

Sage Oak Charter School - South

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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/>.

2024-25 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/
Grade Span	K-12
County-District-School (CDS) Code	37-75416-0139378

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Sage Oak Charter School's Mission

Educating students through a personalized and collaborative learning approach, empowering them to lead purposeful and productive lives.

Strategic Plan

Our strategic plan is designed to bring our school's mission to life through three key priorities: enhancing student success, fostering engagement, and developing smart learning systems. We are dedicated to providing personalized learning pathways

2024-25 School Description and Mission Statement

that integrate career, community, and life skills, ensuring that each student is equipped to achieve their full potential. By fostering a culture of connectedness and professional growth, we will support the well-being and development of our staff, enabling them to deliver the highest level of service to our students and community. Through the innovative use of technology and data-driven strategies, we will create a resilient and efficient educational system that aligns with our mission and values, positioning Sage Oak as a leader in educational excellence and innovation.

Personalized Learning Academy

Recognizing that no two learners are the same, the Personalized Learning Academy champions the individuality of each child, celebrating their distinct paths. With the guidance of our dedicated teachers and a variety of high quality curriculum options catering to individual learning styles, students and parents co-create their academic journey. In this program, we foster connections through Sage Oak socials, field trips, live online classes, in-person art and physical education classes, and our annual college and career fair.

Virtual Learning Academy

The Virtual Learning Academy builds a strong sense of community and connection through live sessions held three days a week, emphasizing hands-on, project-based learning and opportunities for peer collaboration. The remaining two days are dedicated to self-paced studies or optional enrichment classes, including robotics, cooking, and art. Students also benefit from monthly field trips, schoolwide social events, an annual career fair, and engaging activities like "Art in the Park," fostering a well-rounded and enriching educational experience.

High School

Sage Oak's high school program provides a comprehensive approach to college and career readiness while fostering character development, leadership skills, and community engagement. Each student is paired with a dedicated Education Advisor who helps identify their unique interests, skills, and passions, creating personalized plans to support their strengths and lifelong aspirations. Through live online Sage Oak classes, community college courses for credit, diverse enrichment opportunities, and a variety of Career Technical Education (CTE) pathways, including arts, media and entertainment, sports medicine, child development, entrepreneurship, and information technology, students are empowered to explore and pursue their ideal pathways to success in any field.

Field Trips, Community Events, and Sage Stage

At Sage Oak, we are dedicated to creating well-rounded experiences that extend beyond traditional academics. Our students enjoy enriching opportunities through field trips, in-person educational events, and diverse social gatherings across the regions we serve. Every Friday, our Sage Stage online events bring the real world to our students, featuring experts such as scientists, authors, musicians, and more. Additionally, we have continued our Sage Studio podcast, a creative platform to connect with families and share our educational vision in innovative and meaningful ways.

College and Career Exploration

We take pride in fostering college and career exploration for our students across all grade levels, from TK through 12th grade. Through our Oakschool classes, field trips, CTE pathways, and diverse learning opportunities, we aim to help students explore their interests, uncover their talents, and build the foundational skills needed to thrive beyond graduation. Our carefully curated programs and events introduce students to potential career fields and higher education options while equipping them with the tools to pursue productive, purposeful lives. By encouraging curiosity and building real-world connections, we ensure our students are well-prepared to achieve their dreams and make meaningful contributions to society.

Counseling Support

Our counseling department provides critical social-emotional, academic, and college and career guidance, delivering resources through weekly live classes, group sessions, and individual counseling to support each student's journey.

Educational Partnerships

We value the insights of our educational partners and provide multiple channels for feedback, including the Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and Student Advisory Committee (STAC). Regular surveys ensure that parent and student perspectives are integrated into decisions impacting events, programs, and strategic initiatives. Together, we strive to create a supportive, inclusive environment aligned with our community's values.

Awards and Recognition

Our dedication to excellence is reflected in Sage Oak's accreditation by the Western Association of Schools and Colleges (WASC) and certification by the National Collegiate Athletic Association (NCAA). Sage Oak is proud to be a member of both the National Honor Society and the National Junior Honor Society, fostering academic achievement and leadership. We are also a certifying organization for the President's Volunteer Service Award and the President's Academic Excellence Award Program. Currently, we are on track to achieve Advancement Via Individual Determination (AVID) certification for high school

2024-25 School Description and Mission Statement

by 2024-25, complementing our existing AVID certification for grades K-8. Additionally, Sage Oak was placed in the high performance category, which is based on our performance under the California School Dashboard.

2024-2027 Goals and Strategic Plan

The Sage Oak leadership team has developed a comprehensive three-year strategic plan with three goals that prioritize student success, engagement, and smart learning systems to build the sustainable future of Sage Oak.

Goal #1 Student Success: To improve academic performance and College and Career Readiness for all students, we will implement comprehensive, grade-appropriate College and Career Readiness programs. This initiative will cultivate the confidence, skills, and spirit of innovation necessary for each student to confidently navigate their unique paths, enabling them to make a meaningful impact in their communities and the world.

Goal #2 Engagement: In order to enhance student, parent, and staff engagement, we will establish an environment that fosters connectedness and professional growth.

Goal #3 Smart Learning Systems: Leverage technologies, specifically Artificial Intelligence, to enhance data-driven decision-making, automate routine operational processes, and provide personalized learning pathways for students, thereby establishing scalable systems that ensure long-term sustainability, promote academic growth, and increase operational efficiency.

Sage Oak is dedicated to creating flexible, personalized learning environments that prioritize the success of every student empowering them to lead purposeful and productive lives. Together, we are shaping a future of opportunity and success.

Krista Woodgrift
Superintendent & CEO, Sage Oak Charter School

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	54
Grade 2	46
Grade 3	32
Grade 4	32
Grade 5	31
Grade 6	26
Grade 7	42
Grade 8	27
Grade 9	24
Grade 10	23
Grade 11	15
Grade 12	21
Total Enrollment	468

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.6
Male	47.2
American Indian or Alaska Native	0.4
Asian	2.8
Black or African American	5.6
Filipino	0.9
Hispanic or Latino	40.8
Native Hawaiian or Pacific Islander	0.6
Two or More Races	7.3
White	41.5
English Learners	1.7
Homeless	1.1
Socioeconomically Disadvantaged	38.2
Students with Disabilities	13.2

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/Incomplete/NA	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/Incomplete/NA	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.

2022-23 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)	59.60	85.83	149.10	73.55	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	0.49	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9.50	13.67	47.40	23.42	11746.90	4.23
Unknown/Incomplete/NA	0.30	0.47	5.10	2.54	14303.80	5.15
Total Teaching Positions	69.50	100.00	202.70	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.40	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.40	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	4.80	4.90	9.5
Total Out-of-Field Teachers	4.80	4.90	9.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	50	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)	0.00	0	0

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

2024-25 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 quality and rigor, state standards, the student's learning style and working level, as well as the parent's chosen educational philosophy. The teachers have numerous 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 required curriculum lists 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 high-quality curriculum options that appeal to the student and parent alike. Teachers are instructed to use these curated lists as starting points when considering personalized curriculum options for students.

In addition, the parents and teachers are provided information 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 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, ABCya!, Raz Kids, Read 180, TransMath, and Zearn.

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 2024

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%

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

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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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.

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

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	55	53	53	45	46	47
Mathematics (grades 3-8 and 11)	37	36	40	35	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	191	189	98.95	1.05	52.91
Female	98	96	97.96	2.04	59.38
Male	92	92	100.00	0.00	45.65
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	80	79	98.75	1.25	59.49
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	19	95.00	5.00	52.63
White	77	77	100.00	0.00	48.05
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	48	97.96	2.04	41.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	26.92

2023-24 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 CAA divided by the total number of students who participated in both assessments.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	191	189	98.95	1.05	35.98
Female	98	96	97.96	2.04	35.42
Male	92	92	100.00	0.00	35.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	80	79	98.75	1.25	34.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	19	95.00	5.00	47.37
White	77	77	100.00	0.00	35.06
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	49	48	97.96	2.04	27.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	23.08

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 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.

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

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	36.05	40.66	11.76	12.31	30.29	30.73

2023-24 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	94	94	100.00	0.00	40.43
Female	51	51	100.00	0.00	37.25
Male	41	41	100.00	0.00	41.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	37	37	100.00	0.00	37.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	43	43	100.00	0.00	48.84
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	25	25	100.00	0.00	24.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	23.08

2023-24 Career Technical Education Programs

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

Child Development
 Computer Science/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

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	5
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	97.59
2022-23 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.

2023-24 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 requires only participation results 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%	100%	100%	100%	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.

2024-25 Opportunities for Parental Involvement

Sage Oak's Parent Advisory Committee (PAC) meets six times annually, consisting of 19 parents, a facilitator, a coordinator, and an administrator. 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, staff, and students, 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.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate		0.0	4.3	14.3	23.6	20.4	7.8	8.2	8.9
Graduation Rate		83.3	95.7	63.5	52.1	29.9	87	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	23	22	95.7
Female	13	13	100.0
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
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	11	10	90.9
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0	0	0.00
Socioeconomically Disadvantaged	12	11	91.7
Students Receiving Migrant Education Services	0.0	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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	499	473	7	1.5
Female	262	246	4	1.6
Male	235	225	3	1.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	11	0	0.0
Black or African American	28	27	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	197	192	5	2.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	38	35	0	0.0
White	211	198	2	1.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	206	193	3	1.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	74	71	2	2.8

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: 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.00	0.00	0.00	0.37	0.41	0.56	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08	0.07

2023-24 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
Non-Binary		
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.

2024-25 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.

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	

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	8		
2	2	1		
3	1	2		
4	1	1		
5	1	1		
6	3	11		
Other	11	14	2	1

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	5		
1	1	3		
2	2	2		
3	1	4		
4	1	2		
5	1	5		
6	2	8		
Other	8	28	2	

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		

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	2	54		
Mathematics	2	50		
Science	2	33		
Social Science	2	43		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	61		
Mathematics	1	56		
Science	1	42		
Social Science	2	42		

2023-24 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	468

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	5
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	3
Resource Specialist (non-teaching)	
Other	30

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	-70.3	-25.8

Fiscal Year 2023-24 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:

- Single 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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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		\$50,757
Mid-Range Teacher Salary		\$75,693
Highest Teacher Salary		\$105,687
Average Principal Salary (Elementary)		\$121,443
Average Principal Salary (Middle)		\$132,509
Average Principal Salary (High)		\$133,106
Superintendent Salary		\$167,660
Percent of Budget for Teacher Salaries	27%	26%
Percent of Budget for Administrative Salaries	6%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	4.8
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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	3
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	1
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

Sage Oak Charter School holds both an annual two-day Summit as well as an annual 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 further participate in training and collaboration opportunities to further support the success of each student.

PLA - 3 Summit Days, 7 PLC Days, & 28 Additional PD Days
VLA - 3 Summit Days, 24 PLC Days, & 28 Additional PD Days

Professional Development

High School - 3 Summit Days, 10 PLC Days, & 21 Additional PD Days

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	28	37	38