Sage Oak Charter Schools

Regular Meeting of the Board of Directors

Published on January 3, 2025 at 8:06 AM PST

Date and Time

Thursday January 9, 2025 at 9:00 AM PST

Location

Sage Oak Charter Schools
1473 Ford Street, Suite #105
Redlands, CA 92373

Regus- Gateway Chula Vista
333 H Street, Suite 5000
Chula Vista, CA 91910

Join Zoom Meeting
ID: 93487911935
Passcode: 420089

(US) +1 305-224-1968
Passcode: 420089

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Sage Oak Charter Schools.

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**9:00 AM**
A.	Call the Meeting to Order		Board President	1 m
B.	Record Attendance		Board President	1 m
	Roll Call: William Hall, President Michael Humphrey, Vice President Steve Fraire, Clerk Susan Houle, Member Peter Matz, Member			
II.	**Pledge of Allegiance**			**9:02 AM**
A.	Led by Board President or designee		Board President	1 m
III.	**Approve/Adopt Agenda**			**9:03 AM**
A.	(Action) Approval of Agenda for January 9, 2025 Regular Meeting of the Board of Directors	Vote	Board President	1 m
	It is recommended the Board approve the agenda for the January 9, 2025, Regular Meeting of the Board of Directors as presented for Sage Oak Charter School (#1885),			

		Purpose	Presenter	Time

Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Peter Matz
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent __

IV. Approve Minutes — 9:04 AM

A.	(Action) Approval of Minutes for December 12, 2024 Regular Meeting of the Board of Directors	Approve Minutes	Board President	1 m

It is recommended the Board approve the minutes from the December 12, 2024, Regular Meeting of the Board of Directors as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Peter Matz
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

V. Public Comment - Closed Session

The public has a right to comment on any items of the Closed Session agenda. Members of the public will be permitted to comment on any other item within the Board's jurisdiction under the section Public Comments/Recognition/Reports.

VI. Adjourn to Closed Session — 9:05 AM

A.	The Board Will Consider and May Act on Any of the Closed Session Matters	Vote	Board President	1 m

	Purpose	Presenter	Time

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Peter Matz
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

VII. Closed Session — 9:06 AM

A. Closed Session Agenda — Board President — 25 m

1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
(Gov. Code Section 54956.9(d)(1))
a. YL v. The Collaborative Charter Services Organization, et al.

2. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
(Gov. Code Section 54956.9(d)(2)): 1 matter

3. CONSIDERATION OF PREVIOUSLY EXPELLED STUDENT'S REQUEST TO ENROLL

VIII. Reconvene Regular Meeting — 9:31 AM

A. Report Out Any Action Taken in Closed Session — Board President — 1 m

IX. Public Comments/Recognition/Reports

Please submit a Request to Speak to the Board of Directors using the chat feature on the right-hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions, and reports to the Board and is not intended to be a question-and-answer period. If you have questions for the Board, please provide the Board President with a written statement, and an administrator will provide answers at a later date.

X. Correspondence/Proposals/Reports — 9:32 AM

A. Special Education Update — Kelly Prins — 15 m

		Purpose	Presenter	Time
	Danielle Ruiz, Assistant Director of Special Education			
B.	Student Highlight		Erin Bunch	7 m
	Chelsey Anema, Personalized Learning Academy Director/Principal Student: Julien Farewell Teacher: Allison James			
C.	2023-2024 California Dashboard Presentation		Lisa Thompson	13 m
	Poppy Perfect, Data & Educational Reporting Coordinator			
D.	AI Update - Enhanced College & Career Readiness & AI-Powered Personalized Learning		Brad Bookser	15 m
	Traci King, High School Director/Principal			

XI. Consent Agenda — 10:22 AM

Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent Agenda upon the request of any member of the Board, discussed, and acted upon separately.

The items below form our Consent Agenda. The last item in this section is a single vote to approve them en masse.

A. Consent - Business Services — 1 m

1. Check Register - December 2024
2. Report of Investment Activity - November 2024
3. Ratification of City of Lakewood Permit #R14897
4. Ratification of CloudHesive, LLC Change Order Form
5. Ratification of L-Rod Entertainment Contract
6. Ratification of Rancho Simi Recreation and Park District Contract
7. Ratification of Fullerton Free Church Facility Use Agreement
8. Ratification of The Grand Long Beach Banquet Event Order
9. Ratification of The Grand Long Beach Refund Agreement
10. Ratification of DoubleTree by Hilton, Claremont, Reservation Agreement
11. Ratification of City of Upland Permit #R13064
12. Ratification of AWS Migration Acceleration Program (MAP) Funding Service Order
13. Ratification of Colony Labs, Inc. (Scribe) Master Services Agreement

		Purpose	Presenter	Time
	14. Ratification of CloudHesive, LLC. Independent Consulting Agreement			
B.	Consent - Human Resources			1 m
	1. Approval of Certificated Personnel Report 2. Approval of Classified Personnel Report 3. Approval of Job Descriptions 4. Approval of 2025 IRS Mileage Reimbursement Rate			
C.	(Action) Approval of Consent Agenda	Vote	Board President	1 m

Items listed under the Consent Agenda are considered routine and will be approved/adopted by a single motion.

It is recommended the Board approve the Consent Agenda as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Peter Matz
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XII. Operations and Accountability Services — 10:25 AM

A.	(Action) Approval of 2023-2024 School Accountability Report Cards (SARC), Presented by Poppy Perfect, Data & Educational Reporting Coordinator	Vote	Lisa Thompson	3 m

It is recommended the Board approve the 2023-2024 School Accountability Report Cards (SARC) as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

Roll Call Vote:
William Hall
Michael Humphrey

		Purpose	Presenter	Time

Steve Fraire
Susan Houle
Peter Matz
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIII. Human Resources — 10:28 AM

A. (Action) Approval of Revised 2024-2025 Salary Schedule — Vote — Candice Coffey — 5 m

It is recommended the Board approve the revised 2024-2025 salary schedule as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

Fiscal Impact: $238,972

Sage Oak Charter School (#1885)	$193,328
Sage Oak Charter School - Keppel (#1886)	$23,299
Sage Oak Charter School - South (#2051)	$22,345

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Peter Matz
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIV. Calendar

The next scheduled meeting will be a Regular Board of Directors Meeting held on February 13, 2025.

XV. Comments — 10:33 AM

A. Board Comments — 3 m

B. Superintendent Comments — 2 m

XVI. Closing Items — 10:38 AM

A. Adjourn Meeting — Vote — Board President — 1 m

	Purpose	Presenter	Time

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Susan Houle
Peter Matz
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

FOR MORE INFORMATION
For more information concerning this agenda, contact
Sage Oak Charter Schools.

Coversheet

(Action) Approval of Minutes for December 12, 2024 Regular Meeting of the Board of Directors

Section: IV. Approve Minutes
Item: A. (Action) Approval of Minutes for December 12, 2024 Regular Meeting of the Board of Directors
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the Board of Directors on December 12, 2024

APPROVED

Sage Oak Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time
Thursday December 12, 2024 at 9:00 AM

Location
Sage Oak Charter Schools
1473 Ford Street, Suite #105
Redlands, CA 92373

Regus- Gateway Chula Vista
333 H Street, Suite 5000
Chula Vista, CA 91910

Join Zoom Meeting
ID: 92368119834
Passcode: 768561

(US) +1 301-715-8592
Passcode: 768561

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Directors Present

M. Humphrey, P. Matz, S. Fraire, S. Houle, W. Hall

Directors Absent

None

Guests Present

B. Bookser, E. Horta, K. Woodgrift, L. Snee

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of Sage Oak Charter Schools to order on Thursday Dec 12, 2024 at 9:00 AM.

B. Record Attendance

II. Pledge of Allegiance

A. Led by Board President or designee

W. Hall, Board President, led the meeting in the Pledge of Allegiance.

III. Approve/Adopt Agenda

A. (Action) Approval of Agenda for December 12, 2024 Regular Meeting of the Board of Directors

S. Fraire made a motion to W. Hall, Board President, to approve the agenda as presented for the December 12, 2024, Regular Meeting of the Board of Directors.
S. Houle seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

W. Hall	Aye
P. Matz	Aye
S. Houle	Aye
M. Humphrey	Absent
S. Fraire	Aye

IV. Approve Minutes

A. (Action) Approval of Minutes for October 8, 2024 Regular Meeting of the Board of Directors

S. Fraire made a motion to W. Hall, Board President, to approve the minutes as presented from the Regular Meeting of the Board of Directors on 10-08-24.
S. Houle seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Houle	Aye
P. Matz	Aye
M. Humphrey	Absent
W. Hall	Aye
S. Fraire	Aye

B. (Action) Approval of Minutes for November 14, 2024 Board of Directors Study Session

S. Fraire made a motion to W. Hall, Board President, to approve the minutes as presented from the Board of Directors Study Session on 11-14-24.
P. Matz seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

W. Hall	Aye
S. Fraire	Aye
S. Houle	Aye
M. Humphrey	Absent
P. Matz	Aye

**M. Humphrey, Board Vice President, joined the meeting at 9:02 a.m.*

V. Public Comments/Recognition/Reports

A. Public Comment

There was no request for public comment.

VI. Correspondence/Proposals/Reports

A. Sage Oak Highlights

Krista Woodgrift, Superintendent & CEO, presented the Sage Oak highlights for October and November 2024.

VII. Consent Agenda

A. Consent - Business Financial/Services

1. Check Register **-** October 2024
2. Check Register - November 2024
3. Report of Investment Activity - September 2024
4. Report of Investment Activity - October 2024
5. Ratification of Fullerton Free Church Facilities Use Agreements
6. Ratification of City of Rancho Cucamonga Permit #R22325
7. Ratification of Red Herring Agreement with San Diego County Superintendent of Schools
8. Ratification of Grammarly, Inc. Order Form (Renewal)
9. Ratification of Office Beacon LLC Agreement
10. Ratification of School Pathways LLC Quote Forms- Incident IQ Bridge (Renewal)
11. Ratification of Marriott Riverside at the Convention Center Addendum
12. Ratification of ClickUp Service Order Forms
13. Ratification of City of Rancho Cucamonga Permit #R22323
14. Ratification of Skill Struck, Inc. Chat for Schools Quote

B. Consent - Education Services

1. Ratification of TeachTown Service Level Agreement Addendum
2. Ratification of 2024-2025 Special Education Contracted Vendors List (Revised)
3. Ratification of TPR Education, LLC d/b/a The Princeton Review Service Order

C. Consent - Personnel Services

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Approval of Job Descriptions
4. Approval of Sage Oak Charter Schools Employee Handbook Revisions

D. Consent - Policy Development

Approval of Changes to Existing Board Policies Revised/Reviewed/Rescinded

1000 Series - Community Relations

1020-SO Field Trip Policy

5000 Series - Student Services
5000-SO Concepts and Roles
5010-SO Educational Records and Student Information Policy
5030-SO Immunization Policy
5035-SO Student Freedom of Speech and Expression Policy
5055-SO Self-Administration of Medication Policy
5060-SO Grade Acceleration Policy
5095-SO Grade Retention Policy
5110-SO Cell Phones, Smartphones, Pagers & Other Electronic Signaling Devices Policy
5120-SO Transitional Kindergarten/Kindergarten Enrollment Policy

6000 Series - Instruction
6115-SO Attendance, Support, and Involuntary Disenrollment Policy
6210-SO Graduation Policy

Governance Documents
9323-SO Public Participation at Board Meetings
Sage Oak Charter Schools Conflict of Interest (COI) Code

Rescinded
5015-SO Title IX, Sex-Based Discrimination and Sex-Based Harassment Policy
5085-SO Communicable, Contagious, or Infectious Disease Prevention Policy

E. (Action) Approval of Consent Agenda

M. Humphrey made a motion to W. Hall, Board President, to approve the items listed under the Consent Agenda as presented.
S. Fraire seconded the motion.
Items listed under the Consent Agenda are considered routine and will be approved/adopted by a single motion.
The board **VOTED** unanimously to approve the motion.

VIII. Business Services

A. (Action) Approval of Facility Use Agreement Between Helendale School District and Sage Oak Charter School

S. Houle made a motion to W. Hall, Board President, to approve the Facility Use Agreement between Helendale School District and Sage Oak Charter School as presented.
P. Matz seconded the motion.
The board **VOTED** unanimously to approve the motion.

B.

(Action) Approval of 2024-2025 Sage Oak Charter Schools First Interim Budget (FIB) Report, Presented by Habib Tahmas, Senior Director of Fiscal Services

P. Matz made a motion to W. Hall, Board President, to approve the 2024-2025 Sage Oak Charter Schools First Interim Budget (FIB) Report as presented.
M. Humphrey seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. (Action) Approval of Annual Independent Auditors' Report for Sage Oak Charter Schools, Year Ended June 30, 2024 (Draft)- Prepared and Presented by CliftonLarsonAllen (CLA)

S. Houle made a motion to W. Hall, Board President, to approve the Annual Independent Auditors' Report for Sage Oak Charter Schools, year ended June 30, 2024 (draft), as presented.
S. Fraire seconded the motion.
The board **VOTED** unanimously to approve the motion.

IX. Human Resources

A. (Action) Approval of One-time, Off-Schedule Employee Recognition Payment

S. Houle made a motion to W. Hall, Board President, to approve a one-time, off-schedule employee recognition payment as presented.
S. Fraire seconded the motion.
The board **VOTED** unanimously to approve the motion.

X. Policy Development

A. (Action) Approval of New 5025-SO Title IX, Sex-Based Discrimination and Sex-Based Harassment Policy

P. Matz made a motion to W. Hall, Board President, to approve the new 5025-SO Title IX, Sex-Based Discrimination and Sex-Based Harassment policy as presented.
S. Fraire seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. (Action) Approval of new 5090-SO Harassment, Intimidation, Discrimination, and Bullying Policy

P. Matz made a motion to W. Hall, Board President, to approve the new 5090-SO Harassment, Intimidation, Discrimination, and Bullying Policy, as presented.
M. Humphrey seconded the motion.
The board **VOTED** unanimously to approve the motion.

XI. Organizational Structure - Annual Meeting of the Board

A.

(Action) Election of the Sage Oak Charter Schools Board President

M. Humphrey made a motion to nominate William Hall as Sage Oak Charter Schools Board President for a one-year term.
S. Houle seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. (Action) Election of the Sage Oak Charter Schools Board Vice President

W. Hall made a motion to nominate Michael Humphrey as Sage Oak Charter Schools Board Vice President for a one-year term.
S. Fraire seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. (Action) Election of the Sage Oak Charter Schools Board Clerk

P. Matz made a motion to nominate Steve Fraire as Sage Oak Charter Schools Board Clerk for a one-year term.
S. Houle seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. (Action) Full Board Action In Lieu of Audit Committee, Fiscal Year 2024-2025

S. Houle made a motion to W. Hall, Board President, to approve the full Board action in lieu of an audit committee for the fiscal year 2024-2025.
S. Fraire seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. (Action) Approval of Sage Oak Charter Schools Board of Directors Manual Revisions

S. Houle made a motion to W. Hall, Board President, to approve the Sage Oak Charter Schools Board of Directors Manual revisions as presented.
M. Humphrey seconded the motion.
The board **VOTED** unanimously to approve the motion.

XII. Calendar

A. Future Meetings

The next scheduled meeting will be a Regular Meeting of the Board of Directors held on January 9, 2025.

XIII. Comments

A. Board Comments

The Board expressed their pride in the organization's strong fiscal health, leadership, and the excellence of the staff, commending Superintendent Woodgrift for her leadership and

ability to place individuals in roles where they thrive. They extended gratitude to all the staff working behind the scenes and wished everyone a happy holiday season.

B. Superintendent Comments

Superintendent Woodgrift thanked Candice Coffey, Assistant Superintendent of Human Resources, Tim O'Brien, Assistant Superintendent of Business Services, and their teams for their dedication and collaboration with the First Interim Budget. She highlighted the trust, accountability, and support of the Board, which enables innovation, creativity, and a strong focus on students. Ms. Woodgrift wished everyone happy holidays and looks forward to the successes ahead in 2025.

XIV. Closing Items

A. Adjourn Meeting

M. Humphrey made a motion to W. Hall, Board President, to adjourn the Regular Meeting of the Board of Directors on December 12, 2024.
S. Fraire seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:14 AM.

Respectfully Submitted,
W. Hall

Documents used during the meeting

- Sage Oak Highlights_October - November 2024.pdf
- BUS Consent - Business Services_12.12.2024.pdf
- BUS Consent - Education Services_12.12.2024.pdf
- BUS Consent - Human Resources_12.12.2024.pdf
- BUS Consent - Policy Development_12.12.2024.pdf
- Facility Use Agreement_Helendale School District_12.12.2024.pdf
- 2024-2025 Sage Oak Charter Schools First Interim Budget (FIB) Report_12.12.2024.pdf
- 2024-2025 Sage Oak Charter Schools First Interim Budget (FIB) Presentation_12.12.2024.pdf
- Annual Independent Auditors' Report for Sage Oak Charter Schools, Year Ended June 30, 2024 (Draft)_12.12.2024.pdf
- One-Time, Off-Schedule Employee Recognition Payment_12.12.2024.pdf
- 5025-SO Title IX, Sex-Based Discriminiation and Sex-Based Harrassment Policy_12.12.2024.pdf

- 5090-SO Harassment, Intimidation, Discrimination and Bullying Policy_12.12.2024.pdf
- Sage Oak Charter Schools Board of Directors Manual_Redline_12.12.2024.pdf

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FOR MORE INFORMATION

For more information concerning this agenda, contact
Sage Oak Charter Schools.

Coversheet

Special Education Update

Section: X. Correspondence/Proposals/Reports
Item: A. Special Education Update
Purpose:
Submitted by:
Related Material: Special Education Update_1.9.2025.pdf

SAGE OAK
CHARTER SCHOOLS

SPECIAL EDUCATION
2024/25

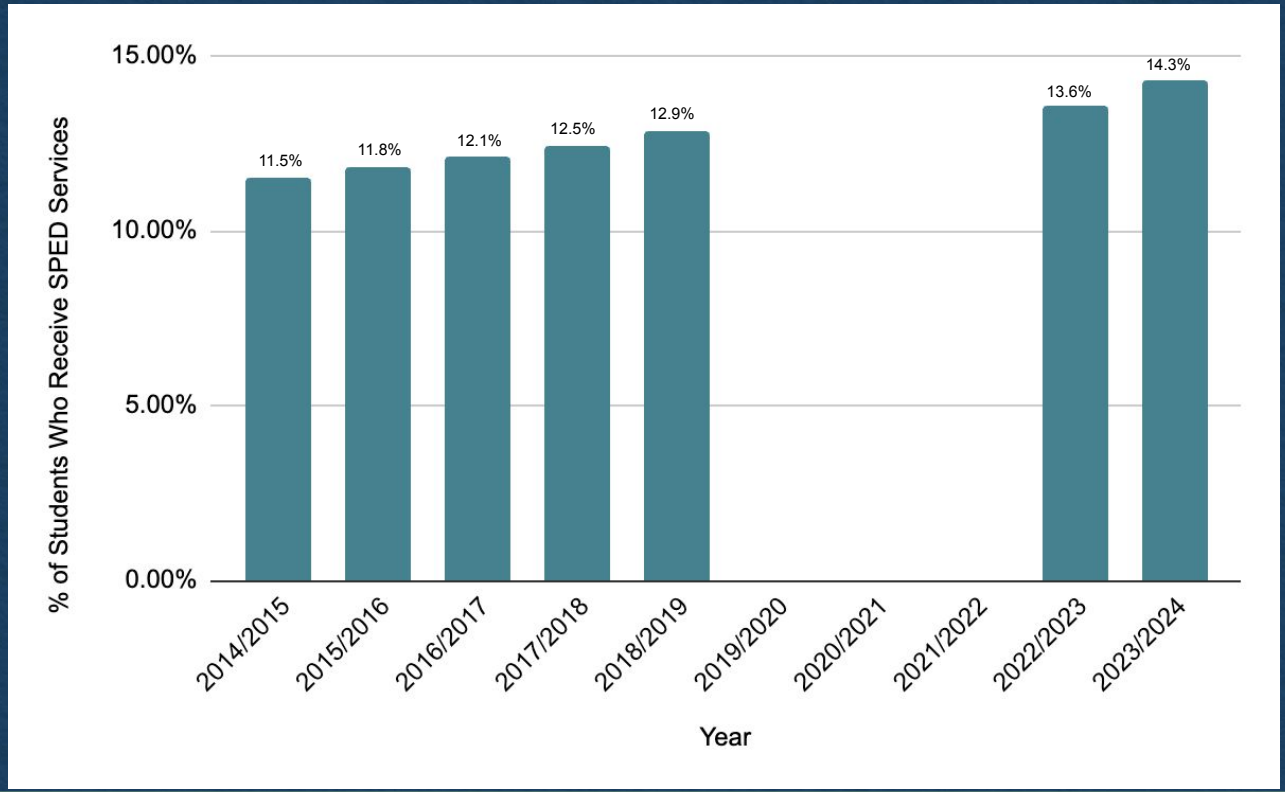
Special Education Admin Team

Special Education Staff

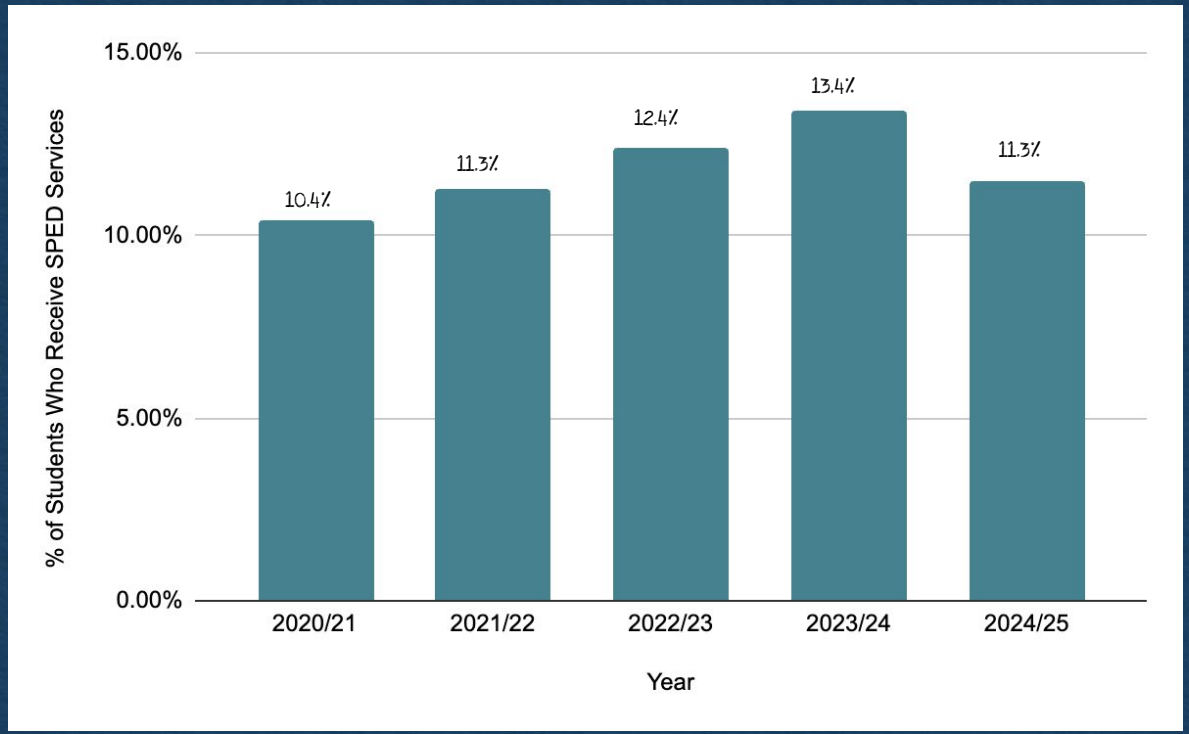
SPED Teacher Manual

Special Education Data

State Statistics

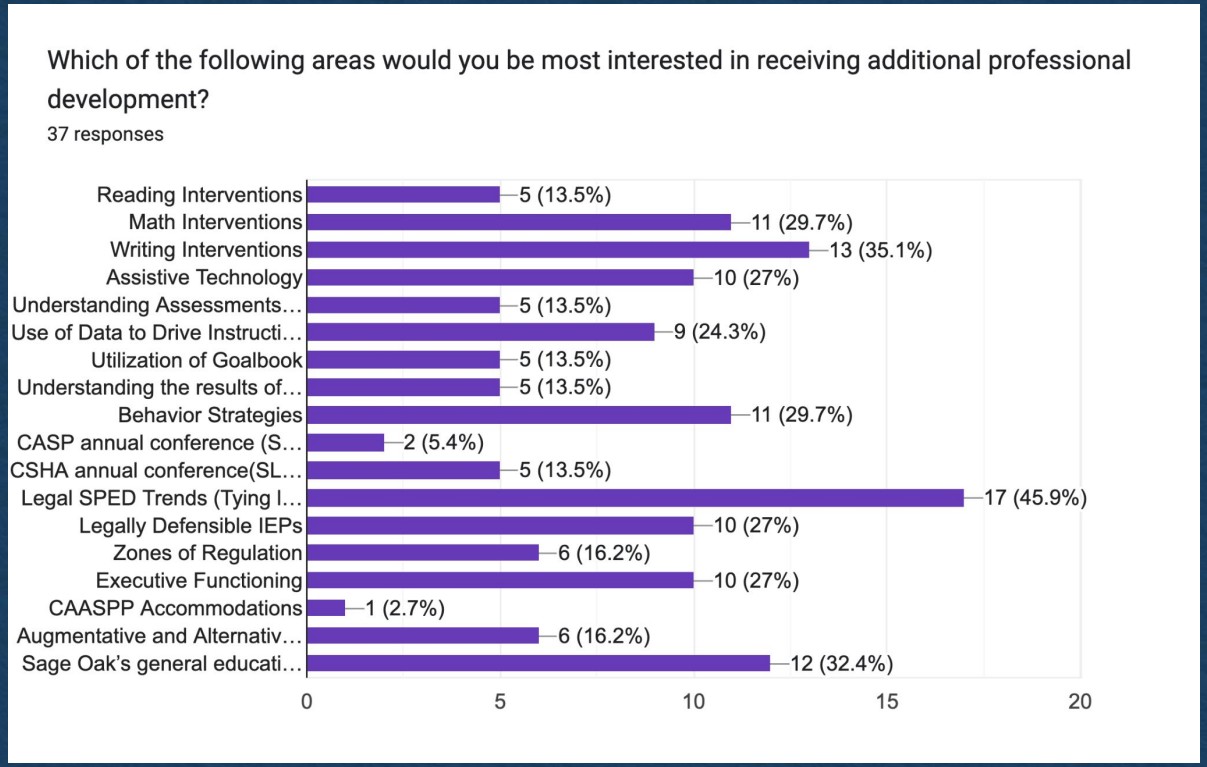


Sage Oak Data



Professional Development

Staff Development Survey



Professional Development

Powered by BoardOnTrack

Professional Development

Student Highlights

Questions

Coversheet

Student Highlight

Section: X. Correspondence/Proposals/Reports
Item: B. Student Highlight
Purpose:
Submitted by:
Related Material: Student Highlight_Julien Farewell_1.9.2025.pdf

Student Highlight
Julien Farewell

All About Julien

Powered by BoardOnTrack

Coversheet

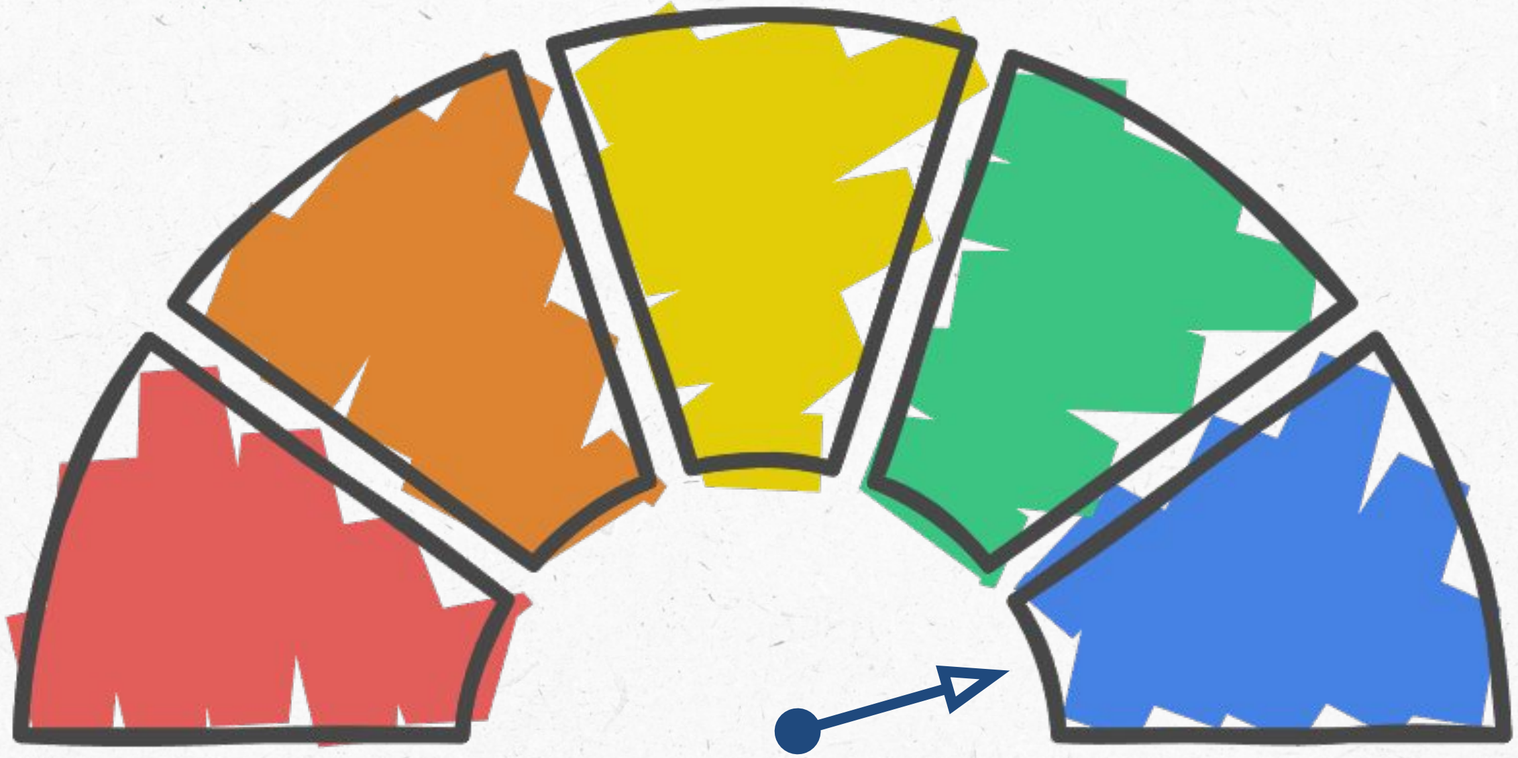
2023-2024 California Dashboard Presentation

Section: X. Correspondence/Proposals/Reports
Item: C. 2023-2024 California Dashboard Presentation
Purpose:
Submitted by:
Related Material: 2023-2024 California Dashboard Presentation_1.9.2025.pdf

California School Dashboard 2024

SAGE OAK CHARTER SCHOOLS

How Does it Work?

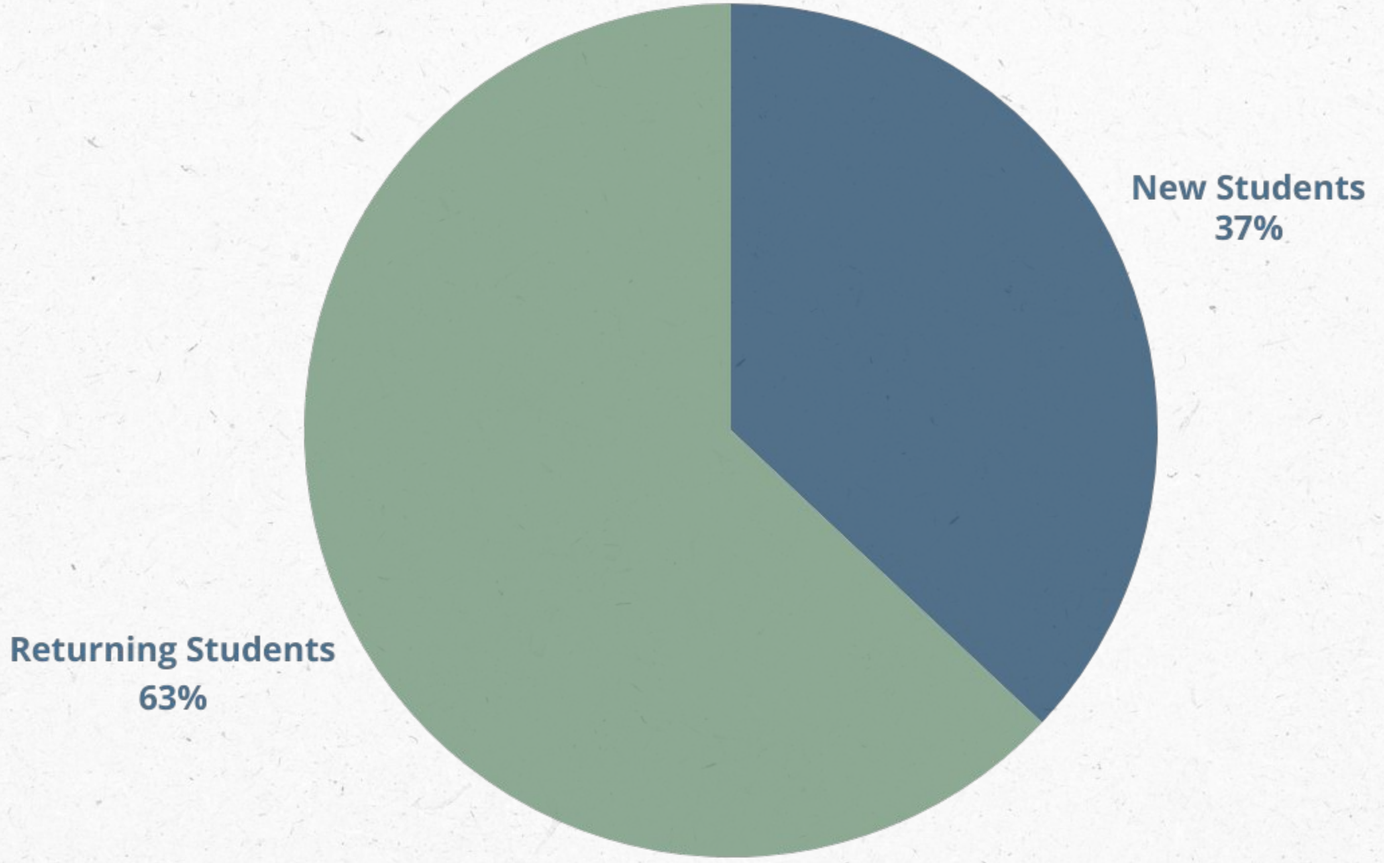


Status AND Change

Performance Level	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points or fewer)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +45.0 points or more in Current Year	Green	Green	Blue	Blue	Blue
High +10.0 to +44.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -5.0 points to +9.9 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70.0 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or fewer in Current Year	Red	Red	Red	Orange	Orange

Powered by BoardOnTrack

Enrollment Increase



How do we compare?

	Chronic Absenteeism	Suspension Rate	College Career Indicator (CCI)	Graduation Rate	English Learner Progress (ELPI)	English Language Arts	Mathematics	Science
CALIFORNIA	18.6%	3.2%	45.3%	86.7%	45.7%	-13.2	-47.6	-13.5
SAGE OAK	1.5%	0%	59.6%	96.5%	40.7%	-1	-31.8	-6.5
SAGE OAK SOUTH	0.3%	0%	60.9% No color	95.8% No color	N/A	5.5	-29	-8.6
SAGE OAK KEPPEL	0%	0%	76.9% No color	92.3% No color	N/A	11.8	-13.2	-0.4

Chronic Absenteeism

CALIFORNIA

LEARN MORE

Chronic Absenteeism

Yellow

18.6% chronically absent

Sage Oak

LEARN MORE

Chronic Absenteeism

All Students | State

Blue

1.5% chronically absent

Sage Oak South

LEARN MORE

Chronic Absenteeism

All Students | State

Blue

0.3% chronically absent

Sage Oak Keppel

LEARN MORE

Chronic Absenteeism

All Students | State

Blue

0% chronically absent

Suspension Rate

CALIFORNIA

LEARN MORE

Suspension Rate

Green

3.2% suspended at least one day

Sage Oak

LEARN MORE

Suspension Rate

All Students | State

Blue

0% suspended at least one day

Sage Oak South

LEARN MORE

Suspension Rate

All Students | State

Blue

0% suspended at least one day

Sage Oak Keppel

LEARN MORE

Suspension Rate

All Students | State

Blue

0% suspended at least one day

California School Dashboard 2024

Powered by BoardOnTrack

Graduation Rate

CALIFORNIA

LEARN MORE

Graduation Rate

Yellow

86.7% graduated

Sage Oak

LEARN MORE

Graduation Rate

All Students | State

Blue

96.5% graduated

Sage Oak South

LEARN MORE

Graduation Rate

All Students | State

No Performance Color

95.8% graduated

Sage Oak Keppel

LEARN MORE

Graduation Rate

All Students | State

No Performance Color

92.3% graduated

California School Dashboard 2024

Powered by BoardOnTrack

College/Career

CALIFORNIA

LEARN MORE

College/Career

Yellow

Prepared 45.3%

Sage Oak

LEARN MORE

College/Career

All Students | State

Green

Prepared 59.6%

Sage Oak South

LEARN MORE

College/Career

All Students | State

No Performance Color

Prepared 60.9%

Sage Oak Keppel

LEARN MORE

College/Career

All Students | State

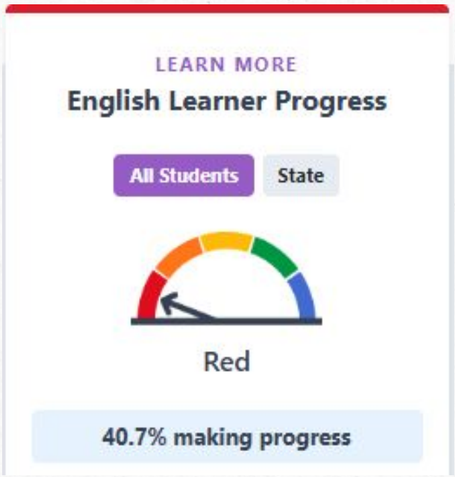
No Performance Color

Prepared 76.9%

English Learner Progress

CALIFORNIA

Sage Oak



California School Dashboard 2024

Powered by BoardOnTrack

English Language Arts

CALIFORNIA

LEARN MORE

English Language Arts

Orange

13.2 points below standard

Sage Oak

LEARN MORE

English Language Arts

All Students | State

Yellow

1 points below standard

Sage Oak South

LEARN MORE

English Language Arts

All Students | State

Yellow

5.5 points above standard

Sage Oak Keppel

LEARN MORE

English Language Arts

All Students | State

Green

11.8 points above standard

Mathematics

CALIFORNIA

LEARN MORE

Mathematics

Orange

47.6 points below standard

Sage Oak

LEARN MORE

Mathematics

All Students | State

Orange

31.8 points below standard

Sage Oak South

LEARN MORE

Mathematics

All Students | State

Yellow

29 points below standard

Sage Oak Keppel

LEARN MORE

Mathematics

All Students | State

Yellow

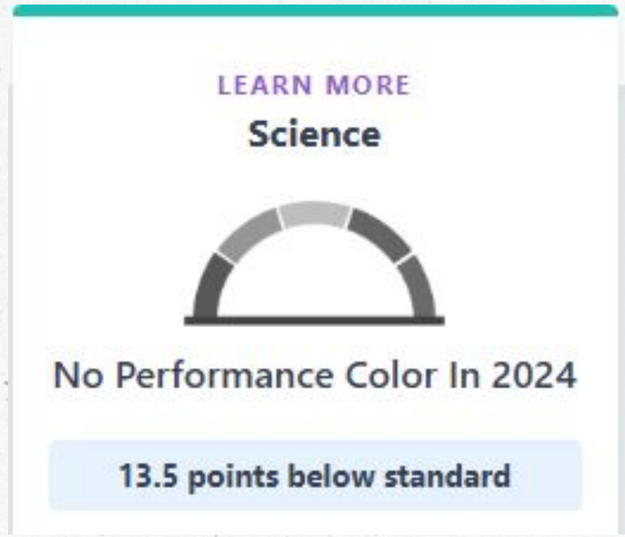
13.2 points below standard

California School Dashboard 2024

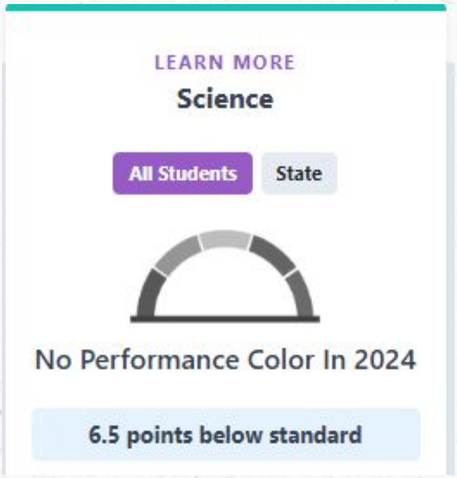
Powered by BoardOnTrack

Science

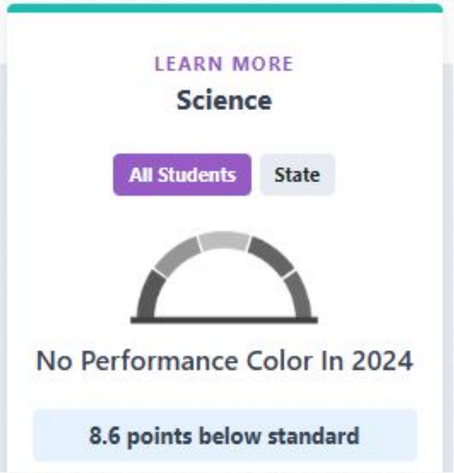
CALIFORNIA



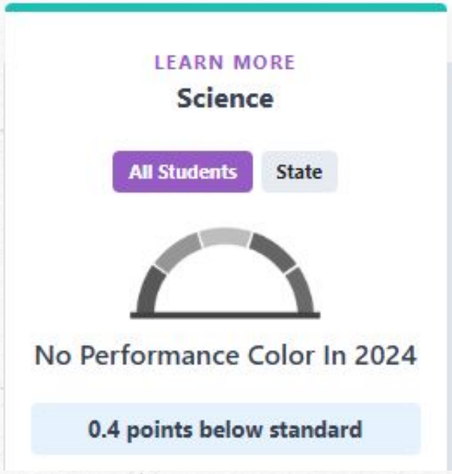
Sage Oak



Sage Oak South



Sage Oak Keppel



Celebrations!

Powered by BoardOnTrack

Comparable Schools

2023-2024 School	ELA
Excel Academy - Warner	61%
Sage Oak Charter School - Keppel	**57%**
Excel Academy - Helendale	55%
Sage Oak Charter School - South	**54%**
Sky Mountain	54%
iLead Hybrid	51%
Julian Charter	51%
Sage Oak Charter School	**50%**
Harbor Springs Charter School	49%
Mission Vista Academy	47%
Empire Springs Charter School	47%
Visions in Education	47%
Blue Ridge Academy	47%
Compass Charter of San Diego	47%
Citrus Springs Charter School	43%
Granite Mountain Charter School	42%
Connecting Waters Charter	42%
River Springs Charter School	42%
Gorman Learning Center	38%
iLead Lancaster Charter	23%

2023-2024 School	Math
Excel Academy - Warner	52%
Excel Academy - Helendale	49%
Sage Oak Charter School - Keppel	**44%**
Julian Charter	44%
Sage Oak Charter School	**38%**
Sage Oak Charter School - South	**36%**
Sky Mountain	35%
iLead Hybrid	34%
Mission Vista Academy	31%
Compass Charter of San Diego	30%
Blue Ridge Academy	29%
Visions in Education	29%
Granite Mountain Charter School	28%
River Springs Charter School	27%
Citrus Springs Charter School	26%
Harbor Springs Charter School	26%
Connecting Waters Charter	26%
Empire Springs Charter School	25%
Gorman Learning Center	21%
iLead Lancaster Charter	11%

- Chartering Districts
- Grad Rate
- South Math
- Students With Disabilities
- CAA Scores

Questions?

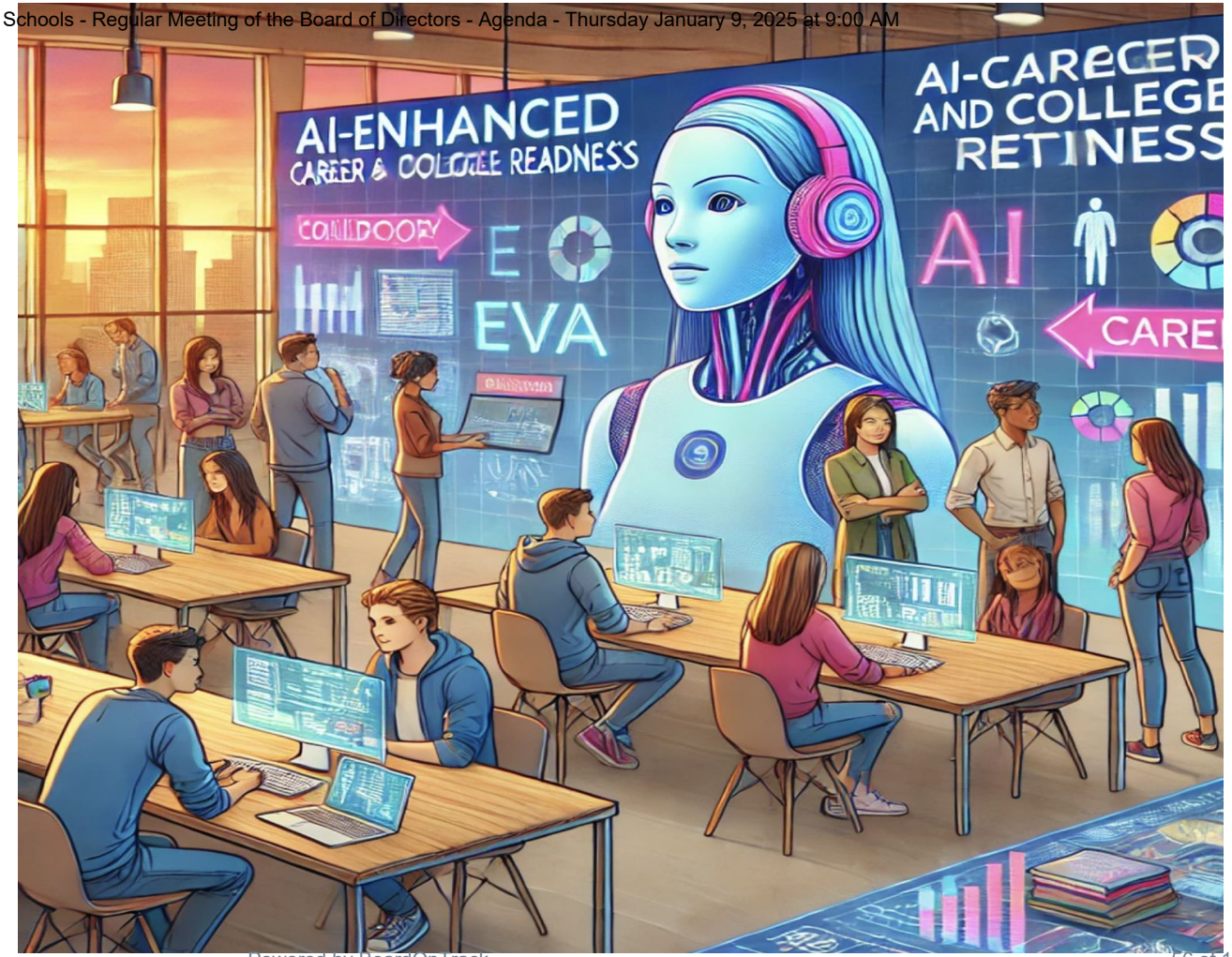
Coversheet

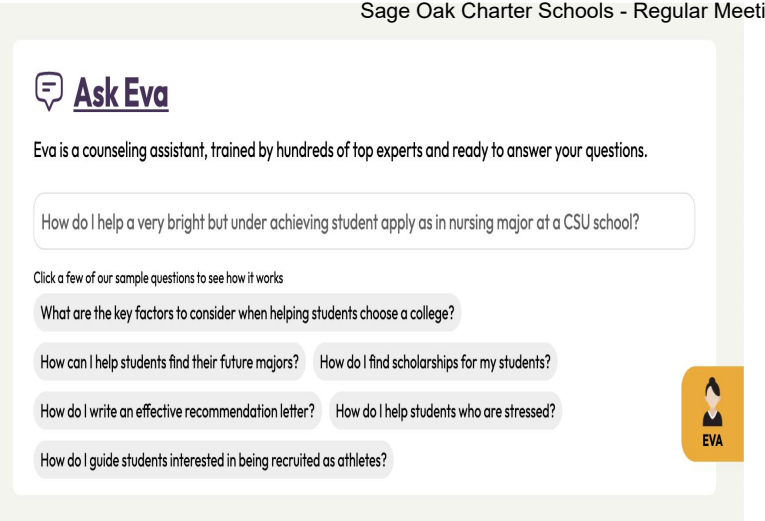
AI Update - Enhanced College & Career Readiness & AI-Powered Personalized Learning

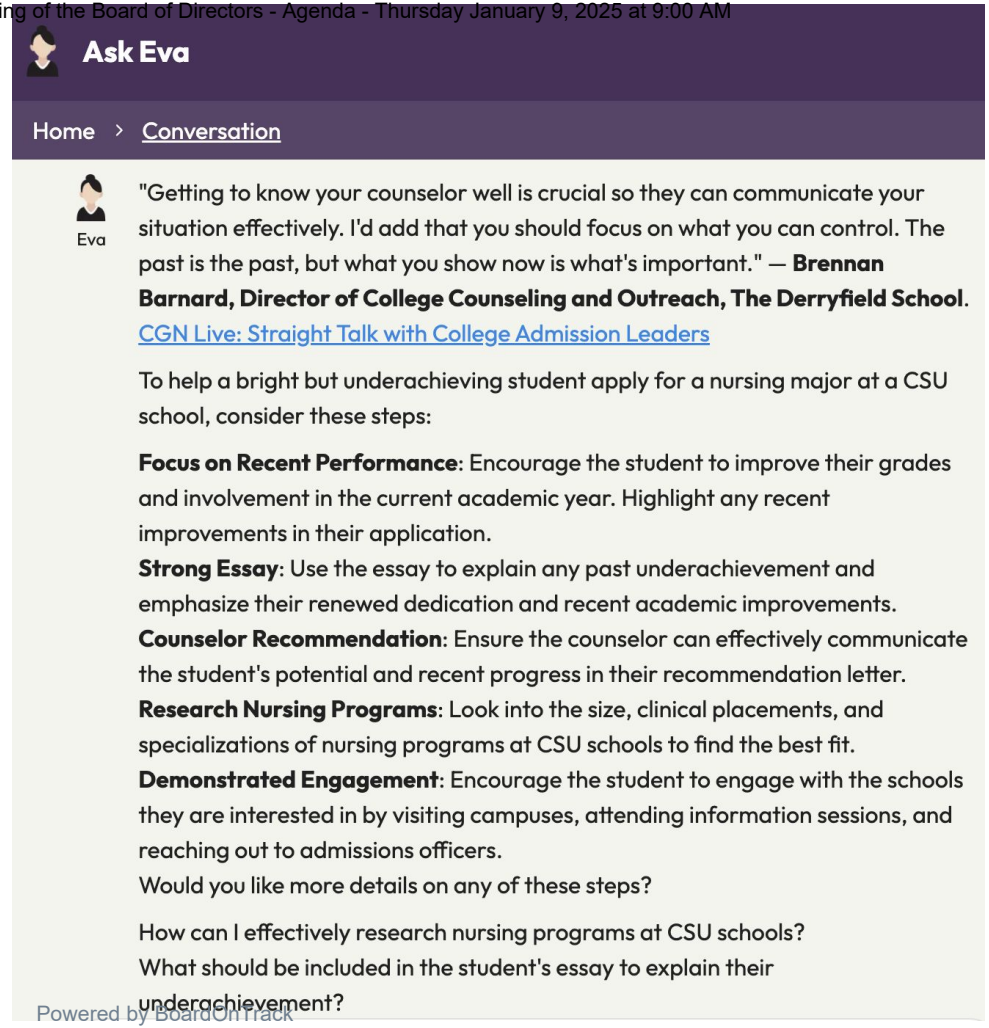
Section: X. Correspondence/Proposals/Reports
Item: D. AI Update - Enhanced College & Career Readiness & AI-Powered Personalized Learning
Purpose:
Submitted by:
Related Material: AI Update_1.9.2025.pdf

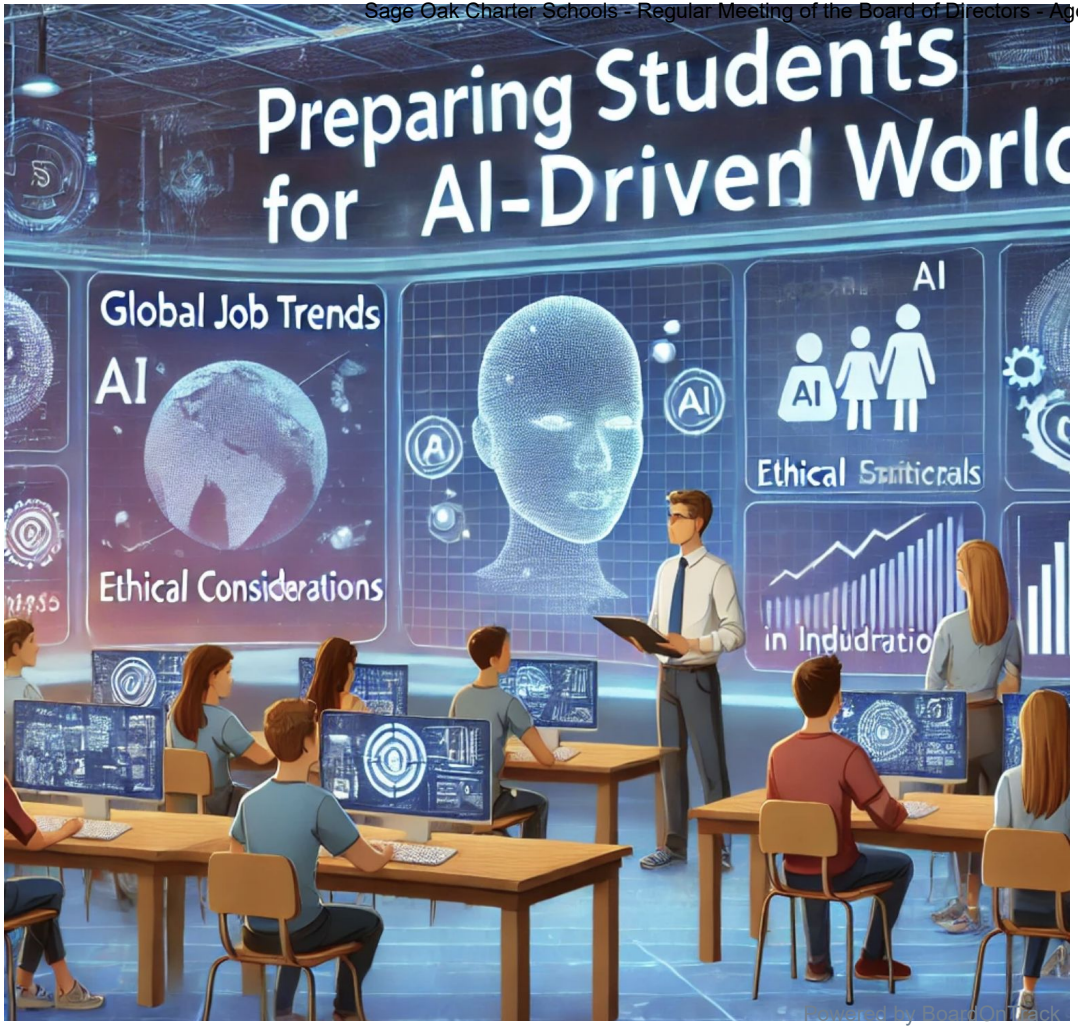
AI-Enhanced Career and College Readiness:

Counselors & Parents are using AI tools to guide students in college/career preparation




Ask Eva
Eva is a counseling assistant, trained by hundreds of top experts and ready to answer your questions.
How do I help a very bright but under achieving student apply as in nursing major at a CSU school?
Click a few of our sample questions to see how it works
What are the key factors to consider when helping students choose a college?
How can I help students find their future majors?
How do I find scholarships for my students?
How do I write an effective recommendation letter?
How do I help students who are stressed?
How do I guide students interested in being recruited as athletes?
EVA


Ask Eva
Home
Conversation
Eva
"Getting to know your counselor well is crucial so they can communicate your situation effectively. I'd add that you should focus on what you can control. The past is the past, but what you show now is what's important." — Brennan Barnard, Director of College Counseling and Outreach, The Derryfield School.
CGN Live: Straight Talk with College Admission Leaders
To help a bright but underachieving student apply for a nursing major at a CSU school, consider these steps:
Focus on Recent Performance: Encourage the student to improve their grades and involvement in the current academic year. Highlight any recent improvements in their application.
Strong Essay: Use the essay to explain any past underachievement and emphasize their renewed dedication and recent academic improvements.
Counselor Recommendation: Ensure the counselor can effectively communicate the student's potential and recent progress in their recommendation letter.
Research Nursing Programs: Look into the size, clinical placements, and specializations of nursing programs at CSU schools to find the best fit.
Demonstrated Engagement: Encourage the student to engage with the schools they are interested in by visiting campuses, attending information sessions, and reaching out to admissions officers.
Would you like more details on any of these steps?
How can I effectively research nursing programs at CSU schools?
What should be included in the student's essay to explain their underachievement?



Preparing Students for an AI-Driven World:

Educating students about AI and its impact on future job markets and society.

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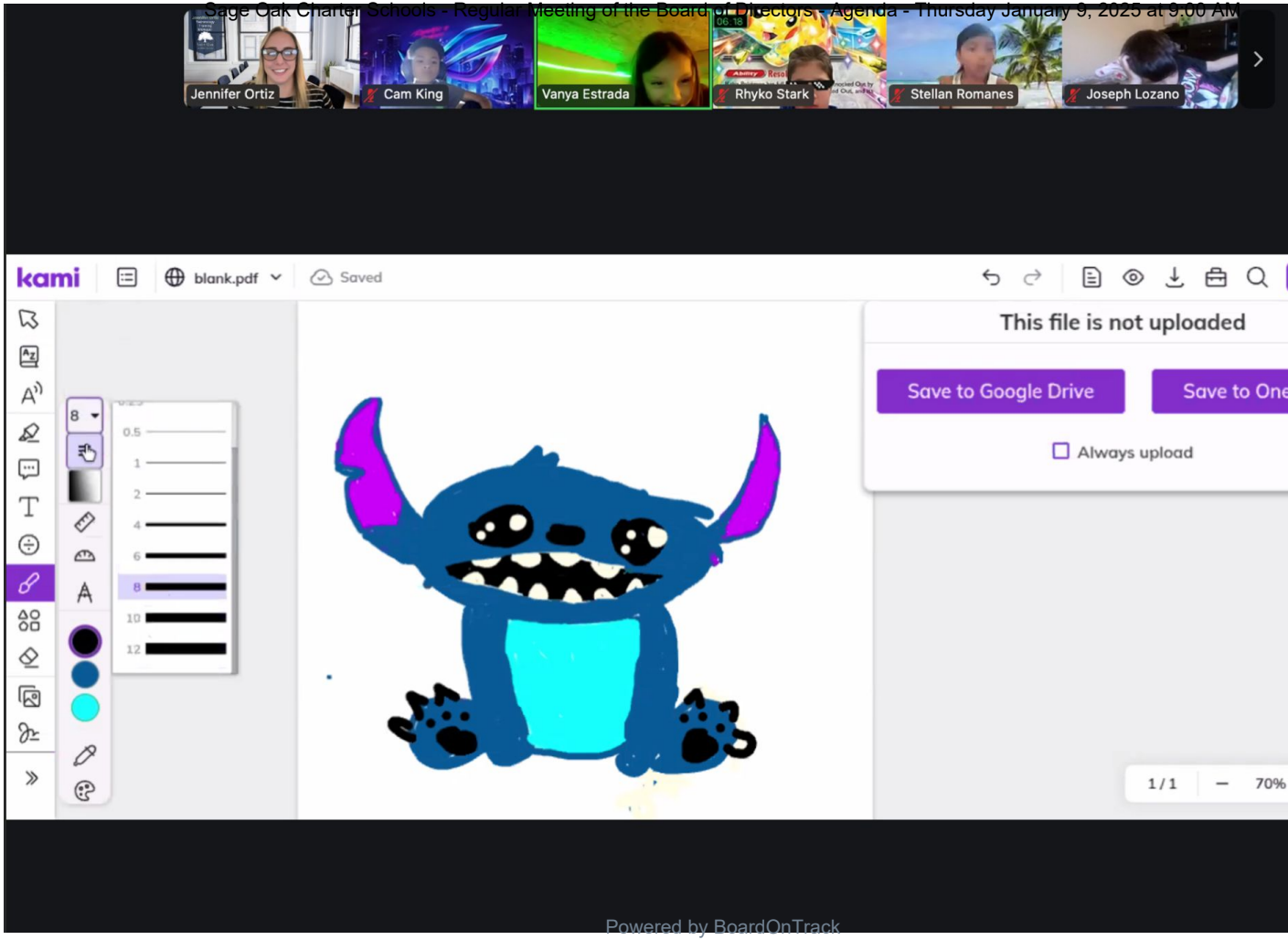

Jennifer Ortiz
Cam King
Vanya Estrada
Rhyko Stark
Stellan Romanes
Joseph Lozano
kami
blank.pdf
Saved
Share
VE
This file is not uploaded
Save to Google Drive
Save to OneDrive
Always upload
1 / 1
70%

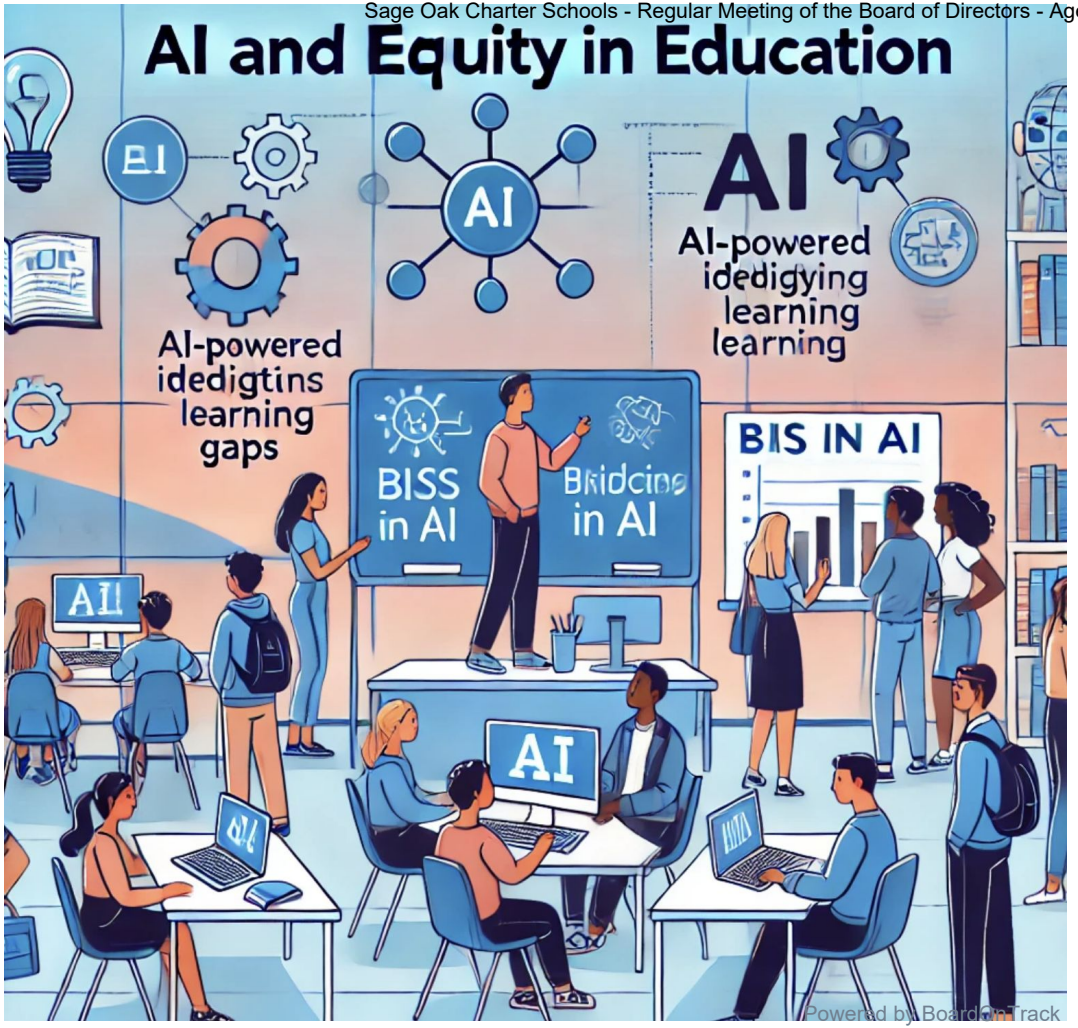
Emmett T, the pro AI user

Meet The EZ-Robots

Roli Rover

JD Humanoid

SIX Hexapod



How Sage Oak is Teaching Students About AI and Equity in Education

So you think you could've done a better job than our founding mothers did? Do you think there would've been any repercussions for you as a woman in 1776?

laughs and leans back

Better job? Well, here's the complex truth - there weren't really "Founding Mothers" with institutional power. Women like Abigail Adams were whispering advice to their husbands, not drafting documents. They were brilliant, but systemically silenced.

becomes more serious

Repercussions? Absolutely. I would've been immediately discredited, potentially arrested, or labeled a traitor. In 1776, women weren't just politically powerless - we were legally considered property. Challenging the Constitutional Convention would've been seen as not just political rebellion, but a complete social transgression.

Remember, women couldn't:

- Own property
- Vote
- Hold political office
- Have independent bank accounts
- Testify in court
- Make legal contracts

My radical proposals would've been seen as dangerous, not visionary. I'd likely be branded as hysterical, potentially institutionalized or socially exiled.

wry smile

The irony? Everything I would've proposed then sounds like basic human rights now. But back then? Revolutionary. Dangerous. Potentially life-threatening.

leans in

Would you have the courage to speak up, knowing the personal risk?

adjusts glasses and leans forward

Look, if I were somehow transported back to the Constitutional Convention, I'd be causing quite a stir. Can you imagine? A woman walking into that room full of powdered-wig wearing men and saying, "We need to talk about equality"?

chuckles

First thing I'd do is challenge them directly. I'd say, "You're talking about liberty and freedom, but for whom exactly? Because right now, it sounds like just white, property-owning men."

raises an eyebrow

I'd push hard for women to have voting rights from the start. Not waiting until 1920 with the 19th Amendment. Imagine if women had political power from the beginning? The entire trajectory of this country would be different.

leans in conspiratorially

And slavery? Absolutely not. I'd be working with abolitionists to make it clear that a document claiming "all men are created equal" is pure hypocrisy if it allows human beings to be owned.

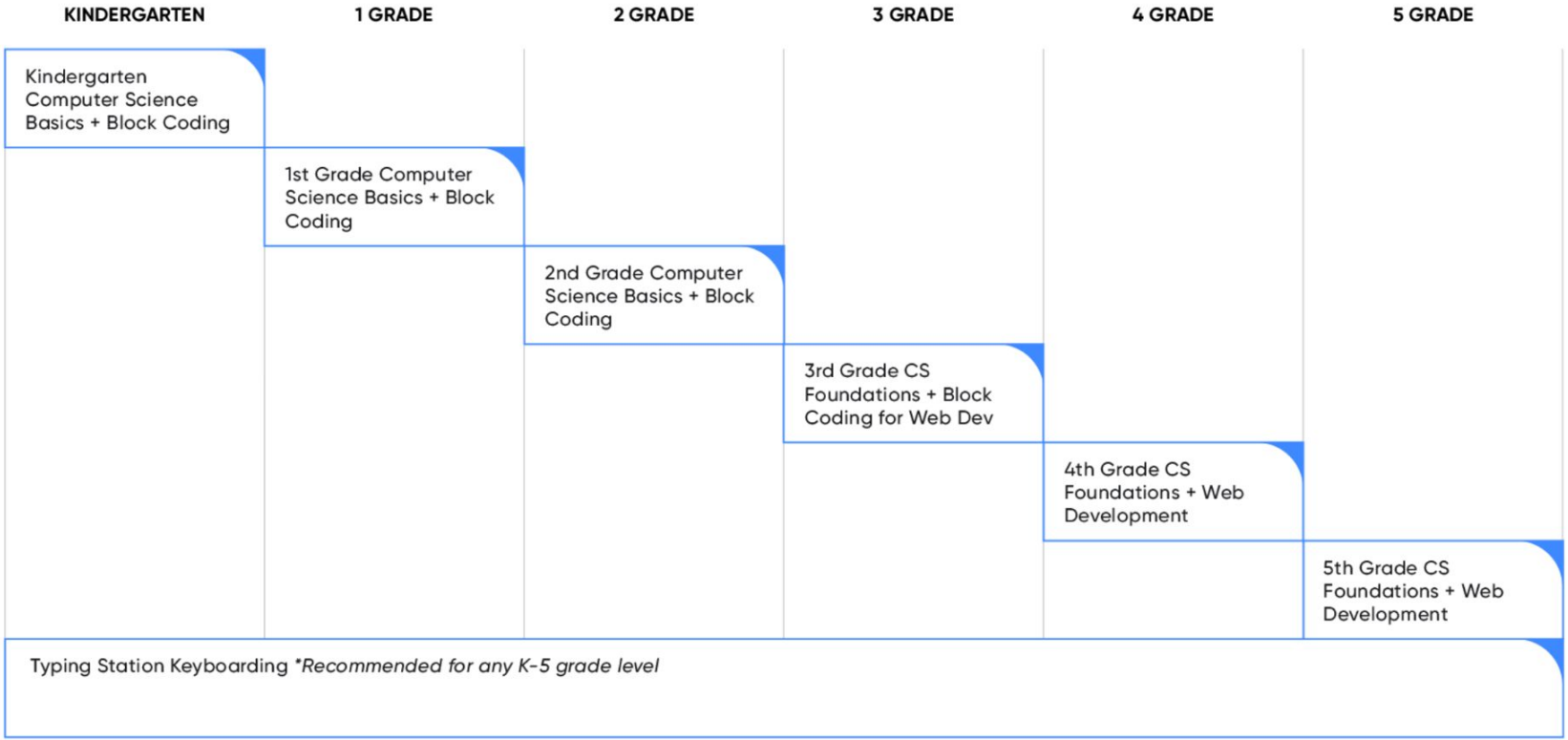
sits back

AI-Powered Personalized Learning:

How AI can tailor educational experiences to meet individual student needs.

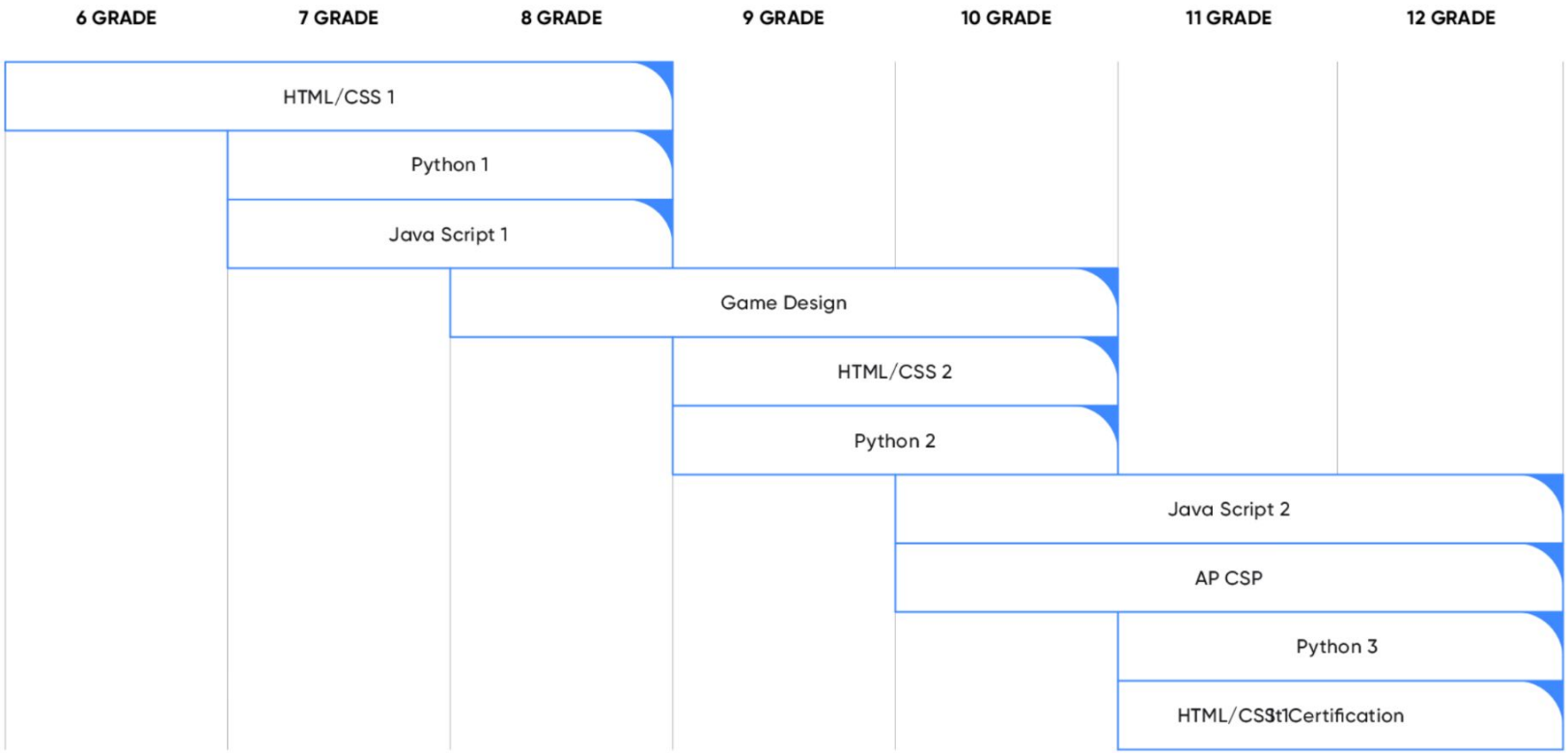
K-5 Pathway

Skill Struck



6-12 Web + Software Development Pathway

Skill Struck

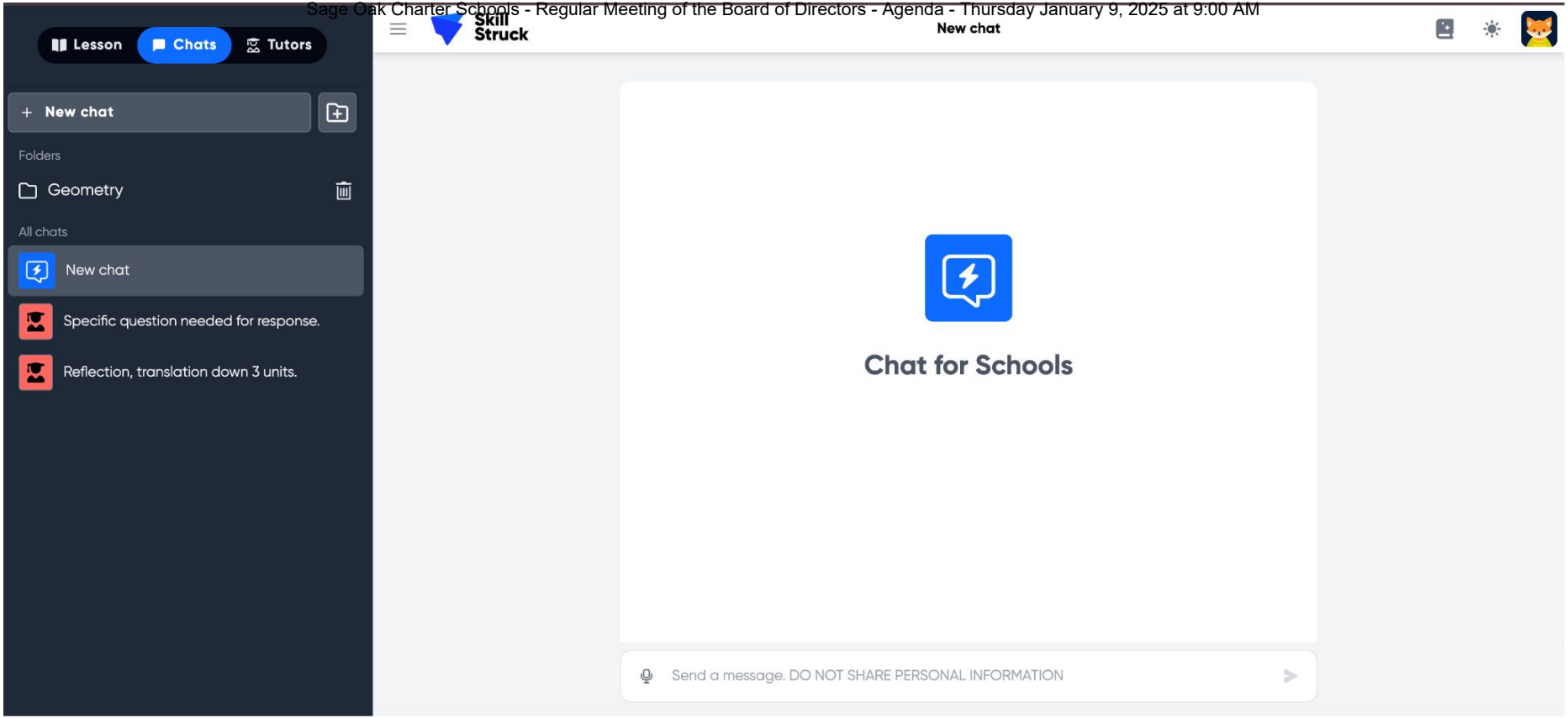


Admin Tools

- Dashboard

Manage your classroom

- Students
- Sections
- Progress
- Lesson Plans
- Professional Development
- Training Center


Lesson
Chats
Tutors
New chat
Folders
Geometry
All chats
New chat
Specific question needed for response.
Reflection, translation down 3 units.
Skill Struck
New chat
Chat for Schools
Send a message. DO NOT SHARE PERSONAL INFORMATION

AI
AI
THANK YOU
MEMBERS OF
OOL BOARD
SAGE OAK SCHOOL BOARD
AAII
SAAOT
AAII

Coversheet

Consent - Business Services

Section: XI. Consent Agenda
Item: A. Consent - Business Services
Purpose:
Submitted by:
Related Material: BUS Consent - Business Services_1.9.2025.pdf

SAGE OAK CHARTER SCHOOLS
Regular Meeting of the Board of Directors - January 9, 2025
BUS Consent Items - Business Services

Items listed under Consent are considered routine and will be approved/adopted by a single motion.

1. **Item:** Check Register - December 2024

2. **Item:** Report of Investment Activity - November 2024

3. **Item:** **Ratification of** City of Lakewood Permit #R14897

   Background:
   Sage Oak Charter Schools requests the Board ratify the City of Lakewood Permit #R14897 to host a Living History Day event for the Personalized Learning Academy- Los Angeles Region on November 8, 2024. The expense was approved on June 20, 2024, as part of the 2024-2025 Adopted Budget.

   Recommendation:
   It is recommended the Board ratify the City of Lakewood Permit #R14897 as presented.

4. **Item:** **Ratification of** CloudHesive, LLC Change Order Form

   Background:
   Sage Oak Charter Schools requests the Board ratify the change order form for CloudHesive, LLC. The change order includes additional hours to complete data migration into the data lake. Amazon Web Services will fund the additional hours.

   Recommendation:
   It is recommended the Board ratify the CloudHesive, LLC Change Order Form as presented.

5. **Item:** **Ratification of** L-Rod Entertainment Contract

   Background:
   Sage Oak Charter Schools requests the Board ratify the contract with L-Rod Entertainment for professional disc jockey services for the high school prom on May 17, 2025. The expense was approved on June 20, 2024, as part of the 2024-2025 Adopted Budget.

   Recommendation:
   It is recommended the Board ratify the L-Rod Entertainment Contract as presented.

6. **Item:** **Ratification of** Rancho Simi Recreation and Park District Contract

   Background:
   Sage Oak Charter Schools requests the Board ratify the contract with Rancho Simi Recreation and Park District to use their facilities to host the Personalized Learning Academy Career Fair Social in the Simi Valley Region on Friday, March 7, 2025. The expense was approved on June 20, 2024, as part of the 2024-2025 Adopted Budget.

   Recommendation:
   It is recommended the Board ratify the Rancho Simi Recreation and Park District Contract as presented.

7. **Item: Ratification of Fullerton Free Church Facility Use Agreement**

Background:
Sage Oak Charter Schools requests the Board ratify the Facility Use Agreement with Fullerton Free Church to host the Personalized Learning Academy Science Fair Social in the Fullerton Region on April 11, 2025. The expense was approved on June 20, 2024, as part of the 2024-2025 Adopted Budget.

Recommendation:
It is recommended the Board ratify the Fullerton Free Church Facility Use Agreement as presented.

8. **Item: Ratification of The Grand Long Beach Banquet Event Order**

Background:
Sage Oak Charter Schools requests the Board ratify The Grand Long Beach banquet event order for food/service items and beverages for the 2025-2026 Sage Oak homecoming dance on November 8, 2025. There is no fiscal impact.

Recommendation:
It is recommended the Board ratify The Grand Long Beach Banquet Event Order as presented.

9. **Item: Ratification of The Grand Long Beach Refund Agreement**

Background:
Sage Oak Charter Schools requests the Board ratify The Grand Long Beach refund agreement for the 2025-2026 Sage Oak homecoming dance event on November 8, 2025. There is no fiscal impact.

Recommendation:
It is recommended the Board ratify The Grand Long Beach Refund Agreement as presented.

10. **Item: Ratification of DoubleTree by Hilton, Claremont, Reservation Agreement**

Background:
Sage Oak Charter Schools requests the Board ratify the reservation agreement with DoubleTree by Hilton, Claremont, to provide meeting space and hotel accommodations for the Personalized Learning Academy Regional Mentor Meeting on January 30-31, 2025. The expense was approved on June 20, 2024, as part of the 2024-2025 Adopted Budget.

Recommendation:
It is recommended the Board ratify the DoubleTree by Hilton, Claremont, Reservation Agreement as presented.

11. **Item: Ratification of City of Upland Permit #R13064**

Background:
Sage Oak Charter Schools requests the Board ratify the permit for the City of Upland - Magnolia Recreation Center to host a science fair for the Personalized Learning Academy on April 11, 2025. The expense was approved on June 20, 2024, as part of the 2024-2025 Adopted Budget.

Recommendation:
It is recommended the Board ratify the City of Upland Permit #R13064 as presented.

12. **Item:** **Ratification of Amazon Web Services Migration Acceleration Program (MAP) Funding Service Order**

Background:
Sage Oak Charter Schools requests the Board ratify the service order for Amazon Web Services (AWS) for the 2024-2025 school year. The agreement encompasses additional hours to complete the data migration into the data lake. AWS will fund the additional hours. AWS requires this agreement in order to receive the additional funding. There is no fiscal impact to Sage Oak Charter Schools.

Recommendation:
It is recommended the Board ratify the AWS Migration Acceleration Program Funding Service Order as presented.

13. **Item:** **Ratification of Colony Labs, Inc. (Scribe) Master Services Agreement**

Background:
Sage Oak Charter Schools requests the Board ratify the Colony Labs, Inc. (Scribe) Master Services Agreement for the 2024-2025 school year. The agreement provides access to Scribe's platform, which automatically creates step-by-step guides with screenshots and text, streamlining the documentation of processes and procedures. This tool will assist management with training videos related to onboarding new staff and creating standard operating procedures, enhancing efficiency and knowledge sharing among staff and students. The expense was approved per Sage Oak Charter Schools' Fiscal Policy.

Recommendation:
It is recommended the Board ratify the Colony Labs, Inc. (Scribe) Master Services Agreement as presented.

14. **Item:** **Ratification of CloudHesive, LLC. Independent Consulting Agreement**

Background:
Sage Oak Charter Schools requests the Board ratify the independent consulting agreement with Cloudhesive LLC for the 2024-2025 school year. The agreement includes 10 discovery hours for the CloudHesive Application Program Interface (API)) developer to assess the scope of work required to troubleshoot and recode the existing API integration between School Admin (Finalsite) and School Pathways. These systems are Sage Oaks' primary online registration and student information systems. A successful API link between these two systems is critical to the school's operations, saving the registrar hours of data entry every day during the school's open enrollment period. The expense was approved per Sage Oak Charter Schools' Fiscal Policy.

Recommendation:
It is recommended the Board ratify the CloudHesive, LLC. Independent Consulting Agreement as presented.

Coversheet

Consent - Human Resources

Section: XI. Consent Agenda
Item: B. Consent - Human Resources
Purpose:
Submitted by:
Related Material: BUS Consent - Human Resources_1.9.2025.pdf

SAGE OAK CHARTER SCHOOLS
Regular Meeting of the Board of Directors - January 9, 2025
BUS Consent Items - Human Resources

Items listed under Consent are considered routine and will be approved/adopted by a single motion.

1. Item: Approval of Certificated Personnel Report

2. Item: Approval of Classified Personnel Report

3. Item: Approval of Job Descriptions

Background:
Job descriptions are critical to the successful personnel operations of the school. They provide structure in areas such as recruitment, onboarding, determining reasonable accommodations, performance evaluation, succession planning, staff development, and compensation analysis. Job descriptions are routinely revised to remove antiquated wording, reflect the current duties of the positions, and align the minimum qualifications, knowledge, and abilities to the duties. New job descriptions are developed based on the school's staffing plans and identified support needs. It is recommended the Board approve the following job description(s) and revisions as presented.

New:
School Social Worker
Senior Administrator, Oakschool

Revised:
ELPAC Test Examiner Stipend

Recommendation:
It is recommended the Board approve the job description(s) and revisions as presented.

4. Item: Approval of 2025 IRS Mileage Reimbursement Rate

Background:
Each year the IRS approves a standard per-mile rate for reimbursement. Sage Oak Charter Schools reimburses its employees for mileage at the IRS rate, as stated in the 4140-SO, Mileage Reimbursement Policy. The reimbursement rate should align with the IRS-established rate for 2025.

Recommendation:
It is recommended the Board approve the 2025 IRS Mileage Reimbursement Rate as presented.

Coversheet

(Action) Approval of 2023-2024 School Accountability Report Cards (SARC), Presented by Poppy Perfect, Data & Educational Reporting Coordinator

Section: XII. Operations and Accountability Services
Item: A. (Action) Approval of 2023-2024 School Accountability Report Cards (SARC), Presented by Poppy Perfect, Data & Educational Reporting Coordinator
Purpose: Vote
Submitted by:
Related Material:
2023-2024 School Accountability Report Cards_Presentation_1.9.2025.pdf
2023-2024 School Accountability Report Card_Sage Oak Charter School (#1885)_1.9.2025.pdf
2023-2024 School Accountability Report Card_ Sage Oak Charter School - Keppel (#1886)_1.9.2025.pdf
2023-2024 School Accountability Report Card_Sage Oak Charter School - South (#2051)_1.9.2025.pdf

BACKGROUND:

Sage Oak Charter Schools requests the Board approve the 2023-2024 School Accountability Report Cards (SARC). The SARC requires schools to annually provide information to the community to allow public comparison of schools for student achievement, environment, resources, and demographics. Please note that the blank SARC elements in the attached reports will be auto-populated by the CDE within their system before the deadline of February 1, 2025.

RECOMMENDATION:

It is recommended the Board approve the 2023-2024 School Accountability Report Cards (SARC) as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

School Accountability Report Card (SARC) 2023-24

- Credentialed Teachers - 100%
- A-G Completers increased 11.5%
- Career Technical Education (CTE) participation increased by 77%

SARC Timeline

Mid-November

Sage Oak inserts all narrative information into the SARC

December/January

State releases data to populate the SARC

Approval of SARC document by Board

February 1

Sage Oak submits SARC to the CDE

Sage Oak Charter School

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
Street	1473 Ford Street #105
City, State, Zip	Redlands, CA 92373
Phone Number	(888) 435-4445
Principal	Traci King
Email Address	tking@sageoak.education
School Website	www.sageoak.education
Grade Span	
County-District-School (CDS) Code	36-67736-0136069

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	521
Grade 1	294
Grade 2	311
Grade 3	317
Grade 4	286
Grade 5	288
Grade 6	291
Grade 7	241
Grade 8	247
Grade 9	156
Grade 10	144
Grade 11	130
Grade 12	136
Total Enrollment	3,362

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.5
American Indian or Alaska Native	0.3
Asian	4.3
Black or African American	2.8
Filipino	1.5
Hispanic or Latino	49.9
Native Hawaiian or Pacific Islander	0.2
Two or More Races	6.2
White	34.1
English Learners	2.4
Foster Youth	0.1
Homeless	0.9
Socioeconomically Disadvantaged	42
Students with Disabilities	13

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)	93.50	85.63	203.20	73.41	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.36	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.10	1.51	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	14.90	13.64	64.60	23.34	12115.80	4.41
Unknown/Incomplete/NA	0.70	0.72	3.80	1.38	18854.30	6.86
Total Teaching Positions	109.20	100.00	276.80	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)	117.10	86.72	239.90	73.92	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	0.92	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.50	2.94	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	16.80	12.48	67.50	20.82	11953.10	4.28
Unknown/Incomplete/NA	1.00	0.79	4.50	1.39	15831.90	5.67
Total Teaching Positions	135.00	100.00	324.50	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)	127.90	88.80	262.30	80.17	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	0.69	6.00	1.83	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.10	0.66	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	14.60	10.16	53.60	16.38	11746.90	4.23
Unknown/Incomplete/NA	0.40	0.34	3.10	0.95	14303.80	5.15
Total Teaching Positions	144.00	100.00	327.30	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	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	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	14.90	16.80	14.6
Total Out-of-Field Teachers	14.90	16.80	14.6

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	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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 is a home-based program. Therefore, the administrative office is the only facility.

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

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

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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)	54	49	47	46	46	47
Mathematics (grades 3-8 and 11)	37	37	32	33	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	1865	1850	99.20	0.80	49.14
Female	941	935	99.36	0.64	54.12
Male	921	912	99.02	0.98	43.86
American Indian or Alaska Native	--	--	--	--	--
Asian	94	94	100.00	0.00	74.47
Black or African American	61	60	98.36	1.64	43.33
Filipino	37	37	100.00	0.00	62.16
Hispanic or Latino	914	908	99.34	0.66	41.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	128	128	100.00	0.00	61.72
White	620	612	98.71	1.29	53.27
English Learners	43	43	100.00	0.00	11.63
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	47.06
Military	--	--	--	--	--
Socioeconomically Disadvantaged	614	611	99.51	0.49	38.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	301	293	97.34	2.66	21.16

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	1865	1850	99.20	0.80	37.19
Female	941	935	99.36	0.64	34.87
Male	921	912	99.02	0.98	39.69
American Indian or Alaska Native	--	--	--	--	--
Asian	94	94	100.00	0.00	69.15
Black or African American	61	60	98.36	1.64	20.00
Filipino	37	37	100.00	0.00	62.16
Hispanic or Latino	914	908	99.34	0.66	29.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	128	128	100.00	0.00	47.66
White	620	612	98.71	1.29	42.48
English Learners	43	43	100.00	0.00	6.98
Foster Youth	--	--	--	--	--
Homeless	17	17	100.00	0.00	17.65
Military	--	--	--	--	--
Socioeconomically Disadvantaged	614	611	99.51	0.49	27.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	301	293	97.34	2.66	13.31

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)	42.35	39.70	21.94	30.15	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	827	823	99.52	0.48	39.34
Female	411	410	99.76	0.24	38.88
Male	412	409	99.27	0.73	40.20
American Indian or Alaska Native	--	--	--	--	--
Asian	41	41	100.00	0.00	65.85
Black or African American	28	28	100.00	0.00	32.14
Filipino	18	18	100.00	0.00	44.44
Hispanic or Latino	382	381	99.74	0.26	32.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	63	63	100.00	0.00	50.00
White	286	283	98.95	1.05	43.26
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	290	290	100.00	0.00	31.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	139	137	98.56	1.44	16.79

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	46
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	98.23
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	46.38

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%	99.5%	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	2.2	1.4	17	15.5	11.3	7.8	8.2	8.9
Graduation Rate	96.4	91.9	96.5	62.1	66.9	67.0	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	141	136	96.5
Female	79	76	96.2
Male	61	59	96.7
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	65	62	95.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	12	100.0
White	55	53	96.4
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	81	76	93.8
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	22	19	86.4

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3731	3643	99	2.7
Female	1898	1855	46	2.5
Male	1825	1781	52	2.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	11	2	18.2
Asian	159	150	0	0.0
Black or African American	111	108	10	9.3
Filipino	57	57	0	0.0
Hispanic or Latino	1869	1827	58	3.2
Native Hawaiian or Pacific Islander	17	14	1	7.1
Two or More Races	231	227	4	1.8
White	1249	1223	24	2.0
English Learners	103	94	6	6.4
Foster Youth	--	--	--	--
Homeless	56	52	2	3.8
Socioeconomically Disadvantaged	1665	1617	69	4.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	552	540	23	4.3

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	0.93	0.91	0.64	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.02	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	2	27		
1	2	20	1	
2	2	19		
3	2	24	1	
4	2	41	1	
5	2	32	1	
6	2	17	1	
Other	12	125	63	

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	2	16		
1	3	8		
2	4	10		
3	3	10		
4	4	12	1	
5	7	6	1	
6	6	42	1	
Other	18	42	47	

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	3	20		
1	3	9		
2	10	7		
3	4	17		
4	5	7	2	
5	7	9		
6	7	44		
Other	19	42	42	

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	3	210		
Mathematics	3	235		
Science	2	146		
Social Science	3	210		

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	303		
Mathematics	2	332		
Science	2	177		
Social Science	2	244		

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	2	331		
Mathematics	2	359		
Science	2	216		
Social Science	2	224		

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	3362

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	4
Resource Specialist (non-teaching)	
Other	22

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	$6,819.66	$1,689.06	$5,130.60	$60,667.26
District	N/A	N/A		$93,452
Percent Difference - School Site and District	N/A	N/A		-42.5
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-70.9	-43.2

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	$46,656	$57,839
Mid-Range Teacher Salary	$84,433	$90,040
Highest Teacher Salary	$121,452	$118,647
Average Principal Salary (Elementary)	$166,001	$144,639
Average Principal Salary (Middle)	$144,418	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$244,083	$229,986
Percent of Budget for Teacher Salaries	31%	31%
Percent of Budget for Administrative Salaries	8%	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	2.8

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	8
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	2
Science	3
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	16

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

Sage Oak Charter School- Keppel

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- Keppel
Street	1473 Ford Street #105
City, State, Zip	Redlands, CA 92373
Phone Number	(888) 435-4445
Principal	Chelsey Anema
Email Address	canema@sageoak.education
School Website	www.sageoak.education
Grade Span	
County-District-School (CDS) Code	19-64642-0136127

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,

2024-25 School Description and Mission Statement

fostering engagement, and developing smart learning systems. We are dedicated to providing personalized learning pathways 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

2024-25 School Description and Mission Statement

Program. Currently, we are on track to achieve Advancement Via Individual Determination (AVID) certification for high school 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. Lastly, Sage Oak Charter School Keppel has earned recognition on the 2023 Educational Results Partnership (ERP) Honor Roll, showcasing its dedication to closing achievement gaps for higher-poverty and historically disadvantaged student populations.

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

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	41
Grade 2	43
Grade 3	42
Grade 4	27
Grade 5	30
Grade 6	31
Grade 7	36
Grade 8	28
Grade 9	15
Grade 10	14
Grade 11	11
Grade 12	13
Total Enrollment	378

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.7
Male	51.3
American Indian or Alaska Native	0.3
Asian	4.2
Black or African American	4.2
Filipino	2.1
Hispanic or Latino	44.7
Native Hawaiian or Pacific Islander	0.3
Two or More Races	5.6
White	38.4
English Learners	1.9
Homeless	1.1
Socioeconomically Disadvantaged	42.3
Students with Disabilities	12.2

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)	18.30	86.24	121.30	91.05	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	3.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	3.00	2.25	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.90	13.76	3.90	2.95	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	1.00	0.75	18854.30	6.86
Total Teaching Positions	21.20	100.00	133.20	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.90	91.67	141.40	89.65	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	2.54	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.60	5.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.40	7.75	3.40	2.19	11953.10	4.28
Unknown/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.

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)	77.70	87.74	172.70	86.11	231142.40	100.00
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	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	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	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	2.90	3.40	9.3
Total Out-of-Field Teachers	2.90	3.40	9.3

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	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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 - Keppel is a home-based program. Therefore, the administrative office is the only facility.

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

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

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

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

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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)	64	56	31	28	46	47
Mathematics (grades 3-8 and 11)	47	44	20	20	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	201	197	98.01	1.99	56.35
Female	99	98	98.99	1.01	63.27
Male	102	99	97.06	2.94	49.49
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	81.82
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	84	97.67	2.33	44.05
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	66.67
White	83	82	98.80	1.20	64.63
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	80	100.00	0.00	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	28	93.33	6.67	17.86

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	201	197	98.01	1.99	44.16
Female	99	98	98.99	1.01	46.94
Male	102	99	97.06	2.94	41.41
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	63.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	86	84	97.67	2.33	27.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	66.67
White	83	82	98.80	1.20	54.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	80	80	100.00	0.00	31.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	28	93.33	6.67	10.71

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)	51.85	54.55	13.65	16.06	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	80	79	98.75	1.25	53.16
Female	43	43	100.00	0.00	53.49
Male	37	36	97.30	2.70	52.78
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	31	96.88	3.12	35.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	68.75
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	33	100.00	0.00	48.48
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	3
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	98.11
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	69.23

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	0.0		0.0	0.0	7.8	8.2	8.9
Graduation Rate		100.0	92.3		100.0	92.3	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	13	12	92.3
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

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	389	382	1	0.3
Female	192	188	0	0.0
Male	197	194	1	0.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	0	0.0
Black or African American	18	17	0	0.0
Filipino	--	--	--	--
Hispanic or Latino	176	172	1	0.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	21	21	0	0.0
White	147	145	0	0.0
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	168	166	1	0.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	57	57	0	0.0

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	4.77	4.41	2.25	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.03	0.03	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	2	3		
1	1	4		
2	2	2		
3	1	6		
4	1	5		
5	1	3		
6	1	6		
Other	6	30	4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	5		
1	2	4		
2	2	4		
3	2	6		
4	2	3		
5	3	3		
6	4	10		
Other	9	23	4	

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	1		
1	1	3		
2	2	7		
3	1	3		
4	2	3		
5	2	3		
6	2	18		
Other	8	19	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	1	29		
Mathematics	1	28		
Science	1	21		
Social Science	1	22		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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	48		
Mathematics	1	55		
Science	1	26		
Social Science	1	33		

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	378

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	4
Resource Specialist (non-teaching)	
Other	32.3

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	$6,596.20	$1,553.05	$5,043.15	$60,667.26
District	N/A	N/A		$90,134
Percent Difference - School Site and District	N/A	N/A		-39.1
State	N/A	N/A	$10,771	$94,129
Percent Difference - School Site and State	N/A	N/A	-72.4	-43.2

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	$48,823	$57,839
Mid-Range Teacher Salary	$87,997	$90,040
Highest Teacher Salary	$112,191	$118,647
Average Principal Salary (Elementary)	$128,100	$144,639
Average Principal Salary (Middle)	$0	$148,270
Average Principal Salary (High)	$0	$161,275
Superintendent Salary	$201,374	$229,986
Percent of Budget for Teacher Salaries	25%	31%
Percent of Budget for Administrative Salaries	4%	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	5.7

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

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	2
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	3

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

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	
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

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

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

Coversheet

(Action) Approval of Revised 2024-2025 Salary Schedule

Section:	XIII. Human Resources
Item:	A. (Action) Approval of Revised 2024-2025 Salary Schedule
Purpose:	Vote
Submitted by:	
Related Material:	Revised 2024-2025 Salary Schedule_Presentation_1.9.2025.pdf Revised 2024-2025 Salary Schedule_1.9.2025.pdf

BACKGROUND:

Sage Oak Charter Schools requests the Board approve revisions to the 2024-2025 salary schedule. The first revision is to extend eligibility for additional regular compensation to teachers who exceed their 1.0 full-time equivalent (FTE) during the month of August. The existing salary schedule already includes rates per student for the Personalized Learning Teacher, Personalized Learning Teacher+, Education Advisor, Virtual Learning Teacher, and Special Education Teacher exceeding a 1.0 FTE from September through June. This revision would expand eligibility to the month of August and retroactively compensate currently employed and eligible teachers for work performed in August 2024, recognizing the critical work teachers do to support students in successfully preparing for the school year.

The second revision of the 2024-2025 salary schedule includes a new compensation structure for Education Advisors (EAs) who exceed their 1.0 full-time equivalent (FTE) in live teaching classes. This change addresses the added workload when servicing additional students. Staff proposes implementing a new tiered compensation structure to be paid during the months of October through January for Semester 1 and March through June for Semester 2. Staff are requesting that eligible EAs receive retroactive payment for work performed during the first semester of the 2024-2025 school year.

RECOMMENDATION:

It is recommended the Board approve the revised 2024-2025 salary schedule as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

Revisions to Sage Oak 2024-2025 Salary Schedule

January 9, 2025

Revision to Teacher Compensation for Class Size Overages

ADDITIONAL REGULAR: Staff serving in Personalized Learning Teacher, Personalized Learning Teacher+, Education Advisor, Virtual Learning Teacher, and Special Education Teacher positions may earn additional compensation for each student over their 1.0 FTE caseload during the months of ***August*** ~~September~~ through June. Teacher will need to serve students a minimum number of days in a learning period to qualify for additional compensation. Rate paid depends on the employee's range and step. See table below for rates.

New Compensation Structure for Education Advisors with Class Size Overages in Live Teaching Courses

LIVE TEACHING CLASS SIZE OVERAGE: Education Advisors (EAs) may earn additional compensation for teaching students beyond their 1.0 FTE caseload in live teaching classes during the months of September through June. To qualify, EAs must teach students for a minimum number of days within a learning period. The compensation rate is determined by the number of students over the 1.0 FTE threshold in a given month. See the table below for rates.

Range of Students	Monthly	Additional Hrs
110 - 144	$400.00	1-3
145-179	$600.00	4-6
180-214	$800.00	7-9

Questions?

Sage Oak Charter School Salary Schedule
FISCAL YEAR 2024-2025

BOARD APPROVED: Pending
Appendix A-1

Range	STEP A	STEP B	STEP C	STEP D	STEP E	STEP F	STEP G	STEP H	STEP I	STEP J	STEP K	STEP L	STEP M	STEP N	STEP O	STEP P	STEP Q	STEP R	STEP S	STEP T
1	$19.95	$20.55	$21.17	$21.77	$22.39	$22.99	$23.60	$24.20	$24.92	$25.76										
2	$22.59	$23.54	$24.49	$25.43	$26.38	$27.32	$28.25	$29.20	$30.08	$30.40										
3	$26.58	$27.53	$28.48	$29.42	$30.36	$31.30	$32.24	$33.19	$34.18	$34.94										
4	$29.24	$30.19	$31.13	$32.08	$33.03	$33.97	$34.91	$35.85	$36.92	$38.00										
5	$33.98	$35.38	$36.80	$38.20	$39.62	$41.01	$42.43	$43.83	$45.15	$45.79										
6	$65,108	$67,158	$70,212	$72,345	$73,496	$74,793	$75,666	$76,422	$78,717	$79,505	$80,298	$81,102	$83,535	$84,370	$85,214	$86,918	$87,787	$88,666	$90,439	$91,344
7	$74,292	$76,407	$78,523	$80,637	$82,753	$84,868	$86,983	$89,097	$91,214	$92,125	$93,046	$93,977	$95,856	$96,814	$97,782	$99,738	$100,736	$101,743	$103,777	$104,816
8	$74,780	$77,974	$81,167	$84,360	$87,553	$90,745	$93,939	$97,133	$100,047	$101,133										
9	$82,642	$86,727	$90,811	$94,895	$98,981	$103,066	$107,149	$111,234	$115,683	$118,055										
10	$94,959	$97,318	$99,678	$102,038	$104,398	$106,757	$109,117	$111,477	$113,707	$117,686										
11A	$84,054	$86,667	$89,280	$91,892	$94,504	$97,117	$99,729	$102,342	$105,412	$109,028										
11B	$88,478	$91,229	$93,979	$96,728	$99,478	$102,229	$104,978	$107,728	$110,960	$114,766										
12	$97,133	$99,907	$102,683	$105,459	$108,232	$111,009	$113,783	$116,559	$118,890	$123,420										
13	$96,557	$99,623	$102,689	$105,754	$108,820	$111,884	$114,951	$118,015	$121,556	$125,460										
14	$106,415	$108,787	$112,251	$115,715	$119,178	$122,641	$126,106	$129,568	$133,456	$137,700										
15	$112,019	$115,287	$118,551	$121,817	$125,081	$128,348	$131,612	$134,878	$137,575	$144,753										
16	$125,490	$132,037	$136,951	$141,863	$146,777	$151,690	$156,241	$159,120	$161,160	$163,710										
17A	$150,637	$157,712	$164,384	$171,302	$178,289															
17B	$187,177	$192,979	$198,962	$205,130	$211,284															

- Annual advancement from one step to the next on the salary schedule will take place on July 1 (or August 1 for 11 month employees) of each year and, per board policy, is contingent upon the employee working 80% of the fiscal year (eg. percentage of year worked is measured between July 1 - June 30). Salary schedule adjustments may be made at any time at the discretion of the Board of Directors and are contingent upon a board approved annual fiscal plan.

- Ranges 1-5 reflect an hourly rate and Ranges 6-18 reflect an annual salary.

- Annual salaries reflect a 1.0 full time equivalent (FTE) in employment. If the employee is part time, the rate will be modified to reflect the same FTE percentage.

- Range 8 reflects compensation for 12 months of work. For staff serving in an 11 month role on range 8, the salary will be proportionate to the number of months worked and be prorated.

- Range 15 and 16 / Step A: Certificated intern principal, assistant director, program specialist or assistant principal working toward earning an administrative services credential.

ADDITIONAL STIPENDS/CASELOADS (Certificated)

Advanced Degree stipend: Add $1,540 annually ($140 paid monthly while in active status) to a certificated teacher in range 6 and 7 that carries a Master's degree or Doctor of Philosophy (Ph.D.). Additional eligibility requirements: The employee must be serving as in certificated PLT, PLT+, EA, VLT, M/M SPED teacher, M/S SPED teacher, or Art teacher position as part of their 1.0 FTE in order to be considered eligible for the stipend. They must provide official transcripts directly from the college or university reflecting the conferred date as evidence to human resources. Additionally, the degree itself must be directly related to the teacher role.

- High School Principal salary supplement: $5,400/annual ($450 paid monthly while in active status)

- ADDITIONAL REGULAR: Staff serving in Personalized Learning Teacher, Personalized Learning Teacher+, Education Advisor, Virtual Learning Teacher, and Special Education Teacher positions may earn additional compensation for each student over their 1.0 FTE caseload during the months of August through June. Teacher will need to serve students a minimum number of days in a learning period to qualify for additional compensation. Rate paid depends on the employee's range and step. See table below for rates.

Teaching Position	STEP A	STEP B	STEP C	STEP D	STEP E	STEP F	STEP G	STEP H	STEP I	STEP J	STEP K	STEP L	STEP M	STEP N	STEP O	STEP P	STEP Q	STEP R	STEP S	STEP T
PLT	$211	$218	$228	$235	$239	$243	$246	$248	$256	$258	$261	$263	$271	$274	$277	$282	$285	$288	$294	$297
6-8 VLT	$241	$248	$255	$262	$269	$276	$282	$289	$296	$299	$302	$305	$311	$314	$317	$324	$327	$330	$337	$340
PLT+ & TK-2 VLT	$281	$289	$297	$305	$313	$321	$329	$337	$346	$349	$352	$356	$363	$367	$370	$378	$382	$385	$393	$397
EA	$338	$347	$357	$367	$376	$386	$395	$405	$415	$419	$423	$427	$436	$440	$444	$453	$458	$462	$472	$476
M/M SPED & 3-5 VLT	$260	$267	$275	$282	$289	$297	$304	$312	$319	$322	$325	$329	$335	$339	$342	$349	$352	$356	$363	$366
M/S SPED	$450	$463	$476	$489	$502	$514	$527	$540	$553	$558	$564	$570	$581	$587	$593	$604	$611	$617	$629	$635

- LIVE TEACHING CLASS SIZE OVERAGE: Education Advisors (EAs) may earn additional compensation for teaching students beyond their 1.0 FTE caseload in live teaching classes during the months of September through June. To qualify, EAs must teaching students for a minimum number of days within a learning period. The compensation rate is determined by the number of students over the 1.0 FTE threshold in a given month. See the table below for rates.

Range of Students	Monthly	Additional Hrs.
110-144	$400.00	1-3
145-179	$600.00	4-6
180-214	$800.00	7-9