SAGE OAK
CHARTER SCHOOLS

Sage Oak Charter Schools

Regular Meeting of the Board of Directors

Published on January 2, 2026 at 1:37 PM PST
Amended on January 5, 2026 at 10:52 AM PST

Date and Time

Thursday January 8, 2026 at 11:00 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

Link to Join Zoom Meeting
ID: 95782556143
Passcode: 709915

Dial In: (US) +1 564-217-2000
Passcode: 709915

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**			**11:00 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

		Purpose	Presenter	Time
II.	**Pledge of Allegiance**			**11:02 AM**
A.	Led by Board President or designee		Board President	1 m
III.	**Approve Agenda**			**11:03 AM**
A.	(Action) Approval of Agenda for January 8, 2026 Regular Meeting of the Board of Directors	Vote	Board President	1 m

It is recommended the Board approve the agenda for the January 8, 2026, 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   11:04 AM

A. (Action) Approval of Minutes for December 15, 2025 Regular Meeting of the Board of Directors	Approve Minutes	Board President	1 m

It is recommended the Board approve the minutes from the December 15, 2025, 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   11:05 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   11:06 AM

A. Closed Session Agenda   Board President   20 m

1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
(Gov. Code Section 54956.9(d)(1)) *OAH Case No. 2025100661*

2. CONFERENCE WITH LABOR NEGOTIATORS
(Gov. Code section 54957.6)
Agency Representative: Atkinson, Andelson, Loya, Ruud & Romo
Board President William Hall
Unrepresented employee: Superintendent

VIII. Reconvene Regular Meeting   11:26 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   11:27 AM

A. Sage Oak Highlights   Krista Woodgrift   12 m

	Purpose	Presenter	Time

B. Student Achievement Presentation: CAASPP, iReady, Teacher Assignment & Monitoring Outcomes, and the California Dashboard

Poppy Perfect, Assistant Director of Accountability

Lisa Thompson — 12 m

C. Special Education Update

Danielle Ruiz, Assistant Director of Special Education

Kelly Prins — 11 m

D. Student Highlight

Chelsey Anema, Personalized Learning Academy Director/Principal
Student: Jackson Scamehorn, 6th Grade
Teacher: Melissa Keshk

Erin Bunch — 9 m

XI. Consent Agenda   12:11 PM

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 2025
2. Report of Investment Activity - November 2025
3. Ratification of 2025 1099 Information Returns Services Agreement
4. Ratification of BEC Industrial Estimate
5. Ratification of Mobile Beacon Terms & Conditions
6. Ratification of Tabor Storage Solutions LLC Proposal #101668-R8.1

B. Consent - Education Services   1 m

1. Ratification of Emerson Royce Group, College and Career Readiness Partnership Agreement
2. Ratification of California State University, San Bernardino Recreation & Wellness Agreement
3. Ratification of TPR Education, LLC d/b/a The Princeton Review Service Order (Tutor.com)

	Purpose	Presenter	Time

4. Ratification of Instructure, Inc. Data Processing Agreement
5. Ratification of Disney Imagination Campus at Disneyland Resort Participation Agreement
6. Ratification of Mobile Ed Productions, Inc. Contracted Services Agreement
7. Ratification of Riverside Convention Center Contract Addendum
8. Ratification of Rancho Simi Recreation and Park District Facility Use Permit

C. Consent - Human Resources · · · 1 m

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Approval of Job Descriptions
4. Ratification of Education Leadership Services Letter of Agreement
5. Approval of 2026 IRS Mileage Reimbursement Rate

D. (Action) Approval of Consent Agenda · Vote · Board President · 1 m

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. Education Services · 12:15 PM

A. (Action) Approval of 2026-27 Pali Institute Outdoor Science Camp Overnight Field Trip Request & Site Reservation Agreement · Vote · Erin Bunch · 2 m

It is recommended the Board approve the 2026-27 Pali Institute outdoor science camp overnight field trip request for students in grades 4 through 12, and the site reservation agreement as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051)

	Purpose	Presenter	Time

Fiscal Impact: $51,620

Sage Oak Charter School (#1885)	$40,584
Sage Oak Charter School - Keppel (#1886)	$4,749
Sage Oak Charter School - South (#2051)	$6,287

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Peter Matz

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIII. Operations & Accountability   12:17 PM

A. (Action) Approval of 2024-25 School Accountability Report Cards (SARC), Presented by Poppy Perfect, Assistant Director of Accountability — Vote — Lisa Thompson — 3 m

It is recommended the Board approve the 2024-25 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

Steve Fraire

Susan Houle

Peter Matz

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIV. Policy Development   12:20 PM

A. (Action) Approval of New 1015-SO Social Media Policy — Vote — Lisa Thompson — 2 m

It is recommended the Board approve the new 1015-SO Social Media Policy as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

	Purpose	Presenter	Time

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Peter Matz

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

B. (Action) Approval of New 5005-SO Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy — Vote — Lisa Thompson — 2 m

It is recommended the Board approve the new 5005-SO Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy 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 _____

XV. Human Resources — 12:24 PM

A. (Action) Approval of Superintendent of Schools/CEO Employment Agreement and Salary Schedule — Vote — Tamar Kataroyan — 5 m

It is recommended the Board approve the Superintendent of Schools/CEO Employment Agreement, effective December 1, 2025, through June 30, 2028, and 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: $294,091

Sage Oak Charter School (#1885)	$231,214
Sage Oak Charter School - Keppel (#1886)	$27,056
Sage Oak Charter School - South (#2051)	$35,821

	Purpose	Presenter	Time

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Peter Matz

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XVI. Organizational Structure - Annual Meeting of the Board   12:29 PM

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

	Vote	Board President	1 m

In accordance with the Third Amended Bylaws of Sage Oak Charter Schools, *Article VII, Section 7.02, Election of Board Officers,* it is recommended the Board of Directors conduct the election for the following Board officer position:

Board President: _____

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Peter Matz

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

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

	Vote	Board President	1 m

In accordance with the Third Amended Bylaws of Sage Oak Charter Schools, *Article VII, Section 7.02, Election of Board Officers,* it is recommended the Board of Directors conduct the election for the following Board officer position:

Board Vice President: _____

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

		Purpose	Presenter	Time

Peter Matz

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

		Purpose	Presenter	Time
C.	(Action) Election of the Sage Oak Charter Schools Board Clerk	Vote	Board President	1 m

In accordance with the Third Amended Bylaws of Sage Oak Charter Schools, *Article VII, Section 7.02, Election of Board Officers,* it is recommended the Board of Directors conduct the election for the following Board officer position:

Board Clerk: _____

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Susan Houle

Peter Matz

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XVII. Calendar

The next scheduled meeting will be a Regular Board of Directors Meeting held on February 12, 2026.

XVIII. Comments · 12:32 PM

		Time
A.	Board Comments	3 m
B.	Superintendent Comments	2 m

XIX. Closing Items · 12:37 PM

		Purpose	Presenter	Time
A.	Adjourn Meeting	Vote	Board President	1 m

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 15, 2025 Regular Meeting of the Board of Directors

Section: IV. Approve Minutes
Item: A. (Action) Approval of Minutes for December 15, 2025 Regular Meeting of the Board of Directors
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Notice of Adjournment and Continued Regular Meeting to December 15, 2025 on December 15, 2025

Sage Oak Charter Schools

Minutes

Notice of Adjournment and Continued Regular Meeting to December 15, 2025

Continued from December 11, 2025 meeting adjourned for lack of quorum.

Date and Time
Monday December 15, 2025 at 12:00 PM

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

Link to Join Zoom Meeting
ID: 94091380967
Passcode: 901818

Dial In: (US) +1 312-626-6799
Passcode: 901818

Teleconference Locations
1185 Calle Dulce, Chula Vista, CA 91910
39251 Camino Las Hoyas, Indio, CA 92203
1420 E. Palomar St., Chula Vista, CA 91913
25 Kingston Court E., Coronado, CA 92118

MISSION STATEMENT

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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.

Directors Present
M. Humphrey (remote), P. Matz (remote), S. Fraire (remote)

Directors Absent
S. Houle, W. Hall

Guests Present
B. Bookser (remote), E. Horta (remote), K. Woodgrift (remote), L. Snee

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I. Opening Items

    A. Call the Meeting to Order

    In accordance with the Third Amended Bylaws of Sage Oak Charter Schools, Steve Fraire, Board Clerk, presided over the December 15, 2025, Regular Meeting of the Board of Directors in the absence of the Board President.
    S. Fraire called a meeting of the board of directors of Sage Oak Charter Schools to order on Monday Dec 15, 2025 at 12:06 PM.

    B. Record Attendance

II. Pledge of Allegiance

    A. Led by Board President or designee

S. Fraire, Board Clerk, led the meeting in the Pledge of Allegiance.

III. Approve Agenda

A. (Action) Approval of Agenda for December 15, 2025 Regular Meeting of the Board of Directors

M. Humphrey made a motion to S. Fraire, Board Clerk, to approve the agenda as presented for the December 15, 2025, Regular Meeting of the Board of Directors.
P. Matz seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

IV. Approve Minutes

A. (Action) Approval of Minutes for October 9, 2025 Regular Meeting of the Board of Directors

P. Matz made a motion to S. Fraire, Board Clerk, to approve the minutes as presented from the Regular Meeting of the Board of Directors on 10-09-25.
M. Humphrey seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. (Action) Approval of Minutes for November 13, 2025 Board of Directors Study Session

P. Matz made a motion to S. Fraire, Board Clerk, to approve the minutes as presented from the Board of Directors Study Session on 11-13-25.
M. Humphrey seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

Roll Call

W. Hall   Absent

V. Public Comment - Closed Session

A. Public Comment

There was no public comment regarding Closed Session.

VI. Adjourn to Closed Session

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

M. Humphrey made a motion to S. Fraire, Board Clerk, to adjourn to Closed Session at 12:09 p.m.

P. Matz seconded the motion.

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

Roll Call

S. Houle   Absent

S. Fraire   Aye

W. Hall   Absent

M. Humphrey   Aye

P. Matz   Aye

B. Closed Session Agenda

1. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

(Gov. Code Section 54956.9(d)(2))

One potential matter

2. CONFERENCE WITH LABOR NEGOTIATORS

(Gov. Code section 54957.6)

Agency Representative: Atkinson, Andelson, Loya, Ruud & Romo

Board President William Hall

Unrepresented employee: Superintendent

VII. Reconvene Regular Meeting

A. Report Out Any Action Taken in Closed Session

M. Humphrey made a motion to S. Fraire, Board Clerk, in the matter of item no. B.1 on the Closed Session agenda, Conference with Legal Counsel - Anticipated Litigation, to settle the matter for Employee ID #443.

P. Matz seconded the motion.

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

Roll Call

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

VIII. Public Comments/Recognition/Reports

A. Public Comment

There was no request for public comment.

IX. Correspondence/Proposals/Reports

A. Sage Oak Highlights

The Board tabled this item for presentation at the January 8, 2026, Regular Meeting of the Board of Directors. No formal motion or vote occurred.

B. Student Achievement Presentation: CAASPP, iReady, Teacher Assignment & Monitoring Outcomes and the California Dashboard

The Board tabled this item for presentation at the January 8, 2026, Regular Meeting of the Board of Directors. No formal motion or vote occurred.

X. Consent Agenda

A. Consent - Business Services

1. Check Register **-** October 2025
2. Check Register - November 2025
3. Report of Investment Activity - September 2025
4. Report of Investment Activity - October 2025
5. Ratification of CloudHesive Change Order Form
6. Ratification of Young, Minney & Corr, LLP Agreement for the Provision of Legal Services (Renewal)
7. Ratification of JAMF Software, LLC Quote: Q-765683
8. Ratification of Wendy Cleaning Services Agreement
9. Ratification of BrainFreeze LLC Order Form
10. Ratification of Sage Staffing System Proposal
11. Ratification of Brisk Teaching Quote

B. Consent - Education Services

1. Ratification of TPR Education, LLC d/b/a The Princeton Review Service Order

2. Ratification of Live Nation Worldwide, Inc. Special Event Agreement

3. Ratification of Cordance Operations LLC, Hapara Quote (Renewal)

4. Ratification of Four Points Rancho Cucamonga Banquet Event Order

5. Ratification of City of Redlands Park Reservation Request

6. Ratification of City of Redlands Park Reservation Request

7. Ratification of City of Victorville Park Reservation Request

8. Ratification of Alliance for African Assistance Language Services Agreement

9. Ratification of City of Ontario Field Use Application

10. Ratification of Memorandum of Understanding with iLead Hybrid Exploration

11. Ratification of Marriott Riverside at the Convention Center Group Sales Agreement

12. Ratification of Courtyard by Marriott, Temecula-Murrieta Event Sales Agreement

13. Ratification of City of Murrieta Permits

14. Ratification of Springhill Suites Corona Riverside Banquet Event Order

15. Ratification of Partners in Special Education Support Services Agreement

16. Ratification of SimpleK12 Quote

17. Approval of CASL State Conference Overnight Field Trip Request Form (Grades 9-12)

C. Consent - Human Resources

1. Approval of Certificated Personnel Report
2. Approval of Classified Personnel Report
3. Approval of Job Descriptions

D. Consent - Operations & Accountability

1. Acknowledgement for Reporting the 2023-24 Sage Oak Charter Schools Teaching Assignment Monitoring Outcomes (TAMO) Data *(Informational ONLY)*
2. Approval of Sage Oak Charter Schools Crisis Communications Plan Revisions
3. Ratification of Parsec Education Service Order
4. Ratification of ScubaCat Educational Data, LLC Contract
5. Ratification of Scout Edu, Inc. Quote
6. Ratification of Fagen Friedman & Fulfrost LLP Contract

E. Consent - Policy Development

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

5000 Series - Student Services
5020-SO Suicide Prevention
5025-SO Title IX, Sex-Based Discrimination and Sex-Based Harassment Policy
5035-SO Student Freedom of Speech and Expression Policy
5055-SO Self-Administration Medicine
5075-SO Transcripts from Non-Accredited Schools Policy
5090-SO Harassment, Intimidation, Discrimination, and Bullying Policy

5095-SO Retention Policy

Governance Documents

9323-SO Public Participation at Board Meetings

F. (Action) Approval of Consent Agenda

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.

M. Humphrey made a motion to S. Fraire, Board Clerk, to approve the items listed under the Consent Agenda as presented.

P. Matz seconded the motion.

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

Roll Call

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

XI. Human Resources

A. (Action) Approval of Revised 2025-26 Salary Schedules

M. Humphrey made a motion to S. Fraire, Board Clerk, to approve the revised 2025-26 salary schedules, effective December 1, 2025, and the advanced degree stipend, effective July 1, 2025, as presented.

P. Matz seconded the motion.

It was noted that current senior directors will remain on Range 20.

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

Roll Call

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

B. (Action) Approval of a Retroactive, One-time 4.3% Off-Salary-Schedule Payment Issued to all Actively Employed Staff on June 26, 2023

M. Humphrey made a motion to S. Fraire, Board Clerk, to approve a retroactive, one-time 4.3% off-salary-schedule payment issued to all actively employed staff on June 26, 2023, as presented.

P. Matz seconded the motion.

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

Roll Call

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

C. (Action) Approval of NEOGOV Order Form

M. Humphrey made a motion to S. Fraire, Board Clerk, to approve the NEOGOV order form as presented.
P. Matz seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

XII. Business Services

A. (Action) Approval of 2025-26 Sage Oak Charter Schools First Interim Budget (FIB) Report, Presented by Habib Tahmas, Senior Director of Fiscal Services

M. Humphrey made a motion to S. Fraire, Board Clerk, to approve the 2025-26 Sage Oak Charter Schools First Interim Budget (FIB) Report as presented.
P. Matz seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. (Action) Approval of Annual Independent Auditors' Report for Sage Oak Charter Schools, Year Ended June 30, 2025 (Draft)- Prepared and Presented by CliftonLarsonAllen (CLA)

M. Humphrey made a motion to S. Fraire, Board Clerk, to approve the Annual Independent Auditors' Report for Sage Oak Charter Schools, year ended June 30, 2025 (draft) as presented.
P. Matz seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

XIII. Policy Development

A. (Action) Approval of New 1015-SO Social Media Policy

The Board tabled this item for the January 8, 2026, Regular Meeting of the Board of Directors. No formal motion or vote occurred.

XIV. Organizational Structure - Annual Meeting of the Board

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

The Board tabled this item for the January 8, 2026, Regular Meeting of the Board of Directors. No formal motion or vote occurred.

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

The Board tabled this item for the January 8, 2026, Regular Meeting of the Board of Directors. No formal motion or vote occurred.

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

The Board tabled this item for the January 8, 2026, Regular Meeting of the Board of Directors. No formal motion or vote occurred.

D. (Action) Full Board Action In Lieu of Audit Committee, Fiscal Year 2025-26

M. Humphrey made a motion to S. Fraire, Board Clerk, to approve full Board action in lieu of an audit committee for the fiscal year 2025-26.
P. Matz seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

XV. Calendar

A. Future Meetings

The next scheduled meeting will be a Regular Board of Directors Meeting held on January 8, 2026.

XVI. Comments

A. Board Comments

The Board expressed strong appreciation for Superintendent Woodgrift's leadership, highlighting her ability to build and retain a high-quality team. Members also thanked staff for a well-run meeting and extended warm holiday wishes to all.

B. Superintendent Comments

Superintendent Woodgrift wished Steve Fraire, Board Clerk, a happy birthday and thanked him for his uplifting support. She noted that communication would be forthcoming regarding the new SB 848 requirement for Board members to complete annual mandated reporter training. Superintendent Woodgrift extended wishes for a healthy and happy holiday season and looks forward to seeing everyone at the January meeting.

XVII. Closing Items

A. Adjourn Meeting

M. Humphrey made a motion to S. Fraire, Board Clerk, to adjourn the Regular Meeting of the Board of Directors on December 15, 2025.
P. Matz seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:14 PM.

Respectfully Submitted,
S. Fraire

Documents used during the meeting

- Sage Oak Highlights_October & November 2025.pdf
- Student Achievement Presentation.pdf
- BUS Consent - Business Services.pdf

- BUS Consent - Education Services.pdf

- BUS Consent - Human Resources.pdf

- BUS Consent - Operations & Accountability.pdf

- BUS Consent - Policy Development.pdf

- Classification & Compensation Study Recommendations_Presentation.pdf

- 2025-26 Sage Oak Charter Schools Classified Hourly Salary Schedule.pdf

- 2025-26 Sage Oak Charter Schools Certificated Educator Salary Schedule.pdf

- 2025-26 Sage Oak Charter Schools Professional Management Salary Schedules.pdf

- 2025-26 Sage Oak Charter Schools Assistant Superintendent Salary Schedule.pdf

- 2025-26 Sage Oak Charter Schools Positions.pdf

- NEOGOV Order Form.pdf

- 2025-26 Sage Oak Charter Schools First Interim Budget (FIB) Report.pdf

- 2025-26 Sage Oak Charter Schools First Interim Budget (FIB) Report Presentation.pdf

- Annual Independent Auditors' Report for Sage Oak Charter Schools, Year Ended June 30, 2025_Draft.pdf

- 1015-SO Social Media Policy.pdf

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

Coversheet

Student Achievement Presentation: CAASPP, iReady, Teacher Assignment & Monitoring Outcomes, and the California Dashboard

Section: X. Correspondence/Proposals/Reports
Item: B. Student Achievement Presentation: CAASPP, iReady, Teacher
Assignment & Monitoring Outcomes, and the California Dashboard
Purpose:
Submitted by:
Related Material: Student Achievement Presentation.pdf

Student Achievement

2024-2025
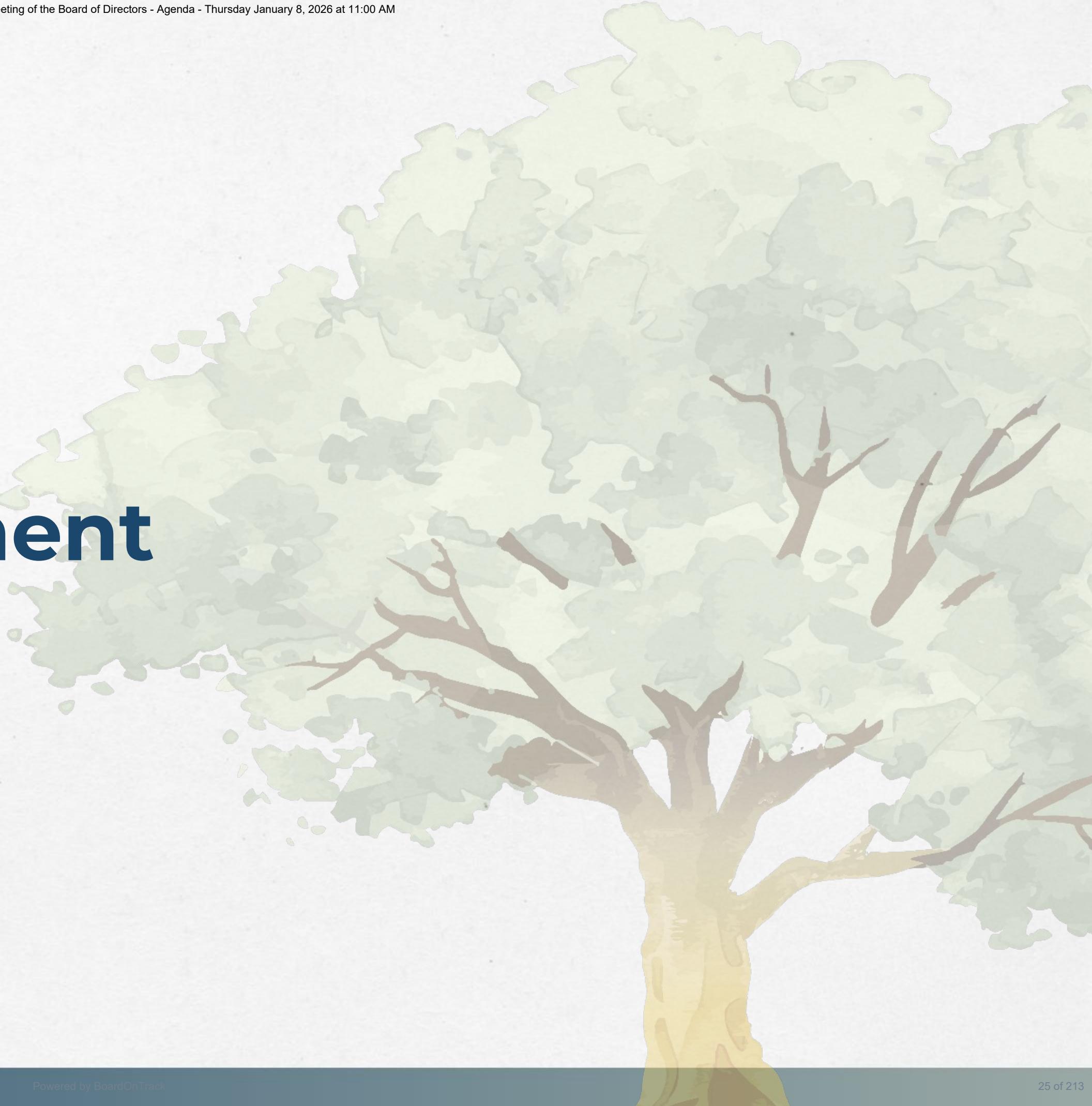
Performance Snapshot

1 CA Dashboard

2 CAASPP
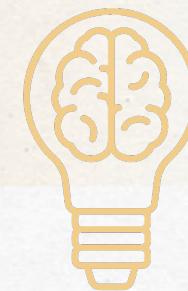
3 Similar Schools
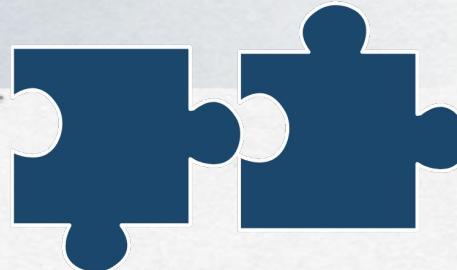
4 i-Ready

How Does it Work?
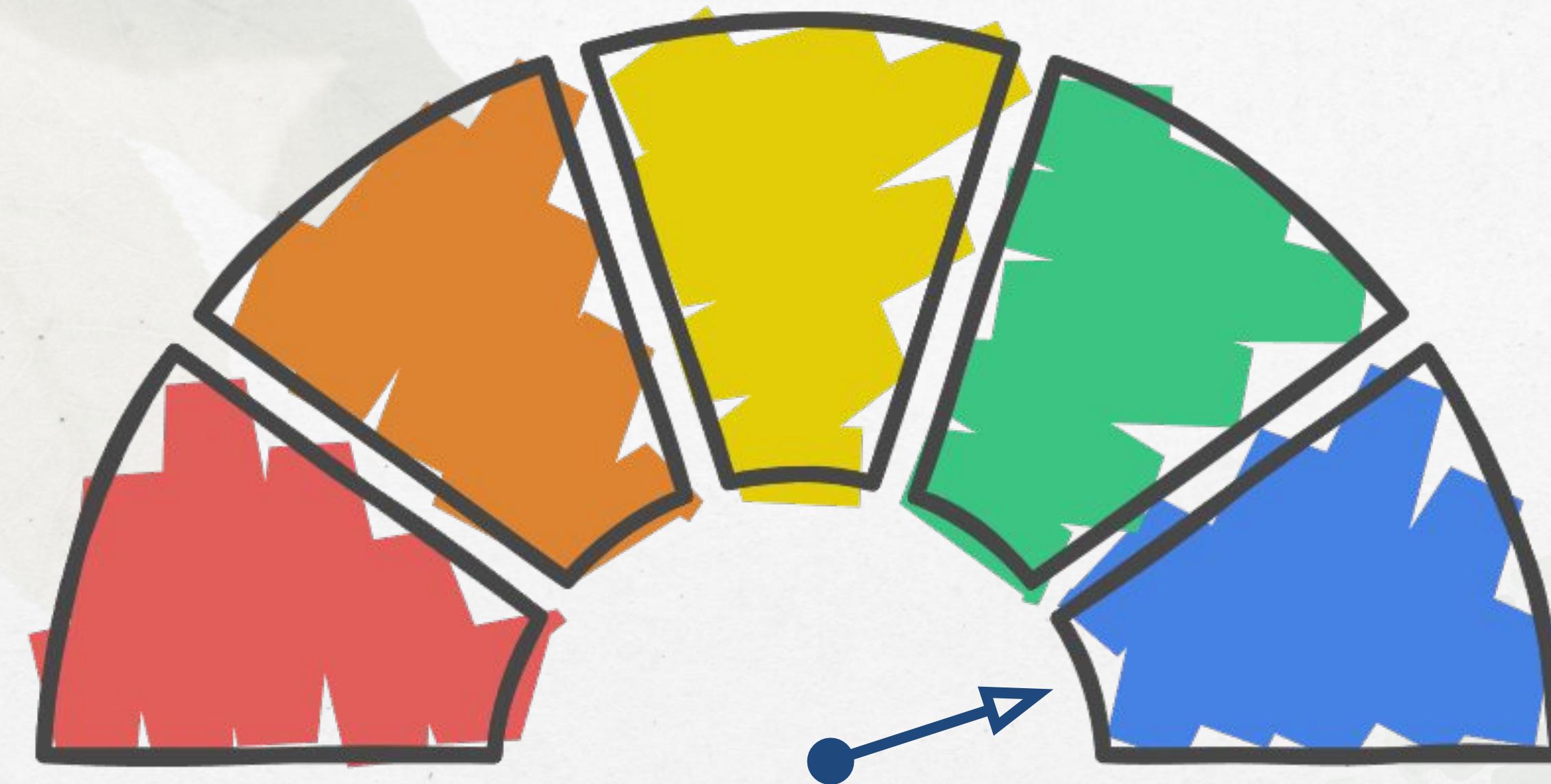
Status AND Change

	SAGE OAK	SAGE OAK SOUTH	SAGE OAK KEPPEL	CALIFORNIA
Suspension Rate	Very Low	Very Low	Very Low	Medium
Chronic Absenteeism	Very Low	Very Low	Very Low	High
Graduation Rate	Very High			Medium
College Career Indicator (CCI)	High			Medium
English Learner Progress (ELPI)	High			Medium
English Language Arts	Medium	High	High	Low
Mathematics	Low	Medium	Medium	Low
Science	High	High	Very High	Medium

Suspension Rate

	SAGE OAK	SAGE OAK SOUTH	SAGE OAK KEPPEL	CALIFORNIA
Suspension Rate	0%	0%	0%	2.9%

Chronic Absenteeism

	SAGE OAK	SAGE OAK SOUTH	SAGE OAK KEPPEL	CALIFORNIA
Chronic Absenteeism	1.7%	2.1%	1.8%	17.1%

Graduation Rate

	SAGE OAK	SAGE OAK SOUTH	SAGE OAK KEPPEL	CALIFORNIA
Graduation Rate	96.4%			87.8%

College/Career

	SAGE OAK	SAGE OAK SOUTH	SAGE OAK KEPPEL	CALIFORNIA
College Career Indicator (CCI)	58.8%			51.7%

English Learner Progress (ELPI)

	SAGE OAK	SAGE OAK SOUTH	SAGE OAK KEPPEL	CALIFORNIA
English Learner Progress (ELPI)	56.9%			46.4%

23-24

40.7%

+ 16.2%

24-25

56.9%
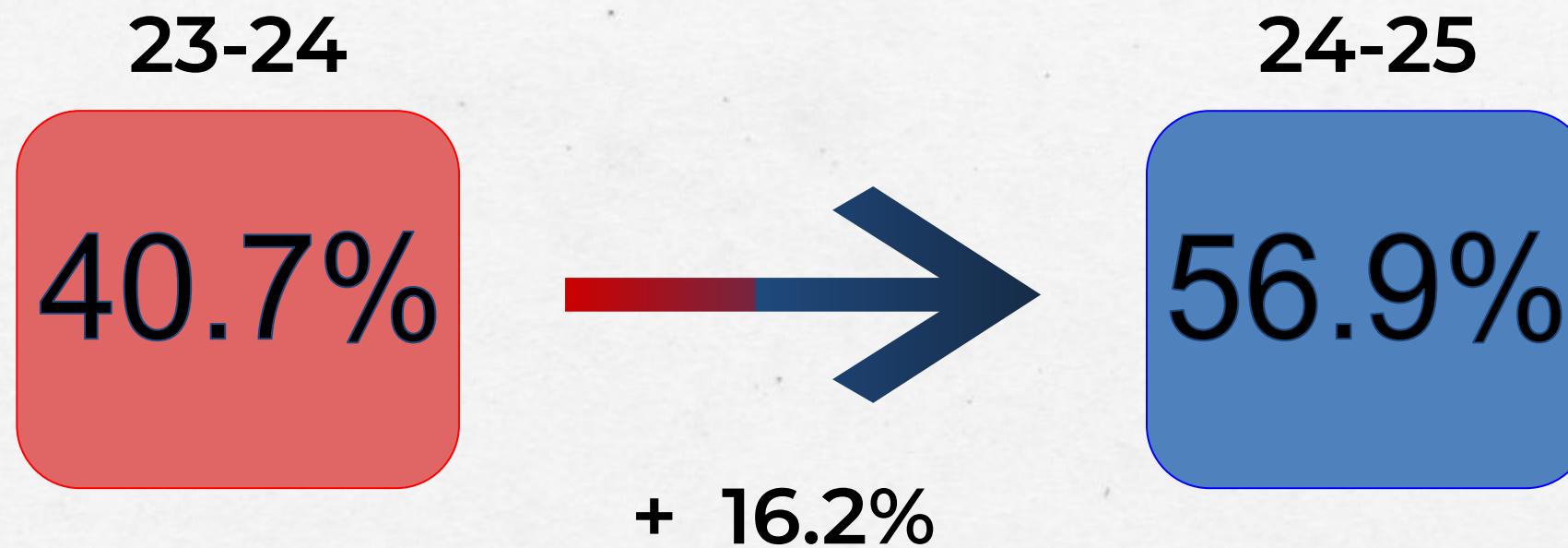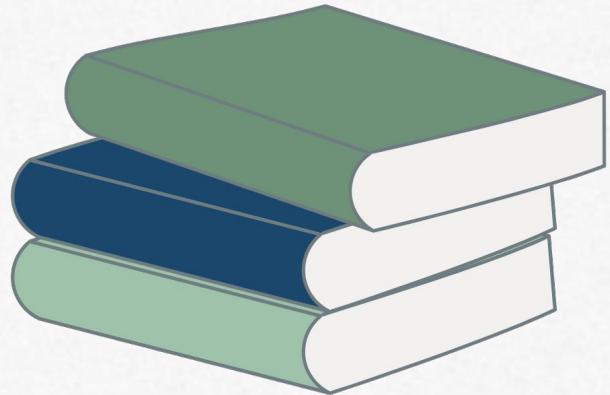
English Language Arts

	SAGE OAK	SAGE OAK SOUTH	SAGE OAK KEPPEL	CALIFORNIA
English Language Arts	3.4	10.2	12.8	-8.1
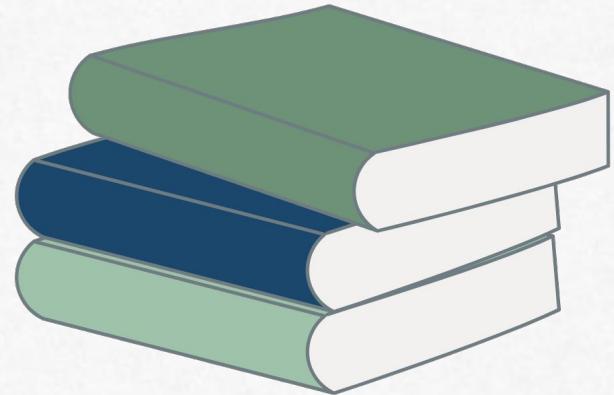
English Language Arts

★ PLA : 3% higher than state

★ VLA: 8% growth - 4x state

★ HS: 8% growth -7x state 15% higher than state

★ Student Group growth:

- ○ Socioeconomically Disadvantaged

- ○ African American

- ○ Hispanic

Mathematics

	SAGE OAK	SAGE OAK SOUTH	SAGE OAK KEPPEL	CALIFORNIA
Mathematics	-27.9	-17.7	-1.6	-42.4
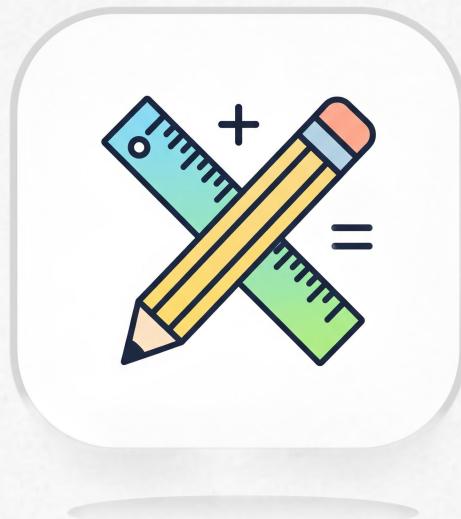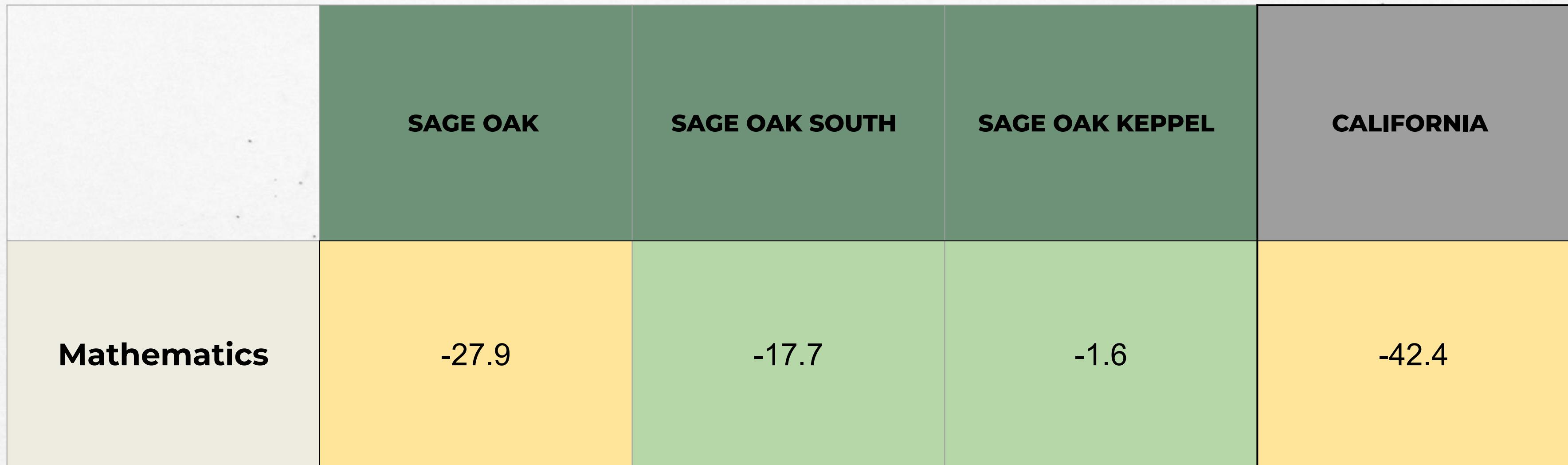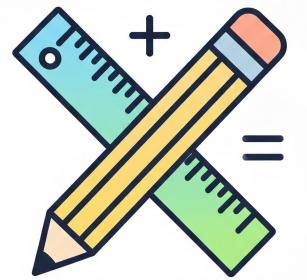
Mathematics

- ★ PLA : 6% higher than state

- ★ VLA: 9% growth - 5x state

- ★ HS: 9% growth -3x state 12% higher than state

- ★ Student Group Growth:

  - ○ Socioeconomically Disadvantaged

  - ○ African American

  - ○ Hispanic

  - ○ English Learners

Science

	SAGE OAK	SAGE OAK SOUTH	SAGE OAK KEPPEL	CALIFORNIA
Science	58	64.4	65.2	52.6
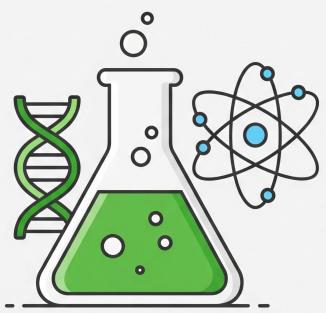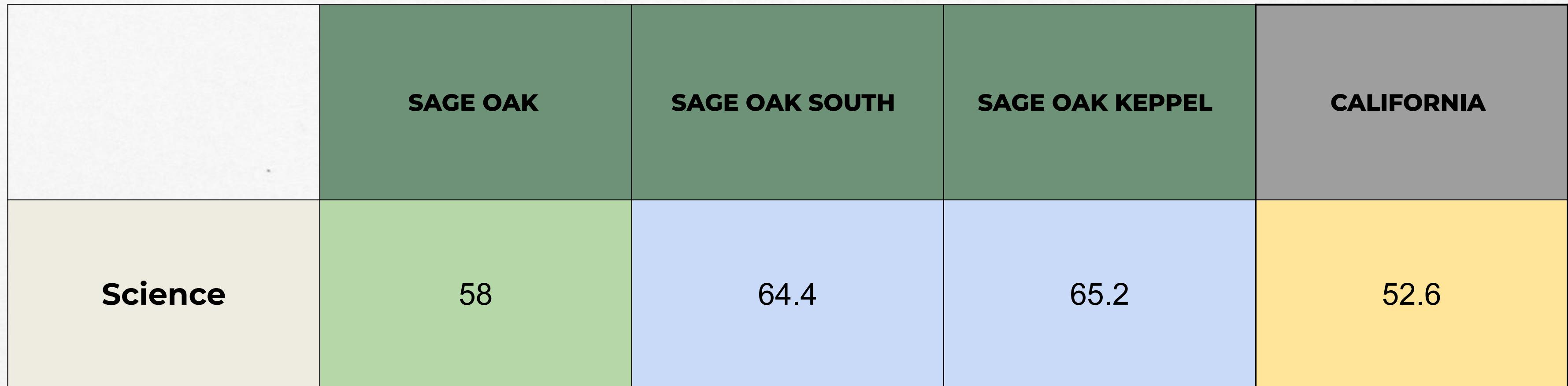
Information Only for 24-25

Teacher Assignment Monitoring Outcome (TAMO)

23-24 Report

	SAGE OAK	SAGE OAK SOUTH	SAGE OAK KEPPEL	CALIFORNIA
Clear Teachers 2023-2024	93.2%	91.9%	91.4%	82.5%
Clear Teachers 2022-2023	88.8%	85.9%	87.7%	83.2%

"Clear": Fully credentialed for subject and placement

LAO 44865: Local Assignment Option resulting in out of field classification

Similar Schools

Similar Schools

2024-2025	
School	ELA
Sage Oak Charter School - South	**57.3%**
Excel Academy - Helendale	57.1%
Sage Oak Charter School - Keppel	**56.9%**
Elite Academic Academy - Mountain Empire	55.6%
Harbor Springs Charter School	53.8%
Julian Charter	52.9%
Inland Empire Springs Charter	49.2%
Citrus Springs Charter School	48.9%
Compass Charter of San Diego	47.5%
iLead Online	46.2%
Compass Charter of Los Angeles	44.3%
Connecting Waters Charter	44.0%
Pacific Springs Charter School	40.7%
Pacific View Charter	35.2%
Vista Springs Charter School	32.3%
VIsta Norte Public Charter	22.4%

2024-2025	
School	Math
Sage Oak Charter School - Keppel	**50.9%**
Excel Academy - Helendale	47.2%
Elite Academic Academy - Mountain Empire	46.9%
Julian Charter	46.3%
Sage Oak Charter School - South	**42.3%**
Inland Empire Springs Charter	39.9%
Harbor Springs Charter School	36.1%
Compass Charter of San Diego	35.7%
Citrus Springs Charter School	33.2%
iLead Online	28.8%
Compass Charter of Los Angeles	27.4%
Vista Springs Charter School	25.4%
Connecting Waters Charter	23.3%
Pacific Springs Charter School	21.9%
Pacific View Charter	21.2%
VIsta Norte Public Charter	11.2%

100-500 Testers

Similar Schools

+1,000 Testers

2024-2025	
School	ELA
Sky Mountain	52.9%
Sage Oak Charter School	**52.4%**
iLead Hybrid	52.0%
Mission Vista Academy	49.5%
Granite Mountain Charter School	46.8%
Empire Springs Charter School	45.6%
Blue Ridge Academy	44.5%
River Springs Charter School	42.4%

2024-2025	
School	Math
Sage Oak Charter School	**40.5%**
iLead Hybrid	35.9%
Sky Mountain	34.8%
Mission Vista Academy	32.8%
Empire Springs Charter School	31.5%
Granite Mountain Charter School	31.0%
Blue Ridge Academy	28.7%
River Springs Charter School	28.2%

i-Ready Year Over Year Post Test Scores
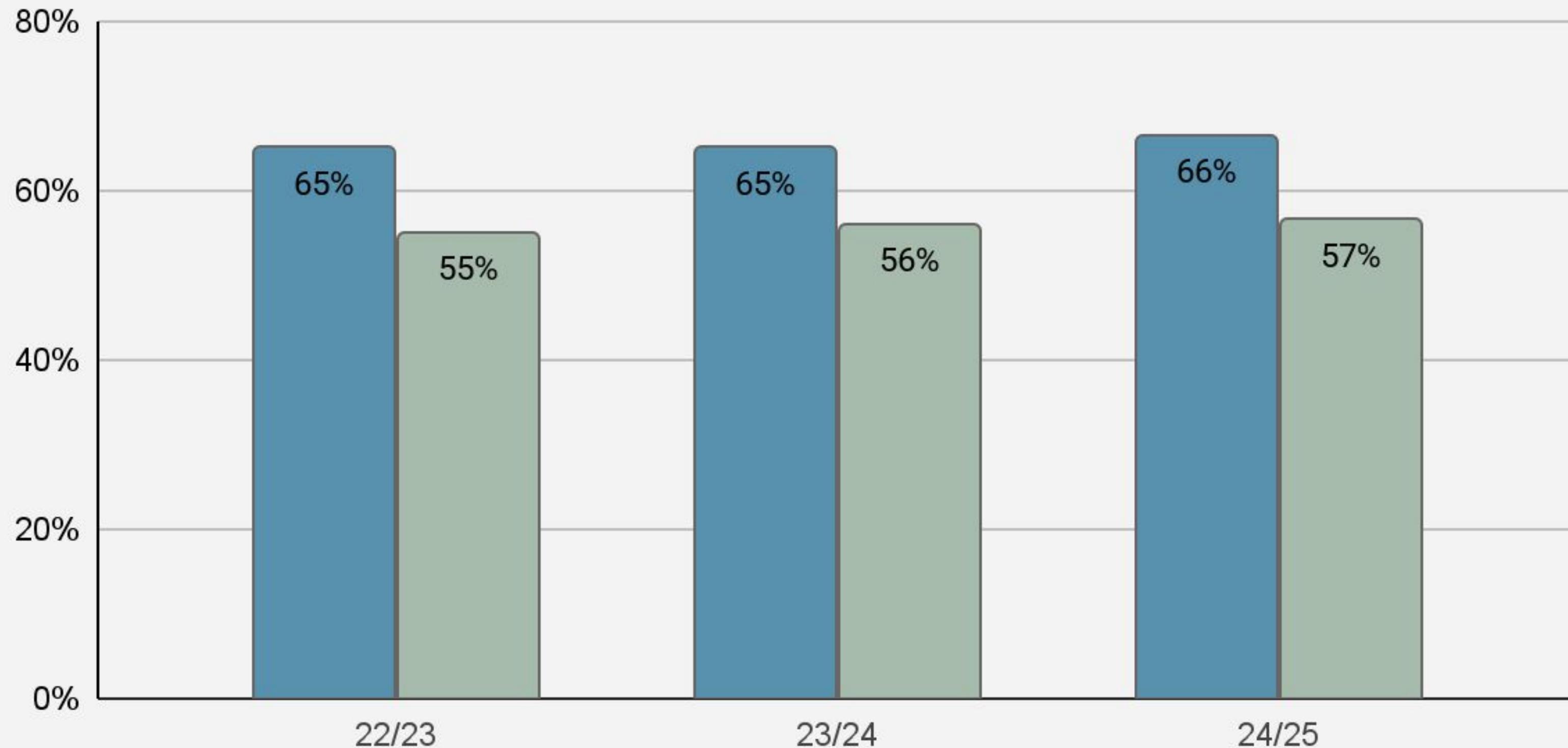
24/25 i-Ready Scores by Program
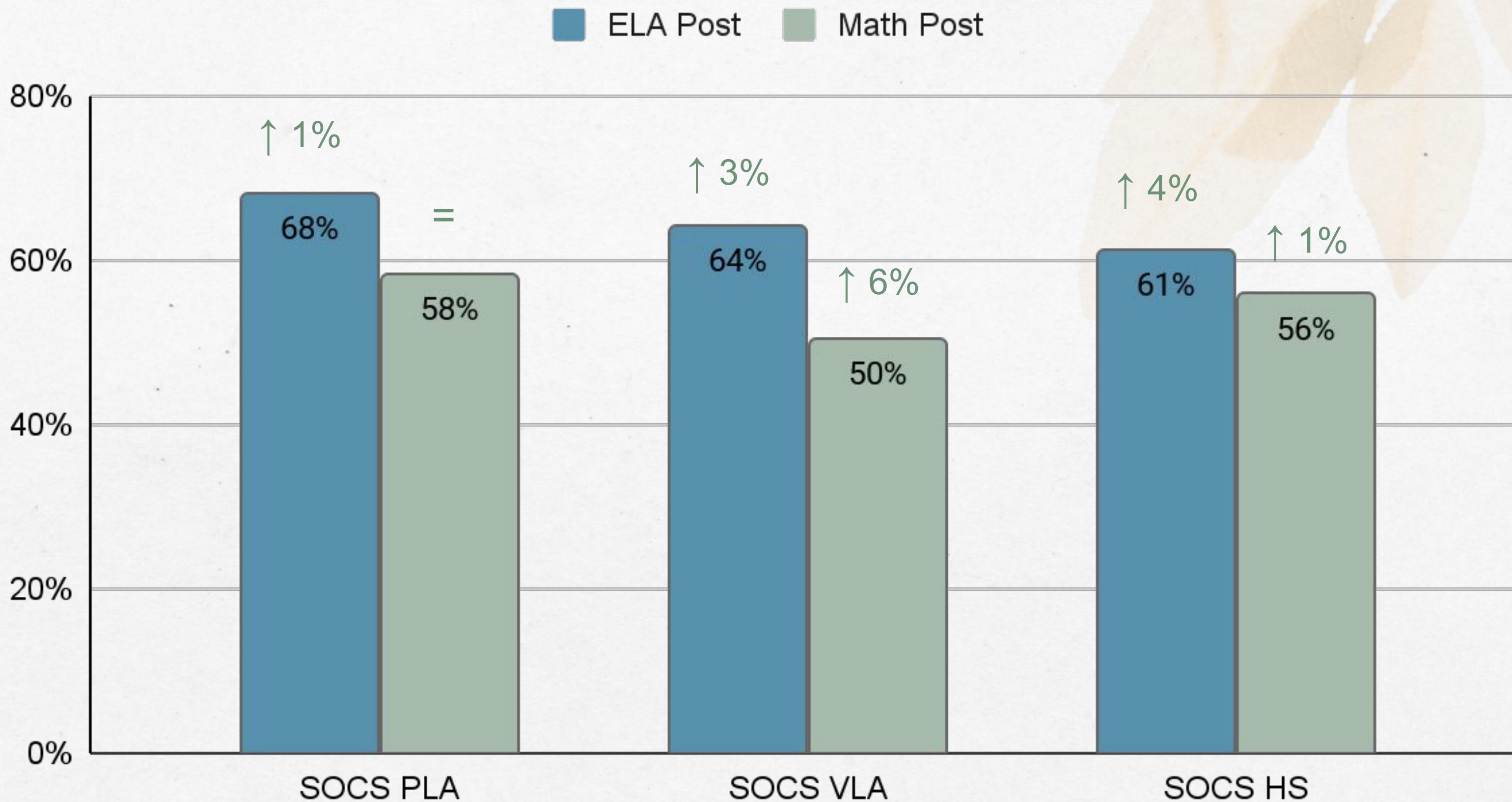
Student Groups

Increase from prior year in BOTH ELA and Math:

★ English Learners

★ Socioeconomically Disadvantaged

★ African American

★ Filipino

★ Hispanic

Questions?

Coversheet

Special Education Update

Section: X. Correspondence/Proposals/Reports
Item: C. Special Education Update
Purpose:
Submitted by:
Related Material: 2025-26 Special Education Update Presentation.pdf

Special Education

2025/26

Special Education Admin Team

Special Education Staff

Special Education Data

Special Education Percentage
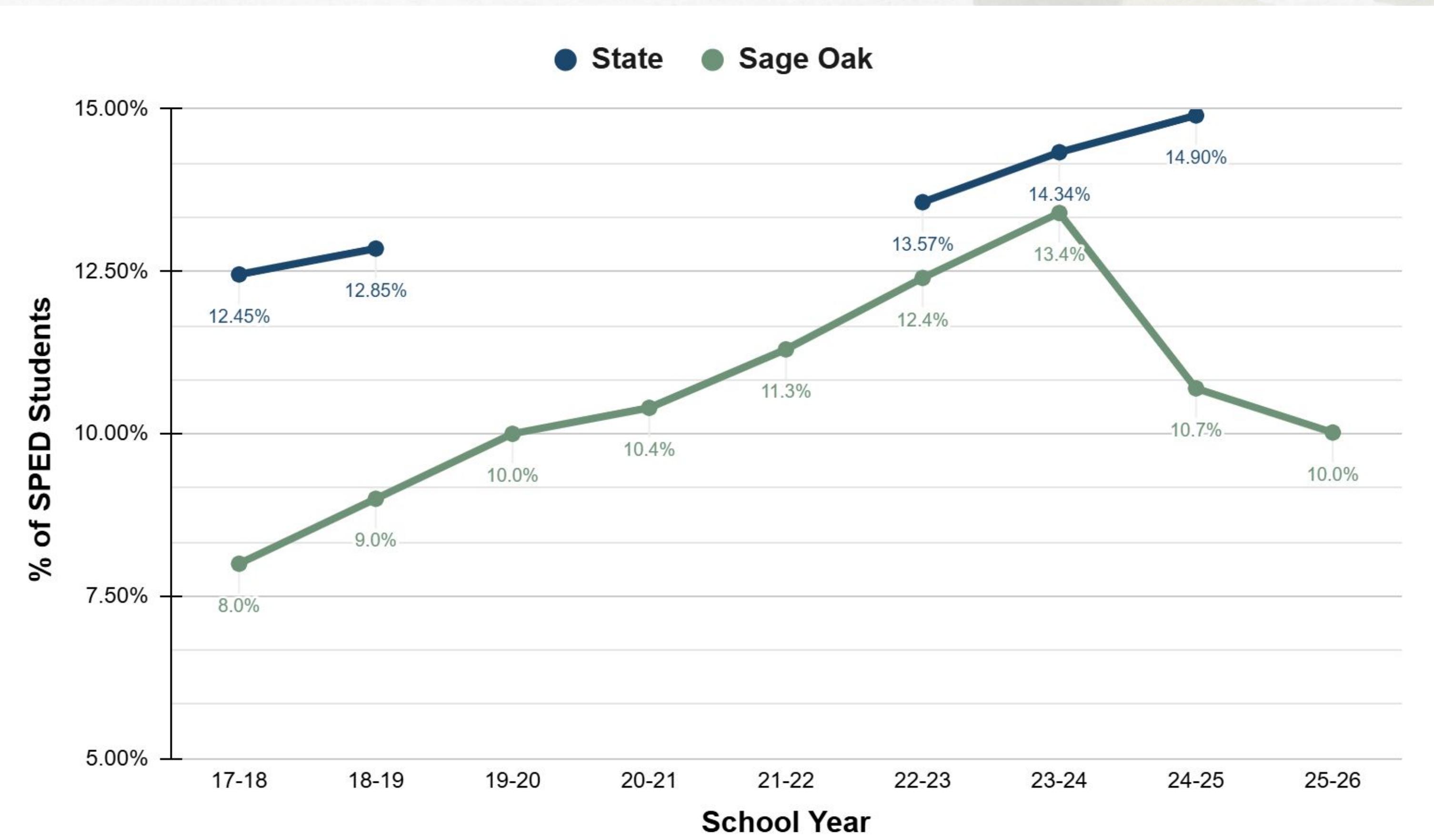
Professional Development

Book Study
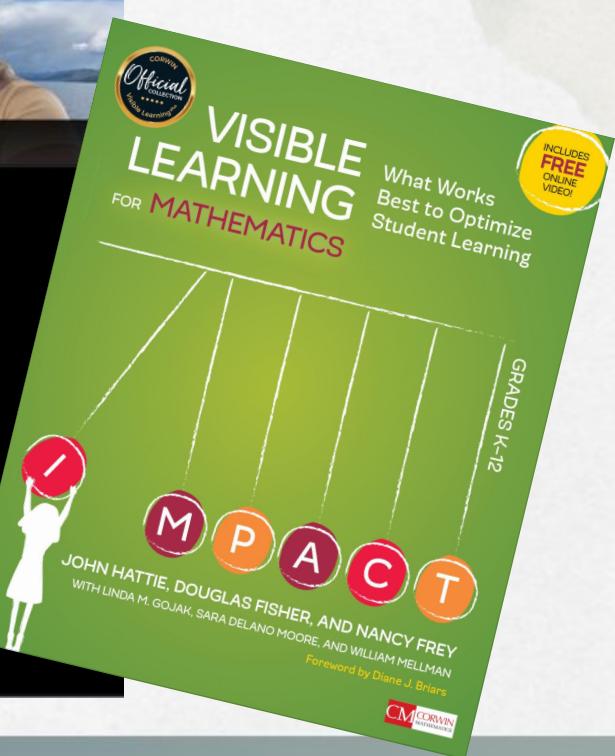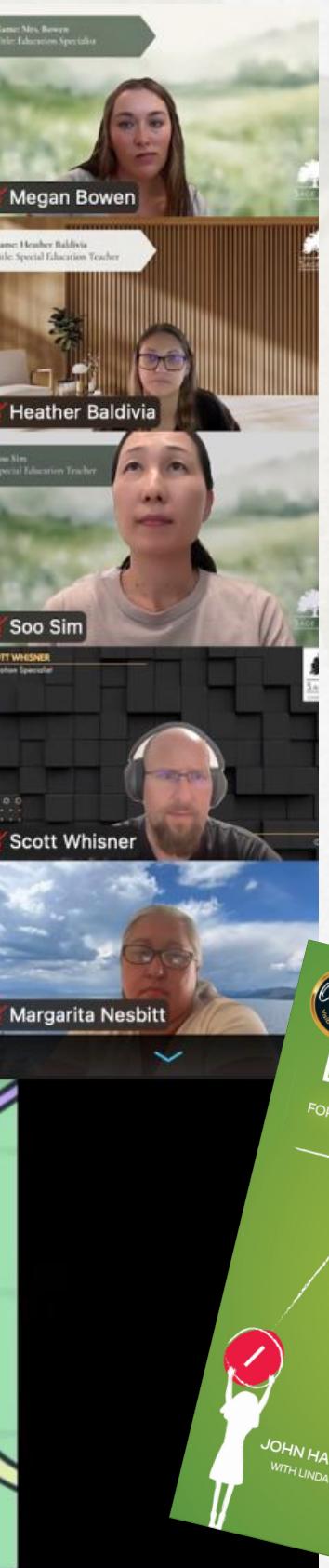
Legal Trends

Student Highlights

Questions?

Coversheet

Student Highlight

Section: X. Correspondence/Proposals/Reports
Item: D. Student Highlight
Purpose:
Submitted by:
Related Material: Student Highlight_Jackson Scamehorn.pdf

Student Highlight

Jackson Scamehorn

All About Jackson

Coversheet

Consent - Business Services

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

SAGE OAK CHARTER SCHOOLS
Regular Meeting of the Board of Directors – January 8, 2026
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 2025

2. **Item:**　　**Report of Investment Activity** – November 2025

3. **Item:**　　**Ratification of** 2025 1099 Information Returns Services Agreement

    Background:
    Sage Oak Charter Schools requests the Board ratify the 2025 1099 Information Returns Services Agreement. The agreement is to engage the services of National Software, Inc. as our authorized agent to receive certain required information for the purpose of providing assistance in the creation and filing of required information returns. This expense was approved on June 18, 2025, as part of the 2025–26 July Budget.

    Recommendation:
    It is recommended the Board ratify the 2025 1099 Information Returns Services Agreement as presented.

4. **Item:**　　**Ratification of** BEC Industrial Estimate

    Background:
    Sage Oak Charter Schools requests the Board ratify the BEC Industrial quote for the installation of a forklift charger, which will enable the Facilities team to charge the electric pallet jack in the warehouse. This expense was approved on June 18, 2025, as part of the 2025–26 July Budget.

    Recommendation:
    It is recommended the Board ratify the BEC Industrial Estimate as presented.

5. **Item:**　　**Ratification of** Mobile Beacon Terms & Conditions

    Background:
    Sage Oak Charter Schools requests the Board ratify the terms and conditions for Mobile Beacon for the 2025–26 school year. These terms provide cell data services for a new set of hotspots for staff use. All staff members receive a hotspot to support their ability to work effectively in a remote environment. This expense was approved on June 18, 2025, as part of the 2025–26 July Budget.

    Recommendation:
    It is recommended the Board ratify the Mobile Beacon Terms & Conditions as presented.

6. **Item:**　　**Ratification of** Tabor Storage Solutions LLC Proposal #101668-R8.1

    Background:
    Sage Oak Charter Schools requests the Board ratify the Tabor Storage Solutions LLC proposal for services in the 2025-26 school year. The proposal is for additional racking, safety equipment, and permitting for the racking in the warehouse at 451 Alabama Street, Redlands, CA 92373. This expense was approved on June 18, 2025, as part of the 2025–26 July Budget.

Recommendation:

It is recommended the Board ratify the Tabor Storage Solutions LLC Proposal #1O1668-R8.1 as presented.

Coversheet

Consent - Education Services

Section: XI. Consent Agenda
Item: B. Consent - Education Services
Purpose:
Submitted by:
Related Material: BUS Consent - Education Services.pdf

SAGE OAK CHARTER SCHOOLS
Regular Meeting of the Board of Directors - January 8, 2026
BUS Consent Items - Education Services

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

1. **Item:** **Ratification of** **Emerson Royce Group, College and Career Readiness Partnership Agreement**

   Background:
   Sage Oak Charter Schools requests the Board ratify the agreement with Emerson Royce for the 2025-26 school year to provide Sage Oak Charter Schools an opportunity to implement a comprehensive, scalable, and equity-focused College & Career Readiness system explicitly designed for students at a critical point in their academic journey. The program equips students, staff, and families with the tools, skills, and confidence they need to navigate increasingly competitive college and career pathways. The costs for these services were included in the 2025-26 July Budget, approved on June 18, 2025, as an element of the Arts, Music, and Instructional Materials restricted grant.

   Recommendation:
   It is recommended the Board ratify the Emerson Royce Group, College and Career Readiness Partnership Agreement as presented.

2. **Item:** **Ratification of** **California State University, San Bernardino Recreation & Wellness Agreement**

   Background:
   Sage Oak Charter Schools requests the Board ratify the California State University, San Bernardino (CSUSB) Recreation & Wellness agreement for the 2025-26 school year. The agreement is for an Entrepreneurship Career Technical Education (CTE) field trip on April 28, 2026. The costs for these services were included in the 2025-26 July Budget, approved on June 18, 2025.

   Recommendation:
   It is recommended the Board ratify the California State University, San Bernardino Recreation & Wellness Agreement as presented.

3. **Item:** **Ratification of** **TPR Education, LLC d/b/a The Princeton Review Service Order** (Tutor.com)

   Background:
   Sage Oak Charter Schools requests the Board ratify the Tutor.com quote for the 2025-26 school year. The quote is for Tutor.com High Dosage tutoring groups. This service provides students with 30 minutes of tutoring, 3 days a week, for 36 sessions, with the same tutor and group. The costs for these services were included in the 2025-26 July Budget, approved on June 18, 2025.

   Recommendation:
   It is recommended the Board ratify the TPR Education, LLC d/b/a The Princeton Review as presented.

4. **Item:** **Ratification of** **Instructure, Inc. Data Processing Agreement**

   Background:
   Sage Oak Charter Schools requests the Board ratify the agreement with Instructure, Inc. for a retrospective study from the 2024-25 school year. This will allow a data-sharing study with Instructure to analyze the impact of Magic School AI on student learning outcomes. The costs for

these services were included in the 2025-26 July Budget, approved on June 18, 2025.

Recommendation:
It is recommended the Board ratify the Instructure, Inc. Data Processing Agreement as presented.

5.   **Item:**   Ratification of [Disney Imagination Campus at Disneyland Resort Participation Agreement](#)

Background:
Sage Oak Charter Schools requests the Board ratify the "Leadership the Disney Way" workshop proposed for March 18, 2026. This student leadership development experience will take place at Disneyland in California, allowing student leaders to explore Disney's approach to leadership and teamwork. Through this workshop, students will enhance their personal leadership styles while developing skills in problem-solving, critical thinking, communication, and collaboration. The costs for these services were included in the 2025-26 July Budget, approved on June 18, 2025.

Recommendation:
It is recommended the Board ratify the Disney Imagination Campus at Disneyland Resort Participation Agreement as presented.

6.   **Item:**   Ratification of [Mobile Ed Productions, Inc. Contracted Services Agreement](#)

Background:
Sage Oak Charter Schools requests the Board ratify the agreement with Mobile Ed Productions, Inc. for the 2025-26 school year. The agreement is for the annual Science Fair entertainment on April 10, 2026. The costs for these services were included in the 2025-26 July Budget, approved on June 18, 2025.

Recommendation:
It is recommended the Board ratify the Mobile Ed Productions, Inc. Contracted Services Agreement as presented.

7.   **Item:**   Ratification of [Riverside Convention Center Contract Addendum](#)

Background:
Sage Oak Charter Schools requests the Board ratify the contract addendum with the Riverside Convention Center for the March 3, 2026, professional development summit. This addendum expands the time Sage Oak will have access to the reserved rooms by adding the evening before the event for the purpose of setting up in preparation for the March Summit. The costs for these services were included in the 2025-26 July Budget, approved on June 18, 2025.

Recommendation:
It is recommended the Board ratify the Riverside Convention Center Contract Addendum as presented.

8.   **Item:**   Ratification of [Rancho Simi Recreation and Park District Facility Use Permit](#)

Background:
Sage Oak Charter Schools requests the Board ratify the Rancho Simi Recreation and Park District Facility Use Permit to provide event space for the end-of-year social and promotion ceremony for the Personalized Learning Academy, Los Angeles Region, on June 4, 2026. The costs for these services were included in the 2025-26 July Budget, approved on June 18, 2025.

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

Coversheet

Consent - Human Resources

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

SAGE OAK CHARTER SCHOOLS
Regular Meeting of the Board of Directors - January 8, 2026
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.

    New:
    [Director of Student Learning and Innovation](#)
    [Chief Technology Officer](#)
    [Chief of External Affairs and Communications](#)
    [Enrollment Specialist](#)
    [High School Registrar Specialist](#)
    [Special Programs Specialist](#)
    [Manager II, Hiring & Recruitment](#)

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

4. **Item:** **Ratification of [Education Leadership Services Letter of Agreement](#)**

    Background:
    Sage Oak Charter Schools requests the Board ratify the Educational Leadership Services Letter of Agreement to support the recruitment of a new Chief Technology Officer and Chief of External Affairs and Communications. The expense was approved per Sage Oak Charter Schools' Fiscal Policy.

    Recommendation:
    It is recommended the Board ratify the Education Leadership Services Letter of Agreement as presented.

5. **Item:** **Approval of [2026 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 2026.

    Recommendation:
    It is recommended the Board approve the 2026 IRS Mileage Reimbursement Rate as presented.

Coversheet

(Action) Approval of 2026-27 Pali Institute Outdoor Science Camp Overnight Field Trip Request & Site Reservation Agreement

Section: XII. Education Services
Item: A. (Action) Approval of 2026-27 Pali Institute Outdoor Science Camp
Overnight Field Trip Request & Site Reservation Agreement
Purpose: Vote
Submitted by:
Related Material:
2026-27 Pali Institute Outdoor Science Camp Overnight Field Trip Request Form.pdf
Pali Institute Site Reservation Agreement.pdf

Education Services

OVERNIGHT FIELD TRIP REQUEST FORM for BOARD APPROVAL

This form is to be used to obtain board approval for overnight field trips.

1. Overnight field trip requests must be submitted on this form for consideration.
2. Overnight field trips require approval from the charter school board
3. The field trip request form must be signed by the Events Coordinator and the charter school executive director/director/ or designee before sending to the board for approval.
4. A trip itinerary must be attached to the completed request form.

Date of Request	**12/12/25**
Name of Charter School	**Sage Oak Charter School**
Lead Chaperone	**Nayeli Fuentes Reyes**
Field Trip Coordinator	**Laura Rosenkranz**
Director/Designee	**Erin Bunch**
Location of Trip	**Pali Institute (30778 CA-18, Running Springs, CA 92382)**
Dates of Trip	**10/21/26 - 10/23/25** **Itinerary**
Classes/Grade Level(s)	**4th - 12th**
Instructional Objectives	**Students will be attending in two groups, one group will be solely High School students. The objective of this program will be leadership skills and team building skills.** **The other group will be students from grades 4 - 8. These students will also focus on team building and activities that will meet science, social studies, language arts and PE standards. The specific activities will be chosen closer to the date of the trip.**

Sage Oak Charter Schools

Education Services

OVERNIGHT FIELD TRIP REQUEST FORM for BOARD APPROVAL

Standards Addressed	**NGSS Standards, ELA, - specific standards will be selected when specific activities are chosen (standards for each class are attached.)**
Additional Information (if applicable)	**Pali camp has officially been certified as a COVID Compliant business and is following all safety guidelines as set forth by San Bernardino county and the state of California.**
Fees and payment Schedule	**Invoice** **Payment 1 - $1,500 DUE: 1/30/2026** **Payment 2 - $24,310 DUE: 06/23/2026** **Final Numbers DUE: 09/07/2026** **Payment 3 - $25,810 DUE: 09/21/2026**
Transportation	**Parents will transport their students in their personal vehicles.**
Phone Tree/Chaperone Groups	**Chaperones have not been selected yet, but all chaperones stay at the camp with the students and are accessible at all times. The protocols for drop off trips will be followed as far as chaperones each having each other's phone numbers stored in their phones and lead chaperones contacting chaperone groups easily, via chaperone group chat, if needed.**
Signatures	
Planner/Lead Chaperone	Date: 12/12/25
Events Coordinator	Date: 12/12/25
Director/Designee	Date: 12/12/25

PALI INSTITUTE

Date: 12/12/2025
PO Box 2237
Running Springs, CA 92382
Phone (909) 939-0888

Contract #: 29539

Dates of Attendance: 10-21-2026 to 10-23-2026

SITE RESERVATION AGREEMENT

This is an agreement between Pali Institute, Inc. and Sage Oak Charter for the use of Pali Institute's Outdoor Education program for **PALI MOUNTAIN** in Running Springs, CA.

Sage Oak Charter
1473 Ford Street, Suite H105, Redlands, California 92372

Trip Details: 3-day Trip

Attendee Type:	Quantity:	Price:	Total:
Student Payee	116	$445.00	$51,620.00
Student Scholarship	4	$0.00	$0.00
Teacher Scholarship	4	$0.00	$0.00
		Total Cost:	$51,620.00

Reservations & Deposits   Initials _____

Pali Institute (Pali) does not officially reserve space until the deposit and signed agreement are received. The deposit amount will be deducted from the final bill. There is a 25-student minimum to reserve site facilities. Full payment is due 30 days prior to check-in. Any changes to the standard due dates and payment structure are subject to Pali'ss approval. In exchange for the total payment listed, Pali will provide your students and staff with meals starting with Lunch on 10-21-2026 through Lunch on 10-23-2026, a ten (10) to one (1) student to staff ratio, as well as instruction and supervision administered by Pali Staff.

Full Payment Deadline   Initials _____

Full payment is required no later than 30 days prior to the arrival date. Without exception, the final payment deadline for the last payment is three (3) business days prior to the arrival date. If payment is not received by the deadline, the trip shall be deemed cancelled and amounts on deposit shall be governed by the Cancellations provisions below. No arrivals shall be permitted at Pali for payments made after the three (3) day deadline.Any last-minute contract changes incurring additional fees will be submitted to Sage Oak Charter, with payment due upon receipt.

DEPOSIT SCHEDULE		
Payment Number	**Amount Due**	**Due Date**
1	$1,500.00	01-30-2026
2	$24,310.00	06-23-2026
3	$25,810.00	09-21-2026

All payments should be made out to Pali Institute, and mailed to:
Pali Institute   Attn: Relationship Director
PO Box 2237, Running Springs, CA 92382

Page 1 of 5

Hold Harmless Agreement   **Initials** _____

The parties hereby agree to the following:

1. School (and the District of which the School is a part) and Pali hereby mutually release, waive, discharge and covenant not to sue the other, and release their respective directors, officers, shareholders, employees, and agents (hereinafter referred to as "Releasees") from all liability to each other, its employees, students, agents, personal representatives, assigns, heirs, and next of kin for any loss or damage, and any claim or demands therefor on account of injury to person or property or resulting in death, except if caused by the gross negligence or willful misconduct of the Releasees. !

2. It is intended that the forgoing release is intended to be as broad and inclusive as is permitted by the law of the State of California and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

3. This agreement is the product of joint negotiation and drafting. No provision herein will be construed against either party on the basis that a party drafted the language in question.

No oral representations, statements, or inducement inconsistent with the foregoing written agreement have any force or effect unless contained herein.

Scholarships   **Initials** _____

Pali will issue scholarships to both students and teachers. For students, one (1) scholarship will be allotted for every twenty-five (25) paying students. For teachers, one (1) scholarship will be allotted for every twenty-five (25) paying students. Additionally, for every teacher that attends above the 1:25 scholarship allotment the listed Rate per Teacher Payee will be incurred.

Cancellations   **Initials** _____

Written cancellations received at least 120 days prior to check-in will be eligible for a full refund of all monies paid without offset. Any cancellation received less than 120 days prior to check-in will not be eligible for a refund. In those instances of a cancellation beyond 120 days from the arrival date and without No-Fault Cancellation or Post Insurance, there are no refunds. The Customer will be permitted to reschedule a trip using its initial deposits, plus a 25% Rescheduling Fee, provided that a rescheduled trip is accomplished within 12 months of the original arrival date and provided further that such rescheduling is subject to availability. If the Customer is unable to schedule a trip within that following 12-month period including the lack of availability at Pali, or any other reason, the Customer shall forfeit its deposit. All cancellations must be sent directly to the business office in writing either via mail or e-mail.

No-Fault Cancellation Insurance   **Initials** _____

Pali offers a "No-Fault" cancellation insurance for the price of 15% of the contract price paid at signing of the contract. With the No-Fault Insurance in place, a customer may cancel at any time, and for any reason, after the 120-day cutoff with impunity and receive a full refund on all deposits paid to Pali. However, we do ask that you use your best efforts to notify us at least 72 hours in advance because of food inventories and staffing. (The No-Fault insurance also includes coverage for the risks of the Pandemic & Overstay Trip (Post) Insurance described below.)

Reductions   **Initials** _____

The last day to reduce the number of students on your invoice is 9/6/2026 12:00:00 AM, which is 45 days prior to arrival. Any reduction in student attendance numbers received less than 45 days prior to arrival are only eligible for a refund of half (50%) the student cost when submitted with a doctor's note. Schools are unable to reduce their payment numbers below 25 students. Any proposed increase in student numbers is contingent upon availability and must be approved by Pali. **All refund requests are subject to the approval of Pali. A written refund request does not guarantee that a refund will be issued.**

If a student(s) cannot attend due to a last-minute illness, a refund of half (50%) the cost per student will be available if a written refund request is submitted within five (5) days of departure with an attached doctor's note. If Pali approves a refund, it will be submitted to the school or financially responsible organization. Refund requests may be submitted to billing@paliinstitute.com.

Guest Room Accommodations and Meals   **Initials** _____

Our guest rooms vary in size and type and are assigned to event participants based on a variety of factors. Cabins have built-in solid wood bunks, showers and full toilet and sink facilities as well as ample storage for personal belongings. The maximum number of guests in a cabin will not exceed 10 to 1 student to staff ratio.

Meals are served in our dining hall at the following times: Breakfast - 8:00 a.m., Lunch - 12:30 p.m., Dinner - 5:30 p.m. Mealtimes may change due to spacing limits in the dining hall or at the discretion of Pali.

Smoke Free Environment   Initials _____

Pursuant to state law, we have adopted a smoke-free policy in all buildings including guest cabins, meeting, social and dining rooms. Additionally, due to fire hazard in our mountain environment, smoking is prohibited anywhere at Pali Mountain.

Student Behavior and Facility Damage   Initials _____

The school agrees to take responsibility for behavior issues that may occur on behalf of their students while attending Pali. If a student violates the behavior policy of Pali and/or the attending school, administrators from Pali and the attending school may require a parent or guardian to remove their student. If the parent or guardian refuses to remove their student a school official will be responsible.

Pali is not responsible for lost or stolen articles, and there will be a charge for any damage to the facilities by your students.

Transportation   Initials _____

The attending school will be responsible for transportation to and from Pali Mountain. The scheduled arrival time will be between 10:30AM and 11:00AM, and busses should arrive on the day of departure etween 9:00AM and 10:00AM to be loaded and depart by 11:00AM.

Inclement Weather   Initials _____

During times of snowstorms and inclement weather, the Pali site remains open and operational. During these times Route 18 and 330, our chief access roads, remain open to buses with chains. It is therefore the responsibility of the Customer to reach Pali for scheduled programming. If the Customer is unable to reach the site due to the weather conditions when Routes 18 and 330 are open, no refund will be issued , and all deposits paid will be forfeited. If both Routes 18 and 330 are closed to all traffic for more than 4 hours on arrival day, Pali and the school shall use best efforts to reschedule a mutually convenient date, or Pali may implement a venue change to Pali's Sister Camp, recognizing that it will be dependent on Pali's remaining availability and may include weekend dates. If rescheduling or change of venue options do not exist and Pali is unable to accommodate the school before the end of the current school year in which the trip was scheduled for, a refund will be provided .

Emergency Situations   Initials _____

If a trip must be cancelled due to a declared emergency condition such as fire, flood, earthquake, or other cause, Pali shall communicate with the appropriate governmental agency(ies) having jurisdiction over Pali's location (U.S. Forest Service, California Highway Patrol, San Bernardino County Sheriff, or the San Bernardino County Health and Safety Department) to ascertain the accessibility and safe operation of the program. Based on the recommendations made by the agency(ies), Pali and the school shall mutually agree on a course of action regarding the health and safety of students and staff. If the site in question is deemed inaccessible and/or considered to be unsafe for use by both Pali and the school, the trip will be postponed and rescheduled or Pali may implement a venue change to Pali's Sister Camp. If the inaccessible and/or unsafe condition prohibits participation from the first (1st) day of the trip, the visit shall be rescheduled to a mutually convenient date as soon as practicable thereafter. It shall be the responsibility of school to update parents and school staff of such decisions.

Pandemic Cancellation and Overstay Trip Insurance   Initials _____

 Pali offers Pandemic & Overstay Trip (POST) Insurance for an additional fee of 8% of the Total Cost under this Site Reservation Agreement, paid at the time of the initial deposit. With POST Insurance, if a pandemic is declared by a governmental authority and Customer wishes to cancel its trip after the 120 days before arrival cutoff, but Pali remains open and operating, Pali would refund 100% of the amounts paid to Pali within (3) business days of such cancellation by Customer. Further, with POST Insurance, If Pali is required to cease operations and preventing Customer from attending Pali (after the Cancellation Period), Pali would refund 100% of the amounts paid to Pali within (3) business days of such cancellation by Customer. In the event POST Insurance is not purchased and the Customer is prevented from attending Pali after the Cancellation Period, no refund shall be issued, but Customer shall receive a credit for amounts paid, which credit must be used on a rescheduled trip within twelve months of Pali reopening to the public. In the event the credit is not used by Customer within the twelve-month period, all credit amounts shall be eliminated. Any rescheduled trip shall be subject to availability and may include weekends.

As used herein, "government authority" shall not include the school district of which Customer is affiliated or a part of and shall be limited to independent public health officials from the state agencies with the legal jurisdiction over public health decisions in the physical proximity of the school or Pali.

Overstay at Pali   Initials _____

In the event of an overstay at Pali, for any reason at all, Pali will continue to house, feed, and supervise the children required to extend their stay at Pali. If a customer has purchased POST Insurance, there are no additional charges, and the POST insurance (and No-Fault Insurance) covers the charges for the extended stay. In those instances where a Customer has not purchased either insurance coverage, and events require an overstay, the Customer will be charged 75% of the daily rate under their agreement.

Force Majeure   **Initials** _____

It is always possible that an event or circumstances will occur beyond the control of Pali, including but not limited to, acts of God, natural disasters, government regulations, labor shortages, supply chain disruptions, pandemics, or any other events that materially affect construction progress delaying safe access or occupancy to the site. In the event that Pali is unable to accommodate a scheduled trip due to such delays, Pali shall provide the Customer with written notice as soon as practicable and offer alternative solutions, which may include rescheduling the reservation to a later available date or a venue change. If Pali determines rescheduling or a venue change is not feasible, Pali shall issue a full refund of any amounts paid, which shall be the sole and exclusive remedy available to the Customer. Pali shall not be liable for any additional costs, damages, or losses incurred by the Customer as a result of such delays, and the Customer expressly waives any claims arising therefrom.

Venue Change   **Initials** _____

In the event that Pali determines, in its sole discretion, it is necessary to relocate a scheduled trip due to unforeseen circumstances such as dual road closures, operational needs, or other considerations, Pali reserves the right to transfer the group to its Sister Camp if there is adequate space. Notice of such relocation will be provided as soon as reasonably practicable. The relocated camp will offer a similar program experience, and no refunds or adjustments will be provided solely due to a change in venue.

Late Payment Fees   **Initials** _____

For any additional charges, if accounts are not paid in full within 15 days following the trip, Pali shall be entitled to recover all expenses related to the collection of overdue invoices. Any amounts not paid when due shall bear interest at a rate of 1.5% per month or the maximum amount legally allowable, whichever is greater, until such time as all outstanding amounts (including all interest and collection-related expenses) have been paid in full.

School's Authorized Signature: _____   Date: _____

Printed Name: _____   Title: _____

Pali Institute's Authorized Signature: _____   Date: _____

Please ensure initial sections on all three pages are completed.

Contract Notes:

Coversheet

(Action) Approval of 2024-25 School Accountability Report Cards (SARC), Presented by Poppy Perfect, Assistant Director of Accountability

Section: XIII. Operations & Accountability
Item: A. (Action) Approval of 2024-25 School Accountability Report Cards (SARC), Presented by Poppy Perfect, Assistant Director of Accountability
Purpose: Vote
Submitted by:
Related Material:
2024-25 SARC Presentation.pdf
2024-25 School Accountability Report Card_Sage Oak Charter School (#1885).pdf
2024-25 School Accountability Report Card _Sage Oak Charter School - Keppel (#1886).pdf
2024-25 School Accountability Report Card_Sage Oak Charter School - South (#2051).pdf

BACKGROUND:

The School Accountability Report Card (SARC) requires schools to provide the community with annual information, allowing for public comparison of schools on 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, 2026.

RECOMMENDATION:

It is recommended that the Board approve the 2024-25 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) 2024-2025

Highlights

Opportunities for Parent Involvement

Career Technical Education Participation
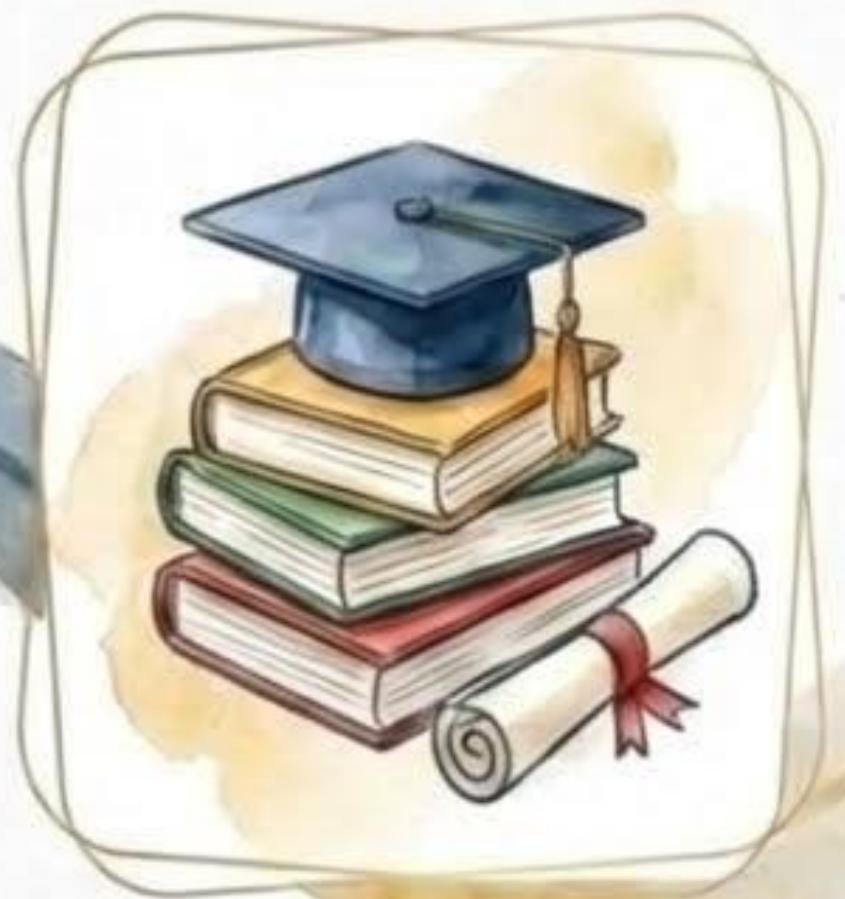
Advanced Placement Offerings

Parent Involvement Opportunities

English Learner
Advisory Committee

Parent Advisory
Committee

Student Advisory
Committee

New Sage Connections
Committee (SCC)
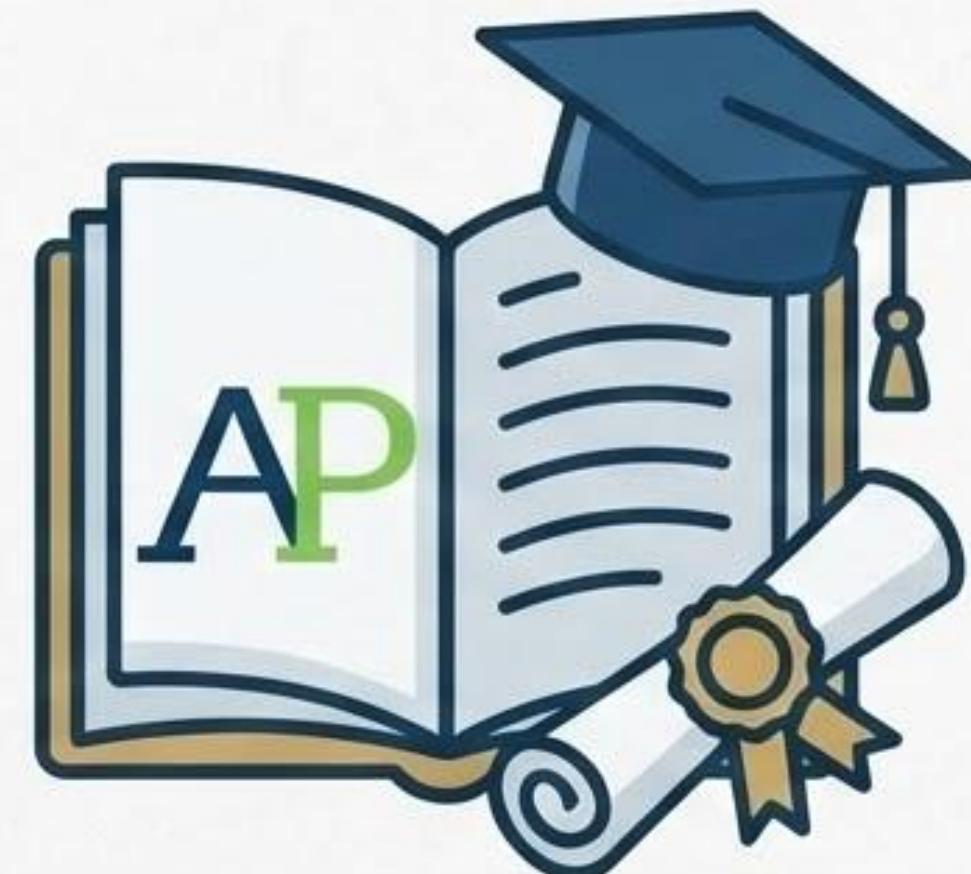
Questions?

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

Address: 1473 Ford St.
Redlands, CA , 92373-3913

Principal: Traci King

Phone: (888) 435-4445

Grade Span: K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Traci King

📍 Principal, Sage Oak Charter

Contact ──────────────────────────────────

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

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

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

School Name	Sage Oak Charter
Street	1473 Ford St.
City, State, Zip	Redlands, CA , 92373-3913
Phone Number	(888) 435-4445
Principal	Traci King
Email Address	tking@sageoak.education
Website	www.sageoak.education
Grade Span	K-12
County-District-School (CDS) Code	36677360136069

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

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

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

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

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

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

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

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

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

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

Grade Level	Number of Students
Kindergarten	583
Grade 1	381
Grade 2	349
Grade 3	346
Grade 4	348
Grade 5	309
Grade 6	309
Grade 7	306
Grade 8	273
Grade 9	188
Grade 10	183
Grade 11	179
Grade 12	125
Total Enrollment	3879

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	59.10%
Male	56.20%
Non-Binary	0.10%
American Indian or Alaska Native	0.30%
Asian	4.60%
Black or African American	2.80%
Filipino	2.20%
Hispanic or Latino	60.10%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	6.80%
White	37.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	2.80%
Foster Youth	0.10%
Homeless	1.60%
Migrant	0.00%
Socioeconomically Disavantaged	51.20%
Students with Disabilities	13.80%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	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.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	127.90	88.80%	262.30	80.17%	231142.40	83.24%
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%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	149.50	93.20%	290.10	83.31%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	6.00	1.72%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	3.80	1.11%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	8.20	5.16%	44.10	12.67%	12112.80	4.34%
Unknown/Incomplete/NA	2.60	1.63%	4.10	1.19%	13705.80	4.91%
Total Teaching Positions	160.40	100.00%	348.30	100.00%	278927.10	100.00%

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

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

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

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.30
Local Assignment Options	16.80	14.6	7.90
Total Out-of-Field Teachers	16.80	14.6	8.20

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

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

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

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

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

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

Year and month in which the data were collected: null 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
      1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
      2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
      3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	49%	52%	46%	47%	47%	48%
Mathematics (grades 3-8 and 11)	37%	40%	33%	35%	35%	37%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2074	2057	99.18%	0.82%	51.97%
Female	1076	1071	99.54%	0.46%	54.06%
Male	995	983	98.79%	1.21%	49.64%
American Indian or Alaska Native	--	--	--	--	--
Asian	89	88	98.88%	1.12%	76.14%
Black or African American	56	55	98.21%	1.79%	49.09%
Filipino	43	43	100.00%	0.00%	79.07%
Hispanic or Latino	1078	1069	99.17%	0.83%	46.12%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	133	133	100.00%	0.00%	63.91%
White	668	662	99.10%	0.90%	54.68%
English Learners	42	42	100.00%	0.00%	11.90%
Foster Youth	--	--	--	--	--
Homeless	27	27	100.00%	0.00%	44.44%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	905	901	99.56%	0.44%	44.17%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	277	274	98.92%	1.08%	20.44%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

student population is ten or fewer.

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	2074	2059	99.28%	0.72%	40.02%
Female	1076	1072	99.63%	0.37%	36.19%
Male	995	984	98.89%	1.11%	44.11%
American Indian or Alaska Native	--	--	--	--	--
Asian	89	88	98.88%	1.12%	68.18%
Black or African American	56	55	98.21%	1.79%	38.18%
Filipino	43	43	100.00%	0.00%	69.77%
Hispanic or Latino	1078	1070	99.26%	0.74%	33.55%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	133	133	100.00%	0.00%	42.11%
White	668	663	99.25%	0.75%	44.65%
English Learners	42	42	100.00%	0.00%	9.52%
Foster Youth	--	--	--	--	--
Homeless	27	27	100.00%	0.00%	29.63%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	905	902	99.67%	0.33%	31.71%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	277	274	98.92%	1.08%	12.77%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	39.70%	39.46%	30.15%	27.91%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	899	894	99.44%	0.56%	39.26%
Female	486	484	99.59%	0.41%	36.57%
Male	410	407	99.27%	0.73%	42.51%
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00%	0.00%	65.22%
Black or African American	25	25	100.00%	0.00%	36.00%
Filipino	12	12	100.00%	0.00%	50.00%
Hispanic or Latino	445	442	99.33%	0.67%	31.45%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100.00%	0.00%	55.81%
White	323	321	99.38%	0.62%	44.24%
English Learners	13	13	100.00%	0.00%	7.69%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	393	393	100.00%	0.00%	30.28%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	113	111	98.23%	1.77%	17.12%

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

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

Sage Oak Charter Schools has credentialed CTE teachers on staff for:
- Child Development & Family Services

- Information Technology

- Art, Media & Entertainment

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

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	260
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	4.7%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	34.8%

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	98.22%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	45.19%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

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

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	99.7%	99.7%	99.7%	99.7%	99.7%
7	99%	99%	99%	99%	99%
9	100%	100%	100%	100%	100%

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

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

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

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

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

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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	91.9%	96.5%	96.3%	66.9%	67.0%	66.4%	86.2%	86.4%	87.5%
Dropout Rate	2.2%	1.4%	2.2%	15.5%	11.3%	17.0%	8.2%	8.9%	8.0%

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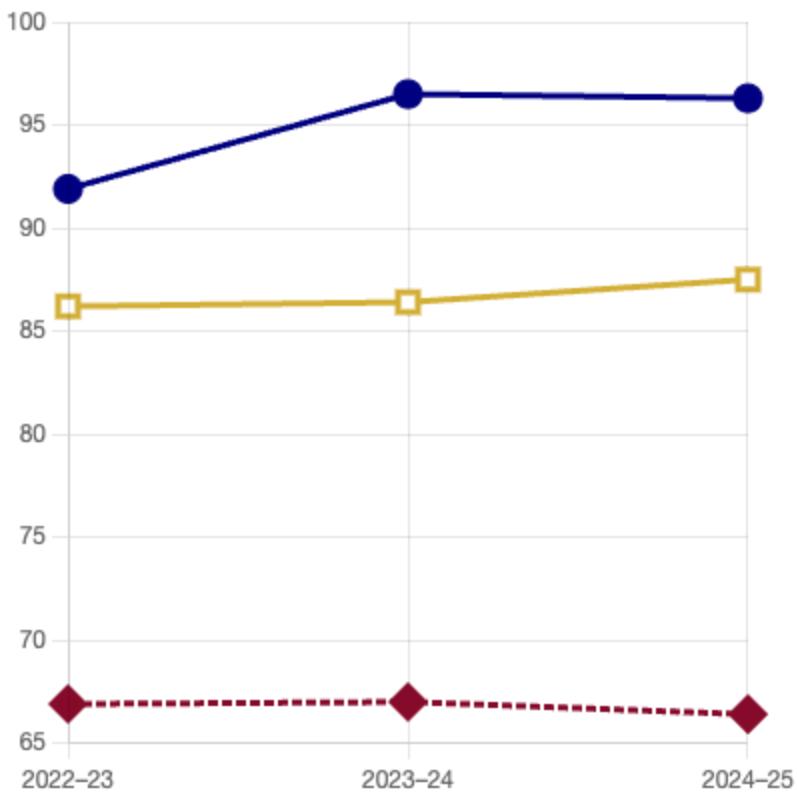
Graduation Rates

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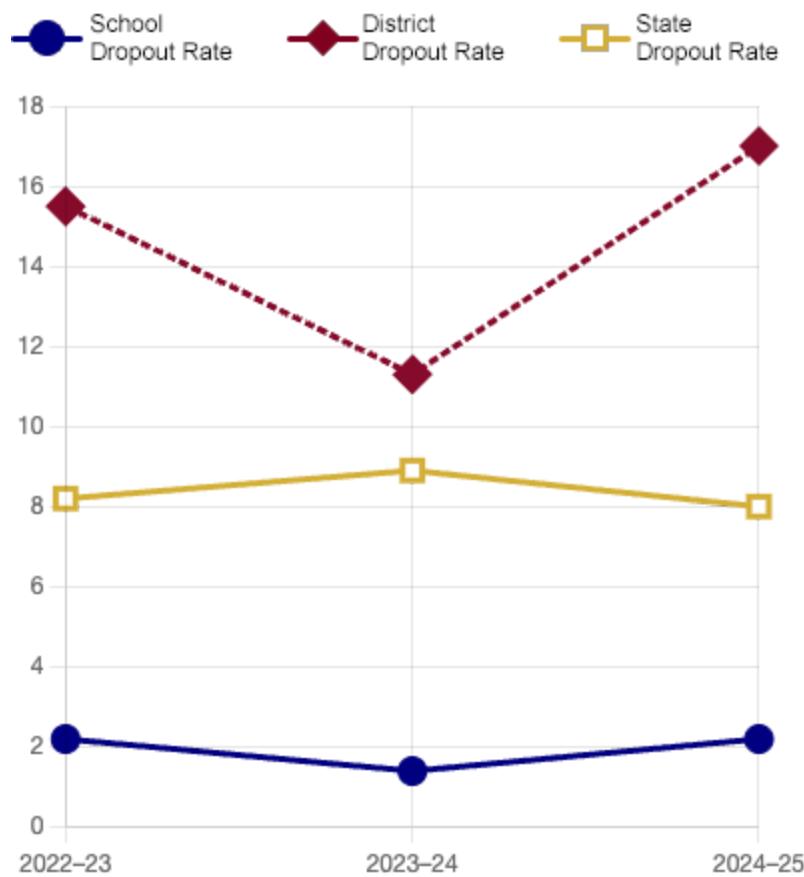
Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	136	131	96.3%
Female	70	67	95.7%
Male	65	63	96.9%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	59	58	98.3%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	54	51	94.4%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	86	81	94.2%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	19	16	84.2%

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

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

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	4148	4100	97	2.4%
Female	2124	2094	48	2.3%
Male	2020	2002	49	2.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	160	160	5	3.1%
Black or African American	112	106	3	2.8%
Filipino	74	74	0	0.0%
Hispanic or Latino	2183	2153	58	2.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	250	246	8	3.3%
White	1327	1319	22	1.7%
English Learners	102	102	4	3.9%
Foster Youth	--	--	--	--
Homeless	72	72	6	8.3%
Socioeconomically Disadvantaged	1924	1900	74	3.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	549	542	20	3.7%

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.00%	0.00%	0.91%	0.64%	0.44%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

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

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

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

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

School Safety Plan (School Year 2025–26)

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

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

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	16	0	0
1	3.00	8	0	0
2	4.00	10	0	0
3	3.00	10	0	0
4	4.00	12	1	0
5	7.00	6	1	0
6	6.00	42	1	0
Other**	18.00	42	47	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	3.00	20		
1	3.00	9		
2	10.00	7		
3	4.00	17		
4	5.00	7	2	
5	7.00	9		
6	7.00	44		
Other**	19.00	42	42	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	7.00	9	1	
1	9.00	5	2	
2	6.00	7	2	
3	11.00	4	3	
4	13.00	3	3	
5	16.00	2	3	
6	7.00	34	3	
Other**	18.00	54	45	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	303	0	0
Mathematics	2.00	332	0	0
Science	2.00	177	0	0
Social Science	2.00	244	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	331		
Mathematics	2.00	359		
Science	2.00	216		
Social Science	2.00	224		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	372		
Mathematics	2.00	377		
Science	2.00	190		
Social Science	2.00	251		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	3362

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	6.00
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	4.00
Resource Specialist (non-teaching)	
Other**	17.80

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7198.53	$1546.62	$5651.91	$74264.31
District	N/A	N/A	--	$101543.00
Percent Difference – School Site and District	N/A	N/A	--	-31.03%
State	N/A	N/A	$11146.18	$100089.00
Percent Difference – School Site and State	N/A	N/A	-65.47%	-29.62%

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

Types of Services Funded (Fiscal Year 2024–25)

Sage Oak Charter Schools has accepted Title 1, Part A federal funds to assist us in serving our at-promise students. Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to schools to meet the needs of educationally at-risk students (AKA at-promise students). The goal of Title I is to provide extra instructional and curricular services and/or activities that support students identified as at risk of failing to meet the state's challenging performance standards, most specifically in math or English language arts. In receiving these funds, there are certain requirements that the school must complete.

Requirements:

Local Control and Accountability Plan (LCAP)

School Site Council (SSC)

Family and Parent Engagement Policy

School-Parent Compact

Parent's Right to Know

School Accountability Report Card (SARC)

Assurances regarding:

Substitute System for Time Accounting

District English Learner Advisory Committee Review

LCAP Federal Addendum Certification

Protected Prayer Certification

Homeless Education Certification

Title 1- Eligible Sage Oak students include:

Students identified as economically disadvantaged

Students with disabilities

Migrant students

Homeless/Foster students

English learners

Students performing below grade level and identified as failing, or most at risk of failing, to meet the challenging state academic standards.

Title 1 funding provided all or a portion of the cost of the following resources:

Elementary and secondary intervention programs

Online educational support subscriptions

Technology

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$50855.00	$61516.32
Mid-Range Teacher Salary	$92032.00	$95478.69
Highest Teacher Salary	$132386.00	$125207.90
Average Principal Salary (Elementary)	$186368.00	$152668.30
Average Principal Salary (Middle)	$160564.00	$156487.16
Average Principal Salary (High)	$0.00	$165427.38
Superintendent Salary	$217999.00	$242780.63
Percent of Budget for Teacher Salaries	28.60%	29.76%
Percent of Budget for Administrative Salaries	6.73%	5.74%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 3 %

Subject	Number of AP Courses Offered*
Computer Science	4
English	10
Fine and Performing Arts	0
Foreign Language	0
Mathematics	5
Science	3
Social Science	5
Total AP Courses Offered*	39

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

Professional Development

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

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

Address: 1473 Ford St.
Redlands, CA , 92373-3913

Principal: Chelsey Anema

Phone: (888) 435-4445

Grade Span: K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Chelsey Anema

📍 Principal, Sage Oak Charter School- Keppel

Contact

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

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

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

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

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

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

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

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

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

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

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

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

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

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

Grade Level	Number of Students
Kindergarten	73
Grade 1	33
Grade 2	50
Grade 3	47
Grade 4	49
Grade 5	24
Grade 6	32
Grade 7	30
Grade 8	42
Grade 9	14
Grade 10	16
Grade 11	16
Grade 12	15
Total Enrollment	441

Student Enrollment by Student Group (School Year 2024–25)

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

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

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.90	91.67%	141.40	89.65%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	4.00	2.54%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	8.60	5.45%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.40	7.75%	3.40	2.19%	11953.10	4.28%
Unknown/Incomplete/NA	0.20	0.58%	0.20	0.16%	15831.90	5.67%
Total Teaching Positions	44.60	100.00%	157.70	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	77.70	87.74%	172.70	86.11%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	1.13%	4.00	1.99%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	14.00	6.98%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.30	10.54%	9.30	4.66%	11746.90	4.23%
Unknown/Incomplete/NA	0.50	0.60%	0.50	0.26%	14303.80	5.15%
Total Teaching Positions	88.60	100.00%	200.60	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	81.70	91.42%	166.20	84.85%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	5.00	2.55%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	17.00	8.67%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.40	6.07%	5.40	2.77%	12112.80	4.34%
Unknown/Incomplete/NA	2.20	2.50%	2.20	1.14%	13705.80	4.91%
Total Teaching Positions	89.40	100.00%	195.90	100.00%	278927.10	100.00%

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

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

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

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

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

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

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

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

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

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

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

Year and month in which the data were collected: 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

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

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

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

student population is ten or fewer.

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

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

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

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

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

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

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

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

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

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

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

Sage Oak Charter Schools has credentialed CTE teachers on staff for:
- Child Development & Family Services

- Information Technology

- Art, Media & Entertainment

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

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	27
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	25%

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

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

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	96%	96%	96%	96%	96%
7	96%	96%	96%	96%	96%
9	93%	93%	93%	93%	93%

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

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

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

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

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

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

State Priority: Pupil Engagement

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

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

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

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

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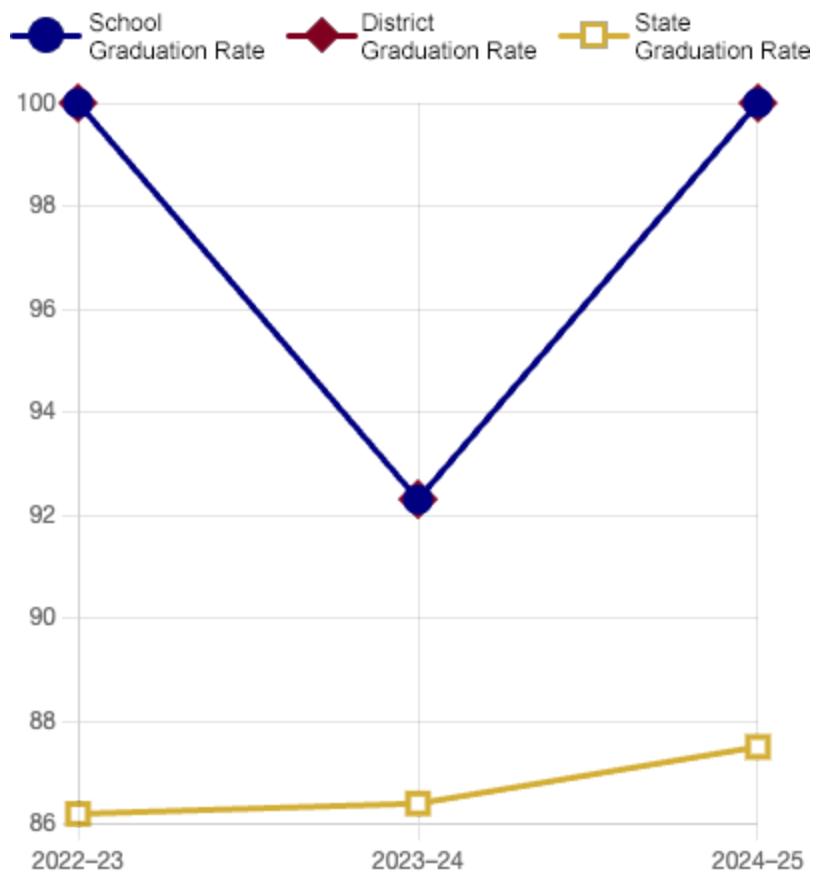
Graduation Rates

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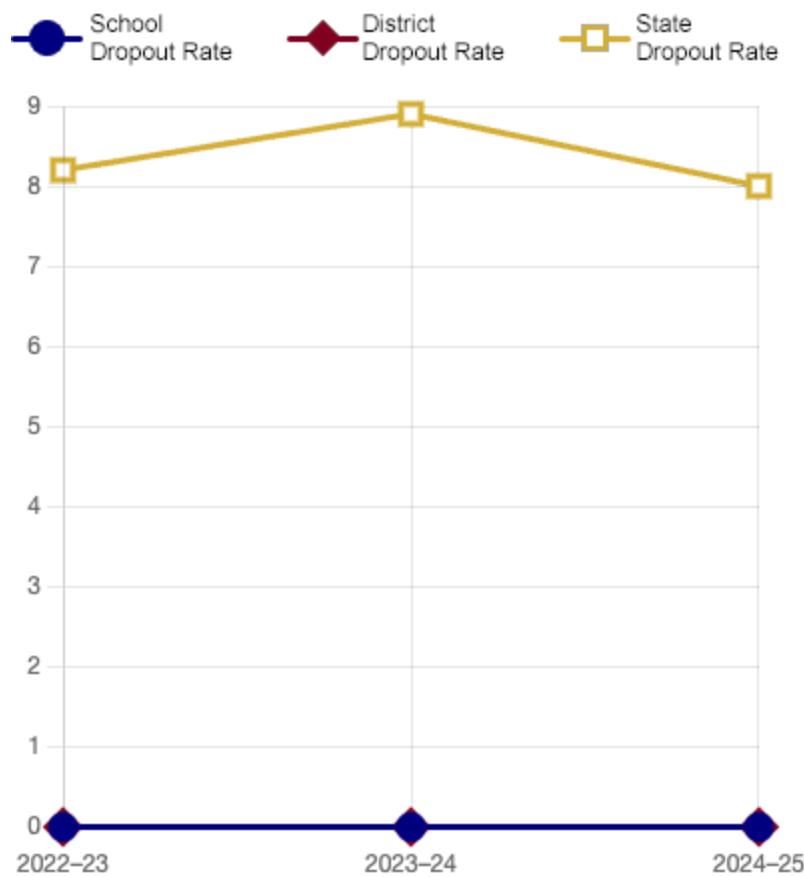
Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

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

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

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

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

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

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

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

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

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

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

School Safety Plan (School Year 2025–26)

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

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

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

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

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

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

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

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

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

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

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

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

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	378

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

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

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

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

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

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

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

Types of Services Funded (Fiscal Year 2024–25)

Sage Oak Charter Schools has accepted Title 1, Part A federal funds to assist us in serving our at-promise students. Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to schools to meet the needs of educationally at-risk students (AKA at-promise students). The goal of Title I is to provide extra instructional and curricular services and/or activities that support students identified as at risk of failing to meet the state's challenging performance standards, most specifically in math or English language arts. In receiving these funds, there are certain requirements that the school must complete.

Requirements:

Local Control and Accountability Plan (LCAP)

School Site Council (SSC)

Family and Parent Engagement Policy

School-Parent Compact

Parent's Right to Know

School Accountability Report Card (SARC)

Assurances regarding:

Substitute System for Time Accounting

District English Learner Advisory Committee Review

LCAP Federal Addendum Certification

Protected Prayer Certification

Homeless Education Certification

Title 1- Eligible Sage Oak students include:

Students identified as economically disadvantaged

Students with disabilities

Migrant students

Homeless/Foster students

English learners

Students performing below grade level and identified as failing, or most at risk of failing, to meet the challenging state academic standards.

Title 1 funding provided all or a portion of the cost of the following resources:

Elementary and secondary intervention programs

Online educational support subscriptions

Technology

Teacher and Administrative Salaries (Fiscal Year 2023–24)

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

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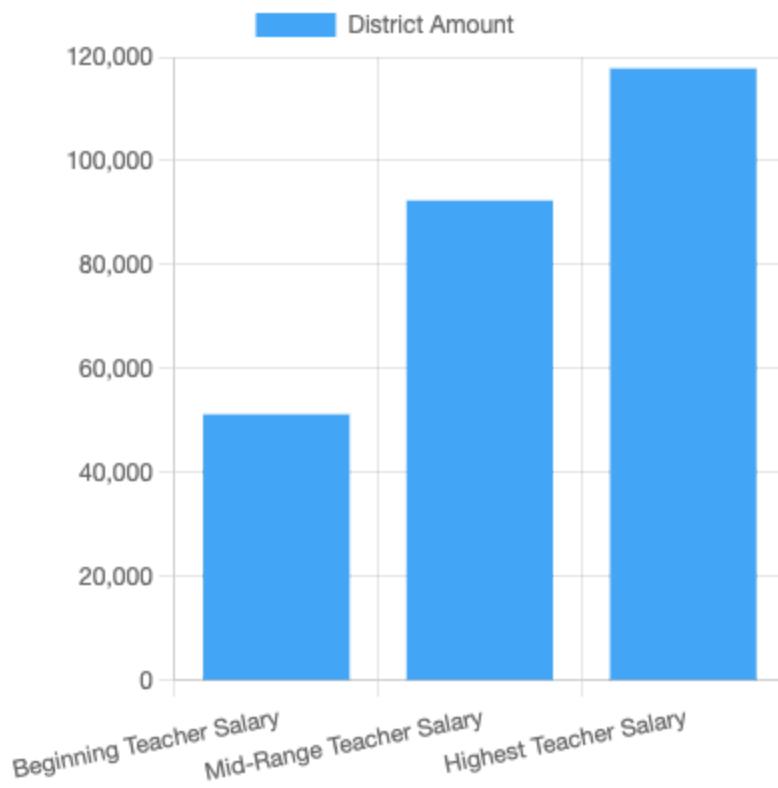
Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 3.3 %

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

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

Professional Development

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

Sage Oak Charter School - South

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

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

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Lana Beshara

📍 Principal, Sage Oak Charter School – South

Contact

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

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

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

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

School Contact Information (School Year 2025–26)

School Name	Sage Oak Charter School - South
Street	1473 Ford St.
City, State, Zip	Redlands, CA , 92373-3913
Phone Number	(888) 435-4445
Principal	Lana Beshara
Email Address	lbeshara@sageoak.education
Website	www.sageoak.education
Grade Span	K-12
County-District-School (CDS) Code	37754160139378

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

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

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

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

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

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

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

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

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

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

Grade Level	Number of Students
Kindergarten	123
Grade 1	69
Grade 2	56
Grade 3	60
Grade 4	42
Grade 5	43
Grade 6	36
Grade 7	34
Grade 8	37
Grade 9	17
Grade 10	21
Grade 11	28
Grade 12	17
Total Enrollment	583

Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	54.40%
Male	45.50%
Non-Binary	0.20%
American Indian or Alaska Native	0.50%
Asian	2.20%
Black or African American	5.00%
Filipino	0.70%
Hispanic or Latino	42.40%
Native Hawaiian or Pacific Islander	0.30%
Two or More Races	8.20%
White	40.50%

Student Group (Other)	Percent of Total Enrollment
English Learners	1.90%
Foster Youth	0.00%
Homeless	0.90%
Migrant	0.00%
Socioeconomically Disavantaged	36.40%
Students with Disabilities	9.10%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	40.20	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.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	59.60	85.83%	149.10	73.55%	231142.40	83.24%
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%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	85.20	91.97%	175.70	75.76%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.43%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	0.20	0.13%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.90	5.34%	47.60	20.56%	12112.80	4.34%
Unknown/Incomplete/NA	2.50	2.70%	7.20	3.11%	13705.80	4.91%
Total Teaching Positions	92.70	100.00%	231.90	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	0.40	0	0.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	0.40	0	0.00

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

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	4.90	9.5	4.90
Total Out-of-Field Teachers	4.90	9.5	4.90

Class Assignments

Indicator	2021–22 Percent	2022–23 Percent	2023–24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	50%	0%	0.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

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

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

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

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

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

Year and month in which the data were collected: 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts		0
Mathematics		0
Science		0
History-Social Science		0
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:
  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
English Language Arts / Literacy (grades 3-8 and 11)	53%	57%	45%	49%	47%	48%
Mathematics (grades 3-8 and 11)	36%	42%	35%	40%	35%	37%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	265	264	99.62%	0.38%	57.20%
Female	139	138	99.28%	0.72%	55.07%
Male	126	126	100.00%	0.00%	59.52%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00%	0.00%	27.27%
Filipino	--	--	--	--	--
Hispanic or Latino	119	119	100.00%	0.00%	56.30%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	23	22	95.65%	4.35%	68.18%
White	103	103	100.00%	0.00%	58.25%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	93	92	98.92%	1.08%	50.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	24	96.00%	4.00%	45.83%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

student population is ten or fewer.

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	265	264	99.62%	0.38%	41.67%
Female	139	138	99.28%	0.72%	39.13%
Male	126	126	100.00%	0.00%	44.44%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00%	0.00%	36.36%
Filipino	--	--	--	--	--
Hispanic or Latino	119	119	100.00%	0.00%	39.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	23	22	95.65%	4.35%	45.45%
White	103	103	100.00%	0.00%	41.75%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	93	92	98.92%	1.08%	29.35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	25	24	96.00%	4.00%	20.83%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

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

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	40.66%	48.70%	12.31%	19.64%	30.73%	32.33%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	118	118	100.00%	0.00%	49.15%
Female	68	68	100.00%	0.00%	44.12%
Male	50	50	100.00%	0.00%	56.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	55	55	100.00%	0.00%	45.45%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	47	47	100.00%	0.00%	48.94%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.00%	0.00%	32.26%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	41.67%

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

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

Sage Oak Charter Schools has credentialed CTE teachers on staff for:
- Child Development & Family Services

- Information Technology

- Art, Media, & Entertainment

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

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	33
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	16.7%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	36.8%

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

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	95.18%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	57.89%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

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

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	97%	97%	97%	97%	97%
9	100%	100%	100%	100%	100%

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

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

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

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

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

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

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	83.3%	95.7%	88.2%	52.1%	29.9%	46.5%	86.2%	86.4%	87.5%
Dropout Rate	0.0%	4.3%	0.0%	23.6%	20.4%	18.9%	8.2%	8.9%	8.0%

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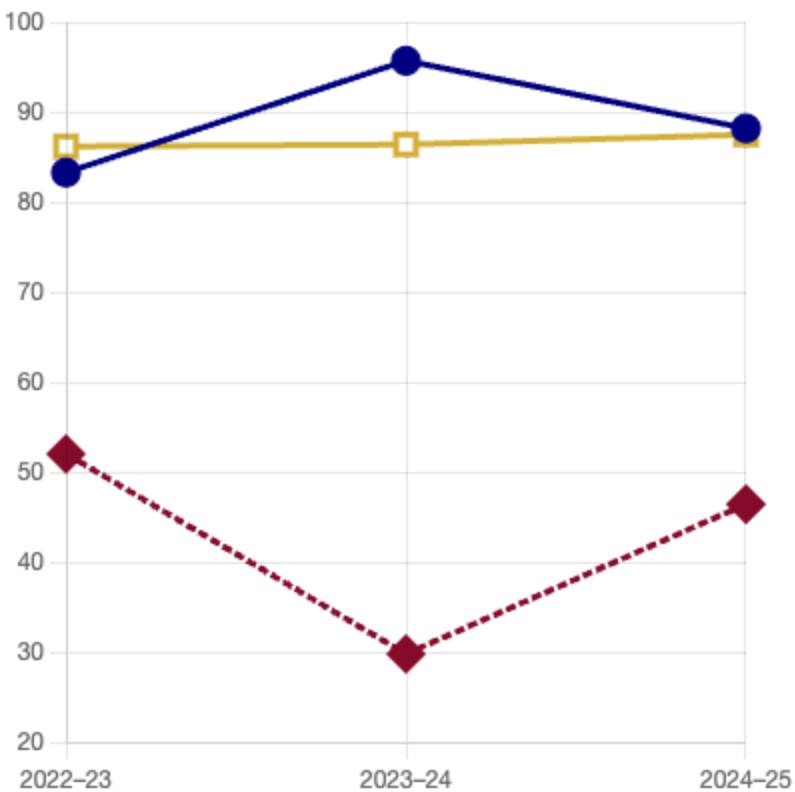
Graduation Rates

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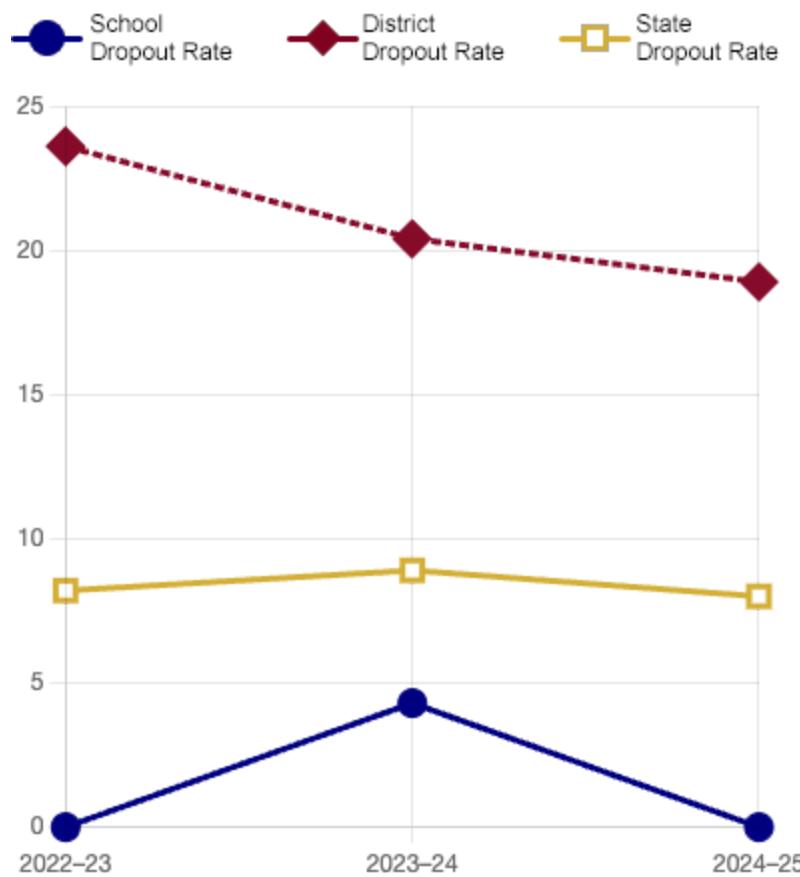
Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	17	15	88.2%
Female	13	12	92.3%
Male	--	--	--
Non-Binary	0.0	0.0	0.0%
American Indian or Alaska Native	0	0	0.00%
Asian	--	--	--
Black or African American	0	0	0.00%
Filipino	0	0	0.00%
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
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	--	--	--

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

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

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

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	616	607	16	2.6%
Female	335	328	8	2.4%
Male	280	278	8	2.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	13	13	0	0.0%
Black or African American	31	31	1	3.2%
Filipino	--	--	--	--
Hispanic or Latino	267	260	10	3.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	53	2	3.8%
White	242	240	3	1.3%
English Learners	15	14	3	21.4%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	238	232	12	5.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	60	59	1	1.7%

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Suspensions	0.00%	0.00%	0.00%	0.41%	0.56%	0.19%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.08%	0.07%	0.06%

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

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

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

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

School Safety Plan (School Year 2025–26)

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

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

D. Other SARC information

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	1.00	8	0	0
1	0.00	0	0	0
2	2.00	1	0	0
3	1.00	2	0	0
4	1.00	1	0	0
5	1.00	1	0	0
6	3.00	11	0	0
Other**	11.00	14	2	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	5		
1	1.00	3		
2	2.00	2		
3	1.00	4		
4	1.00	2		
5	1.00	5		
6	2.00	8		
Other**	8.00	28	2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	5		
1	4.00	4		
2	1.00	2		
3	3.00	4		
4	2.00	7		
5	2.00	4		
6	3.00	13		
Other**	9.00	29	4	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	2.00	54	0	0
Mathematics	2.00	50	0	0
Science	2.00	33	0	0
Social Science	2.00	43	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	1.00	61		
Mathematics	1.00	56		
Science	1.00	42		
Social Science	2.00	42		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	1.00	57		
Mathematics	1.00	64		
Science	1.00	35		
Social Science	1.00	52		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	468

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	6.00
Social Worker	1.00
Nurse	
Speech/Language/Hearing Specialist	3.00
Resource Specialist (non-teaching)	
Other**	22.90

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.
** "Other" category is for all other student support services staff positions not listed.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7230.51	$1484.07	$5746.44	$74264.31
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	$11146.18	$86335.00
Percent Difference – School Site and State	N/A	N/A	-63.91%	-15.03%

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

Types of Services Funded (Fiscal Year 2024–25)

Sage Oak Charter Schools has accepted Title 1, Part A federal funds to assist us in serving our at-promise students. Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to schools to meet the needs of educationally at-risk students (AKA at-promise students). The goal of Title I is to provide extra instructional and curricular services and/or activities that support students identified as at risk of failing to meet the state's challenging performance standards, most specifically in math or English language arts. In receiving these funds, there are certain requirements that the school must complete.

Requirements:

Local Control and Accountability Plan (LCAP)

School Site Council (SSC)

Family and Parent Engagement Policy

School-Parent Compact

Parent's Right to Know

School Accountability Report Card (SARC)

Assurances regarding:

Substitute System for Time Accounting

District English Learner Advisory Committee Review

LCAP Federal Addendum Certification

Protected Prayer Certification

Homeless Education Certification

Title 1- Eligible Sage Oak students include:

Students identified as economically disadvantaged

Students with disabilities

Migrant students

Homeless/Foster students

English learners

Students performing below grade level and identified as failing, or most at risk of failing, to meet the challenging state academic standards.

Title 1 funding provided all or a portion of the cost of the following resources:

Elementary and secondary intervention programs

Online educational support subscriptions

Technology

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	$54773.28
Mid-Range Teacher Salary	--	$78980.97
Highest Teacher Salary	--	$117336.77
Average Principal Salary (Elementary)	--	$128425.24
Average Principal Salary (Middle)	--	$137946.86
Average Principal Salary (High)	--	$138809.37
Superintendent Salary	--	$176162.14
Percent of Budget for Teacher Salaries	25.89%	24.71%
Percent of Budget for Administrative Salaries	2.87%	5.91%

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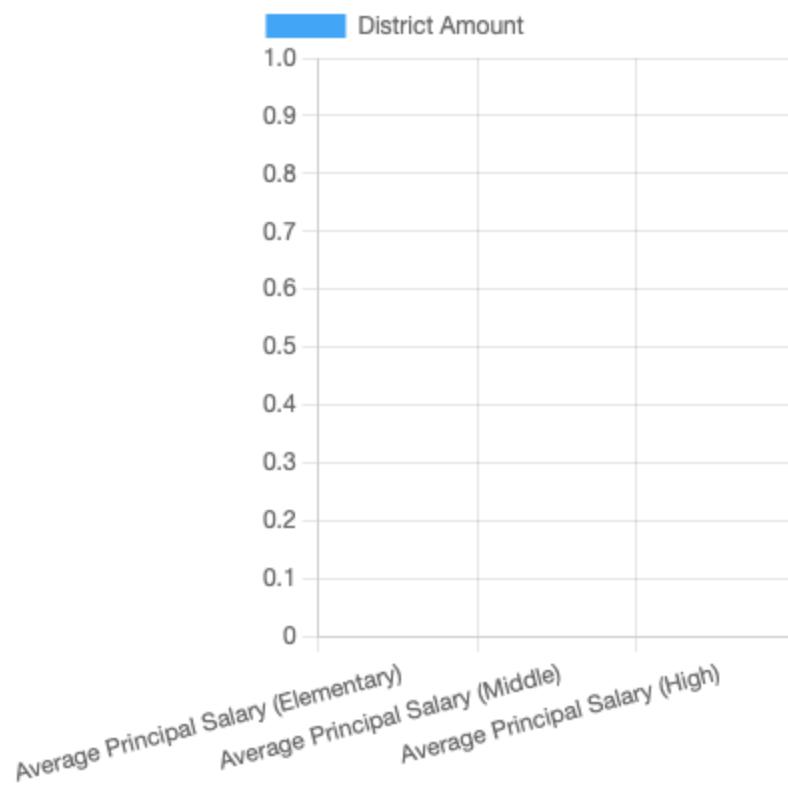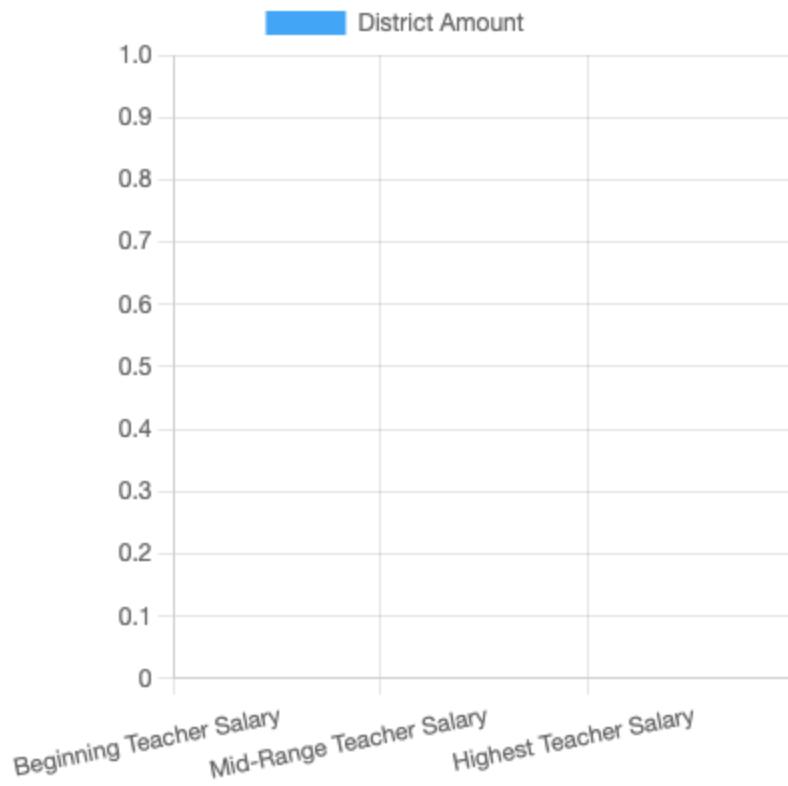
Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 4.8 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	3
Science	2
Social Science	1
Total AP Courses Offered*	12

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

Professional Development

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

Coversheet

(Action) Approval of New 1015-SO Social Media Policy

Section: XIV. Policy Development
Item: A. (Action) Approval of New 1015-SO Social Media Policy
Purpose: Vote
Submitted by:
Related Material: 1015-SO Social Media Policy.pdf

BACKGROUND:

The Social Media Policy aims to provide clear, consistent, and legally compliant guidance on how staff, students, parents, and community members engage on digital platforms. Social media communication has a direct impact on student safety, district reputation, confidentiality, and compliance with Education Code provisions related to student records, bullying, discrimination, and employee conduct. A formal policy establishes expectations for professional behavior, protects the district from liability, and promotes responsible online interaction that supports the district's mission. It also provides a framework for responding to misuse, maintaining transparency, and fostering a safe and respectful digital environment for the entire school community.

RECOMMENDATION:

It is recommended the Board approve the new 1015-SO Social Media Policy as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

COMMUNITY RELATIONS   SO-1015

SOCIAL MEDIA POLICY

Sage Oak Charter Schools ("SOCS" or the "Charter School") adopts this Social Media Policy to ensure that all social media platforms are used as tools for informing, celebrating, and engaging the school community. This policy ensures that all official Sage Oak social media use reflects professionalism, protects student and staff privacy, complies with applicable laws, and supports consistent, respectful, and effective communication at all times. This policy applies to all Sage Oak-managed social media accounts operated by authorized staff or program representatives. It also establishes expectations for staff and community interactions on these platforms ("official accounts"). Staff tasked with managing official accounts will receive periodic training regarding this policy. The Charter School will review this policy on an as-needed basis.

Management of Official Social Media Accounts
Only authorized staff members designated by the Superintendent may create or manage official Sage Oak social media accounts. All content must align with Sage Oak's mission, values, and goals. Posts should be factual, professional, inclusive, and related to Sage Oak operations, programs, or achievements. All Sage Oak social media activity constitutes a public record and is subject to applicable federal and state laws, including FERPA, copyright, and public records retention laws.

Appropriate Use by Employees
Employees who participate in official Sage Oak social media accounts shall adhere to all applicable Sage Oak policies and procedures. This Policy recognizes employees' lawful rights to speak as citizens while still allowing Sage Oak to address social media conduct that impacts the work environment or students. Sage Oak encourages employees to use social media responsibly as private citizens. Employees may share or repost official Sage Oak content, such as job announcements, on personal accounts as long as they use the original post.

Employees **must not:**
1. Use Sage Oak logos on personal accounts unless approved by Sage Oak for professional networking.
2. Share confidential or internal information.
3. Post any personally identifiable student information including names, videos, and photographs without the written, informed consent of the child's parent/legal guardian and all Sage Oak Staff (e.g., through media release and opt out procedures), as needed.
4. Represent personal opinions as those of Sage Oak. When appropriate, employees who participate in official Sage Oak social media accounts shall include a disclaimer stating that "Opinions expressed are my own and do not represent the views of Sage Oak Charter Schools."
5. Use social media—personal or professional—to harass, threaten, or discriminate against others.

Sage Oak Charter Schools   *Page 1 of 2*
Policy Adopted: December 11, 2025

COMMUNITY RELATIONS   SO-1015

SOCIAL MEDIA POLICY

Comment Guidelines

To maintain a safe and respectful online environment, comments and participation on Sage Oak social media pages must follow these standards:

1. Be respectful and civil. Personal attacks, bullying, or profanity are not permitted. These platforms, which are used by students, staff, and families, help set a positive example.
2. Protect privacy. Do not post confidential or identifying information about students, families, or employees.
3. Stay on topic. Ensure discussions remain relevant and non-promotional. Comments must relate to the subject matter of the post or the stated purpose of the site.
4. Communicate responsibly, accurately, and honestly to maintain order and respect. Do not post comments that incite unlawful acts or school disruptions.
5. Avoid discrimination or hate speech. Treat all individuals with dignity and respect, regardless of background or identity. Do not post comments containing obscene, libelous, discriminatory, or harassing language, including any form of abuse, harassment, stalking, threats, or attacks. Racial slurs, threats, or harassment will be removed.
6. Avoid commercial or political promotion. Advertising or campaign activity is prohibited. Promotional comments include comments of a commercial nature (e.g., advertising and promotional content) and political promotion.
7. Avoid false or misleading information. Misinformation may be hidden or removed to ensure factual communication.

Comments that violate these guidelines may be hidden or removed. Users who repeatedly violate the standards may be blocked or reported to the platform or law enforcement as appropriate.

Social Media Crisis Communication Guidelines

Consistent with the Sage Oak Charter Schools Crisis Communications Plan, during a major emergency or crisis, Sage Oak's communication priority is to share timely, accurate, and unified information that protects safety and prevents misinformation. Sage Oak may temporarily disable comments on posts during an active crisis to maintain message clarity and prevent misinformation, speculation, or hostility. Disabling comments must be content-neutral (not based on the viewpoint of commenters) and applied consistently, such as on all emergency-related updates.

Coversheet

(Action) Approval of New 5005-SO Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy

Section: XIV. Policy Development
Item: B. (Action) Approval of New 5005-SO Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy
Purpose: Vote
Submitted by:
Related Material:
5005-SO Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy.pdf

BACKGROUND:

The new Referral Protocols for Addressing Pupil Behavioral Health Concerns policy ensures that Sage Oak Charter Schools adopts a comprehensive, equitable, and legally compliant approach to identifying and supporting students in grades 7–12 who are experiencing behavioral health challenges. The policy was developed in alignment with Senate Bill 153 (SB 153) and Education Code Section 49428.2, which requires schools to implement formal referral pathways for students in need of behavioral health services. The policy establishes clear, step-by-step procedures for initiating and managing referrals, defines staff roles and responsibilities, upholds compliance with student privacy laws, and incorporates ongoing professional training and evaluation. It is designed to improve early identification and response efforts while ensuring that all staff actions remain within the appropriate legal and professional scope.

RECOMMENDATION:

It is recommended the Board approve the new 5005-SO Referral Protocols for Addressing Pupil Behavioral Health Concerns Policy as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).

STUDENT SERVICES   5005-SO

REFERRAL PROTOCOLS FOR ADDRESSING PUPIL BEHAVIORAL HEALTH CONCERNS

The Sage Oak Charter Schools ("SOCS" or the "Charter School") Board of Directors ("Board"), at its regularly scheduled meeting, hereby adopts the following policy on referral protocols for addressing pupil behavioral health concerns in grades 7–12. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services.

Addressing the Needs of High-Risk Groups (EC Section 49428.2(b)(3))
SOCS recognizes the importance of ensuring equitable access to behavioral health supports for all students. This policy addresses the needs of high-risk pupil groups, which include but are not limited to the following:
- Pupils with disabilities, mental illness, or substance use disorders.
- Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Pupils experiencing bereavement or loss of a close family member or friend.
- Pupils for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning pupils.

The Director of Student Services is responsible for coordinating implementation of these referral protocols, in collaboration with the Senior Director of Special Education (IEP/504), Foster Youth Liaison, Homeless Liaison, and Charter School administrators. Leadership may also identify additional pupil groups at local discretion if local data or partner input show increased behavioral health risks.

Student Privacy
SOCS recognizes and agrees to abide by federal and state student data privacy laws and regulations (including but not limited to the Family Educational Rights and Privacy Act (FERPA), EC Section 49073, et seq., etc.) with which SOCS must comply in connection with its policy on referral protocols for addressing pupil behavioral health concerns and in connection with implementation of its policy and protocols, including but not limited to any of subsets of its policy, such as those listed below.

Referral Protocols and Procedures
SOCS adopts the following referral protocols and procedures relating to referrals to behavioral health professionals and support services:

Needs Assessment
The Director of Student Services shall conduct an annual needs assessment to:
- Identify behavioral health trends;
- Review available resources; and
- Detect service gaps within the school community.

Sage Oak Charter Schools   *Page 1 of 3*
Policy Adopted: January 8, 2026

STUDENT SERVICES   5005-SO

REFERRAL PROTOCOLS FOR ADDRESSING PUPIL BEHAVIORAL HEALTH CONCERNS

Capacity Building
SOCS shall:
- Provide professional development on referral pathways and staff roles;
- Clarify responsibilities among certificated and classified staff; and
- Maintain partnerships with school-linked behavioral health professionals and community providers

Planning
The Director of Student Services shall:
- Define referral pathways for crisis and non-crisis concerns;
- Establish goals and assign responsible roles for each step in the referral process

Implementation
SOCS shall establish step-by-step procedures to:
- Initiate referrals;
- Document concerns;
- Notify parents/guardians consistent with law;
- Triage level of need;
- Link pupils to appropriate services; and
- Schedule follow-up checks.

Evaluation and Continuous Improvement
SOCS shall conduct an annual evaluation of referral protocols that includes:
- Data collection and analysis;
- Input from staff, families, and community stakeholders; and
- Targeted improvements based on results.

Training (EC Section 49428.2(b)(4), (c)-(e))
SOCS shall ensure that teachers of pupils in grades 7–12 receive training on pupil behavioral health. Training materials shall include:
- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services.
- When and how to refer pupils and their families to those services.
- Recognizing the signs and symptoms of youth behavioral health disorders.

Subject to EC Section 49428.2(d), SOCS shall certify, on or before July 1, 2029, to the CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with pupils in grades 7–12 have received youth behavioral health training at least once, in accordance with EC Section 49428.2(c)(1)–(5).

Authorization and Scope of Practice (EC Section 49428.2(b)(5))
In order to ensure that all school employees act only within the authorization or scope of their

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Sage Oak Charter Schools   *Page 2 of 3*
Policy Adopted: January 8, 2026

STUDENT SERVICES 5005-SO

REFERRAL PROTOCOLS FOR ADDRESSING PUPIL BEHAVIORAL HEALTH CONCERNS

credential or license, SOCS shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.
- Direct employees to refer pupils to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Consistent with EC sections 49428.1(b)(8) and 49428.2(b)(5), nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

Coversheet

(Action) Approval of Superintendent of Schools/CEO Employment Agreement and Salary Schedule

Section: XV. Human Resources
Item: A. (Action) Approval of Superintendent of Schools/CEO Employment
Agreement and Salary Schedule
Purpose: Vote
Submitted by:
Related Material: 2025-26 Superintendent of Schools Salary Schedule.pdf

Salary Schedules - SOCS 2025/26

Sage Oak Charter Schools **Superintendent of Schools Salary Schedule** FISCAL YEAR 2025-2026					
PENDING BOARD APPROVAL: January 8, 2026					
Range	**STEP A**	**STEP B**	**STEP C**	**STEP D**	**STEP E**
22	$294,091	$305,855	$318,089	$330,812	$344,045

*Longevity Steps: Employees in salary range 22 are eligible for longevity steps based on years of service and completion of the prior step. The pay increases are referenced below.

Longevity Steps for Range 22	**Dollar Increase per Work Anniversary**				**Total Increase to the base salary**
Beginning of Year 11	$2,000				$2,000
Beginning of Year 16	~	$2,000			$4,000
Beginning of Year 21	~	~	$2,000		$6,000
Beginning of Year 26	~	~	~	$2,000	$8,000