which reflect our collective commitment to collaborative partnerships, innovation, and ensuring every student reaches their fullest potential. We are proud of the accomplishments of our students, staff, and families, and remain dedicated to providing a high-quality, student-centered education that prepares all learners for success.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Kindergarten	73
Grade 1	33
Grade 2	50
Grade 3	47
Grade 4	49
Grade 5	24
Grade 6	32
Grade 7	30
Grade 8	42
Grade 9	14
Grade 10	16
Grade 11	16
Grade 12	15
Total Enrollment	441
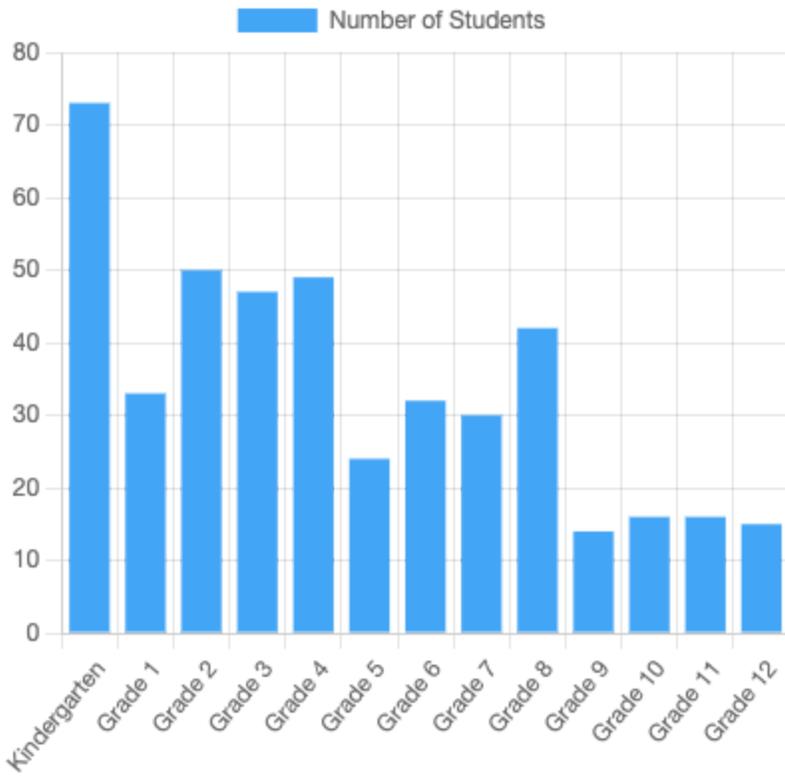
Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	47.80%
Male	52.20%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	5.20%
Black or African American	4.30%
Filipino	1.80%
Hispanic or Latino	49.90%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	5.70%
White	32.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.80%
Foster Youth	0.00%
Homeless	1.40%
Migrant	0.00%
Socioeconomically Disavantaged	49.00%
Students with Disabilities	10.90%

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 Preparation and Placement (School Year 2021–22)

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/Incomplete/NA	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%

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	77.70	87.74%	172.70	86.11%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	1.13%	4.00	1.99%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	14.00	6.98%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.30	10.54%	9.30	4.66%	11746.90	4.23%
Unknown/Incomplete/NA	0.50	0.60%	0.50	0.26%	14303.80	5.15%
Total Teaching Positions	88.60	100.00%	200.60	100.00%	277698.00	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.

Teacher Preparation and Placement (School Year 2023–24)

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)	81.70	91.42%	166.20	84.85%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	5.00	2.55%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	17.00	8.67%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.40	6.07%	5.40	2.77%	12112.80	4.34%
Unknown/Incomplete/NA	2.20	2.50%	2.20	1.14%	13705.80	4.91%
Total Teaching Positions	89.40	100.00%	195.90	100.00%	278927.10	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.00	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.00	0	0.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	3.40	9.3	5.40
Total Out-of-Field Teachers	3.40	9.3	5.40

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
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%	0%	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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Sage Oak Charter Schools provide a personalized learning model in which credentialed teachers collaborate with students and parents to develop individualized education plans. Each plan includes curriculum selections tailored to the student's academic needs, learning style, and the family's educational philosophy, ensuring alignment with state standards and academic rigor.

Students have access to a comprehensive list of high-quality, standards-aligned, and research-based instructional materials across all core subjects, including explicit approved curriculum lists for mathematics, reading for foundational skills, reading for informational text, and writing.

To support personalized instruction, Sage Oak offers the Interactive Curriculum Guide (ICG), a custom tool for parents that identifies each student's learning style and educational philosophy. The ICG generates a curated list of curriculum options, which teachers use as a foundation for designing individualized learning plans.

Sage Oak ensures equitable access to standards-aligned materials for all students. English Learners receive ELD curriculum aligned with state standards, and intervention students are supported with research-based reading and math interventions (via Read 180, TransMath, and Zearn), small-group tutoring, and reading specialists. All students also have access to grade-level online skills/lessons via IXL and iReady.

Year and month in which the data were collected: 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of 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 Lab Eqpmt (Grades 9-12)	N/A	0

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

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 assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	56%	56%	28%	26%	47%	48%
Mathematics (grades 3-8 and 11)	44%	50%	20%	20%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	237	234	98.73%	1.27%	56.41%
Female	117	116	99.15%	0.85%	61.21%
Male	120	118	98.33%	1.67%	51.69%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	12	12	100.00%	0.00%	66.67%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	109	109	100.00%	0.00%	46.79%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	17	17	100.00%	0.00%	64.71%
White	88	86	97.73%	2.27%	63.95%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	111	110	99.10%	0.90%	47.27%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	28	93.33%	6.67%	25.00%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected

student population is ten or fewer.

Note: 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 Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	237	234	98.73%	1.27%	50.43%
Female	117	116	99.15%	0.85%	50.00%
Male	120	118	98.33%	1.67%	50.85%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	12	12	100.00%	0.00%	50.00%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	109	109	100.00%	0.00%	35.78%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	17	17	100.00%	0.00%	58.82%
White	88	86	97.73%	2.27%	66.28%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	111	110	99.10%	0.90%	40.91%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	30	28	93.33%	6.67%	28.57%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	54.55%	54.35%	16.06%	15.18%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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 Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	92	92	100.00%	0.00%	54.35%
Female	46	46	100.00%	0.00%	56.52%
Male	46	46	100.00%	0.00%	52.17%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	41	41	100.00%	0.00%	39.02%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	32	32	100.00%	0.00%	71.88%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	41.86%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

Sage Oak Charter Schools has credentialed CTE teachers on staff for:
- Child Development & Family Services
- Information Technology
- Art, Media & Entertainment

Sage Oak also currently supports students in completing the following CTE pathways at the local community colleges:
- Sports Medicine
- Business
- Health Science & Medical Technology
- Marketing, Sales, & Services
- Automotive
- Public Service

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	27
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	25%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	98.36%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	31.25%

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 area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	96%	96%	96%	96%	96%
7	96%	96%	96%	96%	96%
9	93%	93%	93%	93%	93%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Opportunities for Parental Involvement (School Year 2025–26)

Sage Oak's Parent Advisory Committee (PAC) meets four times annually and consists of 27 parents, 2 Coordinators, a Senior Administrator, and an Assistant Director. The PAC supports school operations by providing feedback on policies and procedures, aligning them with the school's Mission, Vision, Core Values, and Student Learning Outcomes. Acting as a bridge between families and administration, the PAC fosters communication, collaboration, and engagement, ensuring parents' voices are heard in decision-making. The committee also cultivates a sense of community among parents and staff, reinforcing a shared commitment to the school's mission and values.

The English Learner Parent Advisory Committee (ELAC) meets four times a year and consists of parents, teachers, administrators, and other school staff to ensure that the needs of English learners are met effectively. The ELAC's responsibility is to advise the leadership team in the development of our EL program, EL Masterplan, and to help spread awareness about the importance of school attendance and completion of EL curriculum. This collaboration may involve discussing teaching strategies, identifying areas of concern, and brainstorming solutions to improve language acquisition and academic success. It encourages the active involvement of parents in their child's education by providing opportunities for them to understand and participate in the academic and social development of their children.

The Student Advisory Committee (STAC) meets four times annually and consists of 7 sixth through twelfth grade students, 2 Coordinators, a Senior Administrator, and an Assistant Director. The STAC supports school operations by providing a platform for students to actively participate in school decision-making, shaping their educational experience, and fostering a positive school environment.

The Sage Connections Committee (SCC) meets virtually four times annually, hosts 2 in-person parent events annually, and consists of 4 parents, 1 Coordinator, and 2 Senior Administrators. The SCC is a parent-led organization committed to strengthening the Sage Oak community by fostering meaningful relationships among families. Dedicated to creating an inclusive and welcoming environment, the SCC ensures that parents feel connected, supported, and valued. Committee members promote open communication, encourage active participation, and nurture a strong sense of belonging within the school community.

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 surveys, WASC accreditation parent educational partner groups, and the end-of-the-year parent survey to inform decision-making.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):
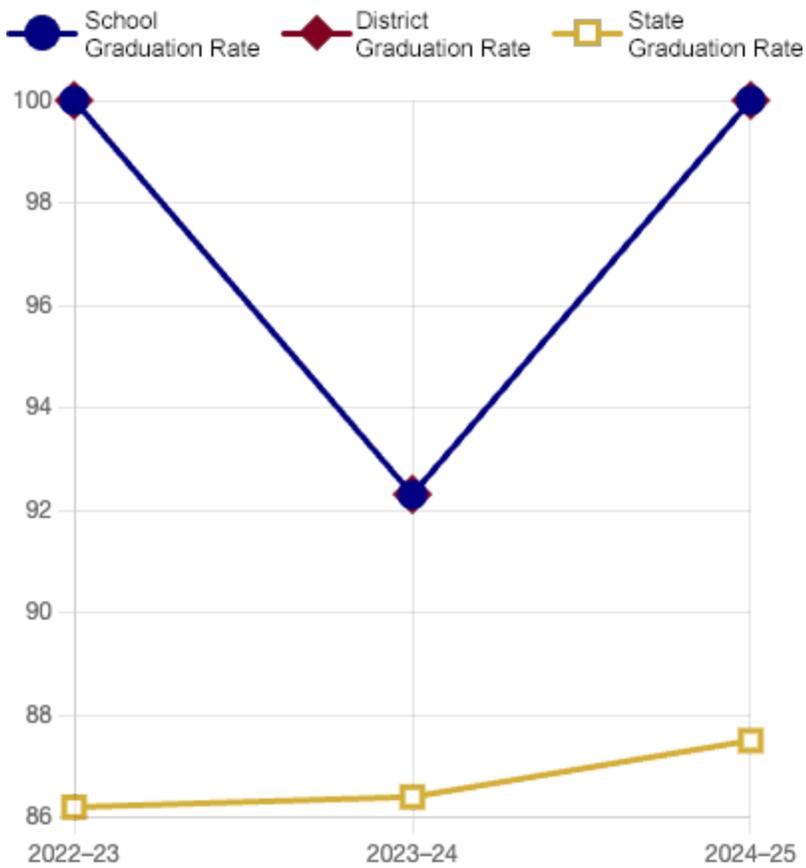
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

| Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	100.0%	92.3%	100.0%	100.0%	92.3%	100.0%	86.2%	86.4%	87.5%
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates

Dropout Rates
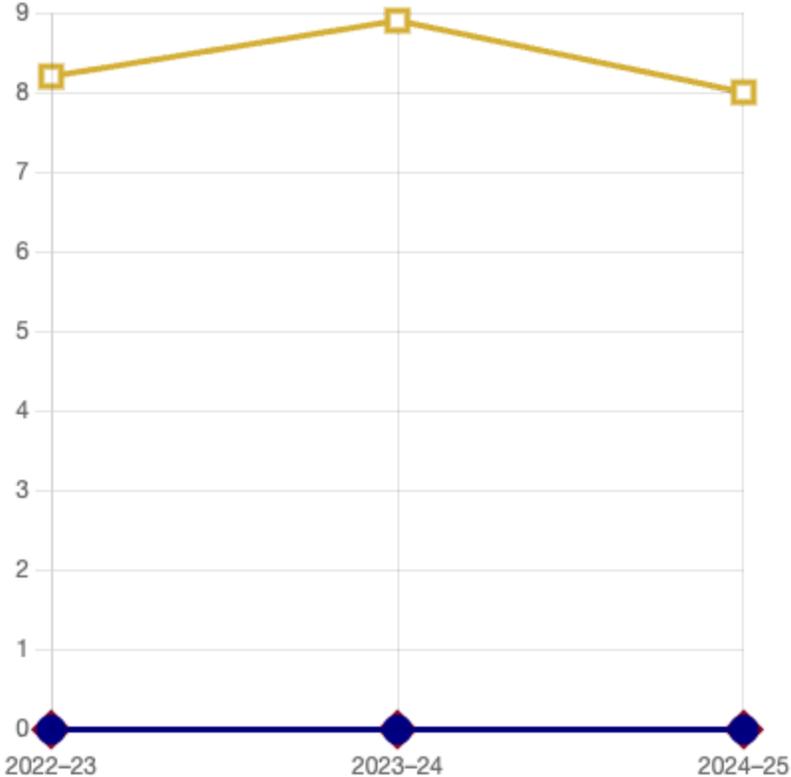
Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	14	14	100.0%
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0%
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	466	461	7	1.5%
Female	221	218	2	0.9%
Male	245	243	5	2.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	0	0.0%
Black or African American	24	23	0	0.0%
Filipino	--	--	--	--
Hispanic or Latino	230	229	6	2.6%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	25	1	4.0%
White	152	151	0	0.0%
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	234	233	6	2.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	56	56	3	5.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.00%	0.00%	4.41%	2.25%	2.44%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.03%	0.00%	0.03%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	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%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

The School Safety Plan was last reviewed with the Parent Advisory Council in December 2024 and approved by the Board in February 2025. To align with the requirements of California Senate Bill 153, an additional section has been incorporated to introduce Sage Oak's Instructional Continuity Plan (ICP), which received Board approval in June 2025.

The School Safety Plan outlines Sage Oak's emergency preparedness protocols across learning period meetings, school events, staff meetings, and the school office. It includes required biennial and annual safety trainings for staff, along with expectations related to first aid, mandated reporting, sexual harassment, and suicide prevention and response procedures. The plan also defines conduct expectations for students, parents/guardians, and staff, and details processes for reporting bullying and hate-motivated incidents. In alignment with these safety measures, the plan now also references Sage Oak's Instructional Continuity Plan (ICP), which guides the continuation of instruction during emergencies or disruptions.

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) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	1.00	5	0	0
1	2.00	4	0	0
2	2.00	4	0	0
3	2.00	6	0	0
4	2.00	3	0	0
5	3.00	3	0	0
6	4.00	10	0	0
Other**	9.00	23	4	0

* 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 (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	1		
1	1.00	3		
2	2.00	7		
3	1.00	3		
4	2.00	3		
5	2.00	3		
6	2.00	18		
Other**	8.00	19	2	

* 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 (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	1.00	9		
1	1.00	4		
2	1.00	5		
3	2.00	5		
4	1.00	3		
5	2.00	4		
6	3.00	12		
Other**	7.00	27	3	

* 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) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	1.00	41	0	0
Mathematics	1.00	49	0	0
Science	1.00	24	0	0
Social Science	1.00	32	0	0

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	1.00	48		
Mathematics	1.00	55		
Science	1.00	26		
Social Science	1.00	33		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	1.00	44		
Mathematics	1.00	51		
Science	1.00	21		
Social Science	2.00	34		

* 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 2024–25)

Title	Ratio
Pupils to Academic Counselor*	378

* 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 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	6.00
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	4.00
Resource Specialist (non-teaching)	
Other**	16.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7230.51	$1484.07	$5746.44	$74264.31
District	N/A	N/A	--	$96067.00
Percent Difference – School Site and District	N/A	N/A	--	-25.60%
State	N/A	N/A	$11146.18	$100089.00
Percent Difference – School Site and State	N/A	N/A	-63.91%	-29.62%

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

Types of Services Funded (Fiscal Year 2024–25)

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:

Local Control and Accountability Plan (LCAP)

School Site Council (SSC)

Family and Parent Engagement Policy

School-Parent Compact

Parent's Right to Know

School Accountability Report Card (SARC)

Assurances regarding:

Substitute System for Time Accounting

District English Learner Advisory Committee Review

LCAP Federal Addendum Certification

Protected Prayer Certification

Homeless Education Certification

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

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$51264.00	$61516.32
Mid-Range Teacher Salary	$92397.00	$95478.69
Highest Teacher Salary	$117801.00	$125207.90
Average Principal Salary (Elementary)	$140237.00	$152668.30
Average Principal Salary (Middle)	$0.00	$156487.16
Average Principal Salary (High)	$0.00	$165427.38
Superintendent Salary	$220000.00	$242780.63
Percent of Budget for Teacher Salaries	24.53%	29.76%
Percent of Budget for Administrative Salaries	5.35%	5.74%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
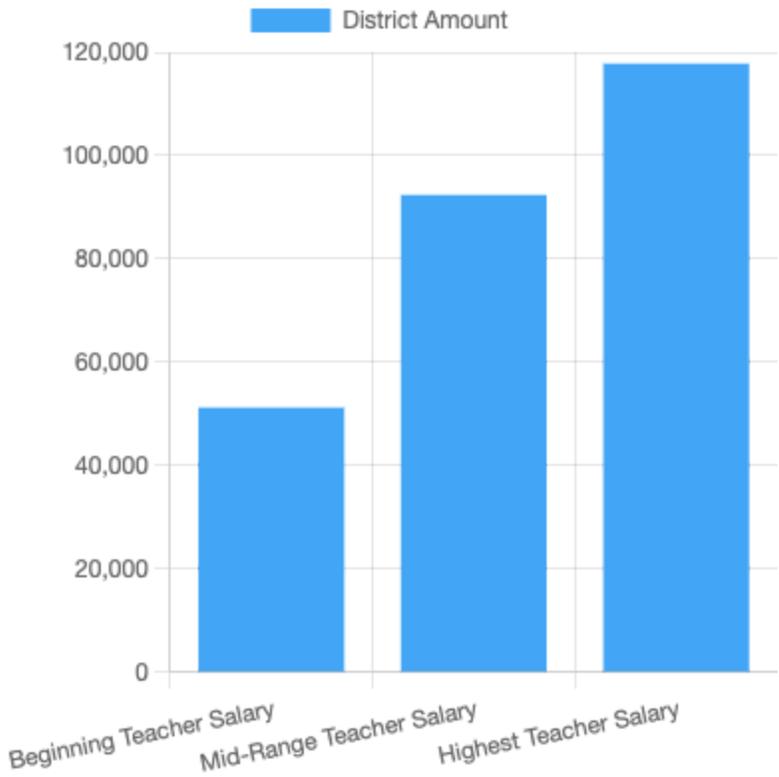
Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 3.3 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	1
Social Science	0
Total AP Courses Offered*	3

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

Professional Development

Measure	2023–24	2024–25	2025–26
Number of school days dedicated to Staff Development and Continuous Improvement	37	38	38