



Sage Oak Charter Schools

Regular Meeting of the Board of Directors

Published on October 2, 2026 at 1:40 PM PDT

Date and Time

Thursday October 8, 2026 at 9:45 AM PDT

Location

Sage Oak Charter Schools

1455 Ford Street, Suite #104
Redlands, CA 92346

Regus- Gateway Chula Vista

333 H Street, Suite 5000
Chula Vista, CA 91910

Link to [Join Zoom Meeting](#)

ID: 95630842444

Passcode: 473778

Dial In: [\(US\) +1 309-205-3325](#)

Passcode: 473778

MISSION STATEMENT

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			9:45 AM
A. Call the Meeting to Order		Steve Fraire	1 m
B. Record Attendance		Steve Fraire	1 m
Roll Call:			
William Hall, President			
Michael Humphrey, Vice President			
Steve Fraire, Clerk			
Susan Houle, Member			
Peter Matz, Member			
II. Pledge of Allegiance			9:47 AM
A. Led by Board President or designee		Steve Fraire	1 m
III. Approve Agenda			9:48 AM
A. (Action) Approval of Agenda for October 8, 2026 Regular Meeting of the Board of Directors	Vote	Steve Fraire	1 m
It is recommended the Board approve the agenda for the October 8, 2026, 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 _____

	Purpose	Presenter	Time
--	---------	-----------	------

IV. Approve Minutes**9:49 AM**

- | | | | | |
|-----------|---|-----------------|--------------|-----|
| A. | (Action) Approval of Minutes for September 10, 2026 Regular Meeting of the Board of Directors | Approve Minutes | Steve Fraire | 1 m |
|-----------|---|-----------------|--------------|-----|

It is recommended the Board approve the minutes from the September 10, 2026, 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

Members of the public who wish to make a Public Comment at a board meeting, whether attending in person or remotely, must submit a [Request to Speak using this Google Form](#) to address the Board of Directors. If you are having difficulty filling out the Google form, please email ehorta@sageoak.education for support.

Requests to speak must be submitted before the public comment period begins in open session. Each speaker is allotted up to three (3) minutes. Public comments on the same subject are limited to a total of twenty (20) minutes. Board members do not respond to public comments during the meeting. However, the Board may refer a matter to staff for review and request that it be brought back to the Board at a future meeting.

VI. Adjourn to Closed Session**9:50 AM**

- | | | | | |
|-----------|--|------|--------------|-----|
| A. | The Board Will Consider and May Act on Any of the Closed Session Matters | Vote | Steve Fraire | 1 m |
|-----------|--|------|--------------|-----|

The Board will now adjourn to Closed Session to discuss Item A.1 as listed on the agenda.

	Purpose	Presenter	Time
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Susan Houle			
Peter Matz			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
VII. Closed Session			9:51 AM
A. Closed Session Agenda			10 m
1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE California Code, Government Code - GOV § 54954.5(e)			
VIII. Reconvene Regular Meeting			10:01 AM
A. Report Out Any Action Taken in Closed Session		Steve Fraire	1 m
IX. Public Comment - Open Session			
Members of the public who wish to make a Public Comment at a board meeting, whether attending in person or remotely, must submit a Request to Speak using this Google Form to address the Board of Directors. If you are having difficulty filling out the Google form, please email ehorta@sageoak.education for support.			
Requests to speak must be submitted before the public comment period begins in open session. Each speaker is allotted up to three (3) minutes. Public comments on the same subject are limited to a total of twenty (20) minutes. Board members do not respond to public comments during the meeting. However, the Board may refer a matter to staff for review and request that it be brought back to the Board at a future meeting.			
X. Correspondence/Proposals/Reports			10:02 AM
A. Principals' Plan for the 2026-27 School Year		Erin Bunch	14 m
Erin Bunch, Assistant Superintendent of Education Services			
Traci King, Director II of Secondary Education/Principal			
Chelsey Anema, Director II of Personalized Learning/ Principal			

	Purpose	Presenter	Time
	Lana Beshara, Director II of Virtual Learning/Principal		
B.	Student Highlight	Lana Beshara	9 m
	Student: Gunner Craig, Virtual Learning Academy, 5th grade Teacher: Jessica Payne		

XI. Consent Agenda**10:25 AM**

Items listed under the Consent Agenda are considered routine and will be approved 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 Items - Business Services	1 m
	1. Check Register - September 2026 2. Report of Investment Activity - August 2026	
B.	Consent Items - Education Services	1 m
	1. Ratification of Riverside Convention Center Contract 2. Ratification of Mission Inn Hotel & Spa Letter of Agreement	
C.	Consent Items - Human Resources	1 m
	1. Approval of Certificated Personnel Report 2. Approval of Classified Personnel Report	
D.	Consent Items - Operations & Accountability	1 m
	1. Approval of Sage Oak Charter Schools Academic Calendars for 2027-28, 2028-29, & 2029-30 2. Approval of Sage Oak Charter Schools' Crisis Communication Plan Revisions	
E.	Consent - Policy Development	1 m

	Purpose	Presenter	Time
1. Approval of Changes to Existing Board Policy			
• 1025-SO Uniform Complaint Policy			
F.	(Action) Approval of Consent Agenda	Vote	Steve Fraire
			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.

Business Services

10:31 AM

A.	(Action) Approval of SAGE Scholarship Awards Allocation	Vote	Tim O'Brien	4 m
It is recommended the Board approve the SAGE Scholarship Awards allocation with a total amount of \$10,000 for the Class of 2027 as presented for Sage Oak Charter School (#1885), Sage Oak Charter School - Keppel (#1886), and Sage Oak Charter School - South (#2051).				
The SAGE Scholarship Awards allocation plan designates \$10,000 for the 2026–27 school year, which includes four \$500 Core Value Scholarships for each core value and two \$1,000 Superintendent's Awards. This plan honors the Class of 2027 while carrying funds forward to sustain the program in future years.				
Roll Call Vote:				
William Hall				
Michael Humphrey				
Steve Fraire				
Susan Houle				
Peter Matz				

	Purpose	Presenter	Time
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
XIII. Oral Presentations			10:35 AM
A. AI Update		Brad Bookser	7 m
XIV. Calendar			
The next scheduled meeting will be a Regular Meeting of the Board of Directors held on November 12, 2026.			
XV. Comments			10:42 AM
A. Board Comments			2 m
B. Superintendent Comments			2 m
XVI. Closing Items			10:46 AM
A. Adjourn Meeting	Vote	Steve Fraire	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 September 10, 2026 Regular Meeting of the Board of Directors

Section: IV. Approve Minutes
Item: A. (Action) Approval of Minutes for September 10, 2026 Regular Meeting of the Board of Directors
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Meeting of the Board of Directors on September 10, 2026

DRAFT

SAGE OAK
CHARTER SCHOOLS



Sage Oak Charter Schools

Minutes

Regular Meeting of the Board of Directors

Date and Time

Thursday September 10, 2026 at 9:50 AM

Location

Sage Oak Charter Schools

1455 Ford Street, Suite #104
Redlands, CA 92346

Regus- Gateway Chula Vista

333 H Street, Suite 5000
Chula Vista, CA 91910

Link to [Join Zoom Meeting](#)

ID: 92680636901

Passcode: 975768

Dial In: [\(US\) +1 305-224-1968](#)

Passcode: 975768

MISSION STATEMENT

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

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, S. Fraire, S. Houle, W. Hall

Directors Absent

None

Guests Present

B. Bookser, E. Horta, H. Tahmas, K. Woodgrift, L. Snee, T. O'Brien, T. Ryckman

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of Sage Oak Charter Schools to order on Thursday Sep 10, 2026 at 9:52 AM.

B. Record Attendance

Board Member M. Humphrey attended the meeting remotely as a reasonable accommodation for a qualifying disability pursuant to Government Code section 54953(c).

II. Pledge of Allegiance

A. Led by Board President or designee

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

III. Approve Agenda

A. (Action) Approval of Agenda for September 10, 2026 Regular Meeting of the Board of Directors

S. Houle made a motion to W. Hall, Board President, to approve the agenda as presented.

M. Humphrey seconded the motion.

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

Roll Call

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

IV. Approve Minutes

A. (Action) Approval of Minutes for August 13, 2026 Regular Meeting of the Board of Directors

S. Houle made a motion to W. Hall, Board President, to approve the minutes as presented from the Regular Meeting of the Board of Directors on 08-13-26.

P. Matz seconded the motion.

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

Roll Call

M. Humphrey Aye

S. Fraire Aye

S. Houle Aye

P. Matz Aye

W. Hall Aye

B. (Action) Approval of Minutes for August 20, 2026, Special Meeting of the Board of Directors

M. Humphrey made a motion to W. Hall, Board President, to approve the minutes as presented from the Special Meeting of the Board of Directors on 08-20-26.

S. Fraire seconded the motion.

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

Roll Call

P. Matz Aye

S. Houle Aye

W. Hall Aye

M. Humphrey Aye

S. Fraire Aye

V. Public Comment - Closed Session

A. Public Comment

There was no request for 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

S. Fraire made a motion to W. Hall, Board President, to adjourn to Closed Session at 9:56 a.m.

S. Houle seconded the motion.

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

Roll Call

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

VII. Closed Session

A. Closed Session Agenda

1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
(Gov. Code section 54957)

VIII. Reconvene Regular Meeting

A. Report Out Any Action Taken in Closed Session

The Regular Meeting of the Board of Directors reconvened at 10:13 a.m.

W. Hall, Board President, reported that no action was taken.

IX. Public Comment - Open Session

A. Public Comment

There was no request for public comment.

X. Correspondence/Proposals/Reports

A. Sage Oak Highlights

Krista Woodgrift, Superintendent & CEO, presented the Sage Oak Highlights for July & August 2026.

B. Fiscal Update

Habib Tahmas, Senior Director of Fiscal Services, presented a fiscal update.

C. CliftonLarsonAllen LLP Correspondence

Habib Tahmas, Senior Director of Fiscal Services, presented a letter from CliftonLarsonAllen LLP.

D. Artificial Intelligence (AI) Policy Update

Todd Ryckman, Chief Technology Officer, and Brad Bookser, Director II of Information Technology, provided an update on Sage Oak Charter Schools' Artificial Intelligence Policy.

XI. Consent Agenda

A. Consent Items - Business Services

1. Check Register - August 2026
2. Report of Investment Activity - July 2026

B. Consent Items - Education Services

1. Ratification of 2026-27 Nonpublic, Nonsectarian School/Agency Services, Master Contract and Individual Service Agreement
2. Ratification of 2026-27 Special Education Contracted Vendors List

C. Consent Items - Human Resources

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

D. (Action) Approval of Consent Agenda

S. Fraire made a motion to W. Hall, Board President, to approve the Consent Agenda as presented.

S. Houle seconded the motion.

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

Roll Call

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

XII. Board Governance

A. (Action) Approval of Annual Board of Directors' Self-Evaluation

M. Humphrey made a motion to W. Hall, Board President, to approve the Annual Board of Directors' Self-Evaluation as presented.

S. Houle seconded the motion.

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

Roll Call

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

Roll Call

S. Houle Aye

B. (Action) Approval of Sage Oak Charter Schools Strategic Plan 2026-27

P. Matz made a motion to W. Hall, Board President, to approve the Sage Oak Charter Schools Strategic Plan for 2026-27 as presented.

S. Houle seconded the motion.

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

Roll Call

W. Hall Aye

M. Humphrey Aye

P. Matz Aye

S. Fraire Aye

S. Houle Aye

C. (Action) Approval of Sage Oak Charter Schools Board Director Reappointment and Term of Office- W. Hall

P. Matz made a motion to approve the reappointment and three-year term of Board Director William Hall.

S. Fraire seconded the motion.

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

Roll Call

S. Fraire Aye

P. Matz Aye

S. Houle Aye

W. Hall Aye

M. Humphrey Aye

D. (Action) Approval of Sage Oak Charter Schools Board Director Reappointment and Term of Office- M. Humphrey

S. Houle made a motion to W. Hall, Board President, to approve the reappointment and three-year term of Board Director Michael Humphrey.

S. Fraire seconded the motion.

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

Roll Call

P. Matz Aye

M. Humphrey Aye

W. Hall Aye

S. Houle Aye

S. Fraire Aye

E.

(Action) Approval of Sage Oak Charter Schools Board Director Reappointment and Term of Office- P. Matz

M. Humphrey made a motion to W. Hall, Board President, to approve the reappointment and three-year term of Board Director Peter Matz.

S. Houle seconded the motion.

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

Roll Call

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

F. Administer Oath of Office

Krista Woodgrift, Superintendent & CEO, administered the Oath of Office to Board Directors William Hall, Michael Humphrey, and Peter Matz.

XIII. Business Services

A. (Action) Approval of Sage Oak Charter Schools Unaudited Actuals Financial Report 2025-26

S. Houle made a motion to W. Hall, Board President, to approve the Sage Oak Charter Schools Unaudited Actuals Financial Report for the 2025-26 school year as presented.

S. Fraire seconded the motion.

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

Roll Call

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

XIV. Policy Development

A. (Action) Approval of New 3160-SO Artificial Intelligence Policy

S. Houle made a motion to W. Hall, Board President, to approve the new 3160-SO Artificial Intelligence Policy as presented.

S. Fraire seconded the motion.

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

Roll Call

S. Fraire	Aye
S. Houle	Aye

Roll Call

P. Matz Aye
M. Humphrey Aye
W. Hall Aye

B. (Action) Approval of New 6160-SO Artificial Intelligence Policy: Instructional Use

S. Houle made a motion to W. Hall, Board President, to approve the new 6160-SO Artificial Intelligence Policy for Instructional Use as presented.

S. Fraire seconded the motion.

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

Roll Call

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

XV. Calendar

A. Future Meetings

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

XVI. Comments

A. Board Comments

The Board commended Sage Oak's start to the school year, noting increased family engagement, enrollment growth, and reserves supporting fiscal stability. Board President Hall also recognized the staff's preparation and thoughtfulness, highlighting a unity of purpose and vision in supporting students and providing a dynamic education.

B. Superintendent Comments

Superintendent Woodgrift acknowledged staff and leadership for their collaboration and contributions to the Board meeting and the successful start of the school year. She also thanked the Board for completing their mandated reporter training and for their ongoing commitment to Sage Oak and its students.

XVII. Closing Items

A. Adjourn Meeting

S. Fraire made a motion to W. Hall, Board President, to adjourn the Regular Meeting of the Board of Directors on September 10, 2026.

S. Houle seconded the motion.

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

Roll Call

M. Humphrey Aye

S. Fraire Aye

W. Hall Aye

S. Houle Aye

P. Matz Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:13 AM.

Respectfully Submitted,

W. Hall

Documents used during the meeting

- Sage Oak Highlights_July & August 2026.pdf
- Fiscal Update Presentation.pdf
- CliftonLarsonAllen LLP Correspondence.pdf
- AI Policy Update Presentation.pdf
- Consent Items - Business Services.pdf
- Consent Items - Education Services.pdf
- Consent Items - Human Resources.pdf
- Annual Board of Directors' Self-Evaluation 2025-26_Final.pdf
- Sage Oak Charter Schools Strategic Plan 2026-27_Final.pdf
- Oath of Office.pdf
- Sage Oak Charter Schools Unaudited Actuals Financial Report 2025-26.pdf
- Sage Oak Charter Schools Unaudited Actuals 2025-26 Presentation.pdf
- 3160-SO Artificial Intelligence Policy.pdf
- 6160-SO Artificial Intelligence_ Instructional Use.pdf

FOR MORE INFORMATION

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

Coversheet

Principals' Plan for the 2026-27 School Year

Section:	X. Correspondence/Proposals/Reports
Item:	A. Principals' Plan for the 2026-27 School Year
Purpose:	
Submitted by:	
Related Material:	Principals' Plan for the 2026-27 School Year Presentation.pdf



Principal Updates

PLA • VLA • High School Programs

2026-27

Strategic Priorities Overview

Empowering every student through personalized pathways and innovative instruction

Goal 1: Student Success

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

Goal 1 Initiatives

Student Success Pathways

1

CTE-Aligned Pathways

Expanding career technical education opportunities.

2

Literacy & Math Mastery

Strengthening foundational skills for academic excellence.



Personalized Learning Academy

Power Standards



PRIORITY GROWTH STUDENTS



Students most in need of
intentional monitoring,
support, and growth.



CAASPP
DATA



i-READY
DATA



QUICK CHECK
DATA



PLC RESPONSE CYCLE



PLCs turn data into action.



Math Pathways *Companion Books*

TARGETED SUPPORT. MEANINGFUL EXTENSION.



Standards Guides

Clarifying the most essential skills by grade level.

Gives families a clear picture of the grade-level math power standards that matter most.



Grade-Level Priorities

Highlights the most essential math standards.



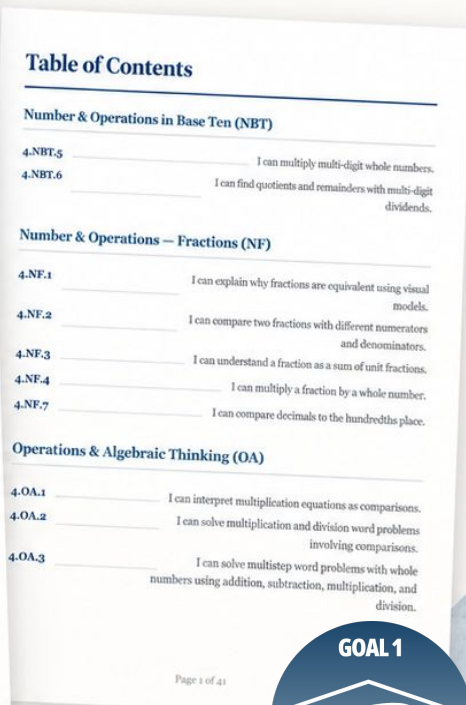
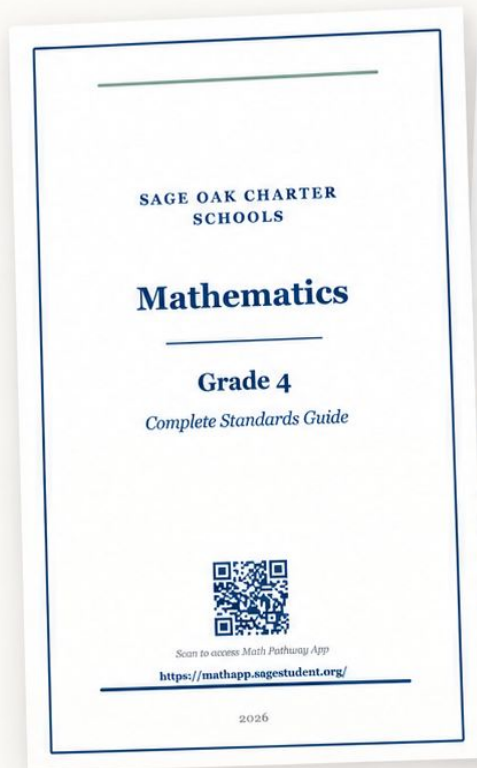
Family Clarity

Makes expectations easy to understand at home.



Standards at a Glance

Organized by domain, standard, and skill.



Parent Guidance

Creating a bridge from school to home.

Helps families support mastery of grade-level power standards at home.



Explains the Standard

Clear, family-friendly overview of what students are learning.



At-Home Activities

Simple, practical ideas to practice key skills together.



Support When Students Struggle

Helpful strategies to build confidence and keep learning.

4.NBT.5 Numbers & Operations in Base Ten **POWER STANDARD**

Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.

I can multiply multi-digit whole numbers.

Math Pathway App: <https://mathapp.sagestudent.org/explore/module/4.NBT.5>



Parent Guidance

What Is the Standard?

This standard focuses on helping your child multiply larger numbers. In 4th grade, students learn to multiply a number with up to four digits by a one-digit number (like $3,456 \times 7$) and to multiply two two-digit numbers (like 34×56).

Students also learn different ways to represent and solve these multiplication problems, including:

- Using the standard algorithm (the traditional method of multiplying numbers)
- Using arrays (arrangements of objects in rows and columns)
- Using area models (rectangular diagrams that show the partial products)

This builds on previous multiplication skills with smaller numbers and prepares your child for more complex multiplication and division in later grades.

Activities You Can Do at Home

for Multi-Digit Multiplication

1. Area Models

Area models are rectangular diagrams that help visualize multiplication as finding the area of a rectangle.

For example, to multiply 24×36 :

- Draw a rectangle and divide it into sections (20×30 , 20×6 , 4×30 , 4×6)
- Calculate each section: $20 \times 30 = 600$, $20 \times 6 = 120$, $4 \times 30 = 120$, $4 \times 6 = 24$
- Add all sections: $600 + 120 + 120 + 24 = 864$

2. Arrays

Arrays show multiplication as rows and columns of objects. For smaller numbers, you can draw dots or use objects. For larger numbers, you can use grid paper and shade regions.

Strategies When Your Child Struggles

When Your Child Struggles

1. Break It Down

If your child struggles with the standard algorithm, try breaking the problem into smaller, more manageable parts using expanded form or partial products.

For example, instead of 34×7 , think of it as:

- $30 \times 7 = 210$
- $4 \times 7 = 28$
- $210 + 28 = 238$

2. Use Visual Models

If your child is having trouble understanding the concept, use area models or arrays to provide a visual representation of the multiplication.

3. Check Place Value Understanding

Make sure your child understands place value. When multiplying 34×7 , they need to understand that they're multiplying 7 by 4 ones and 7 by 3 tens.

GOAL 1



STUDENT SUCCESS

What Do We Do if they *Have Learned It*?

2.G.2 Geometry STRETCH YOUR THINKING

I can divide a rectangle into equal squares and count them.

Rows, Columns, and Total Squares

- 1 A brownie pan is cut into 3 rows of 6 equal squares. Another pan is cut into 6 rows of 3 equal squares. Each pan has ____ brownie pieces.
- 2 Which rectangle has exactly 18 equal squares?

A 2 rows of 9 squares	B 3 rows of 5 squares
C 4 rows of 4 squares	D 5 rows of 2 squares
- 3 A garden grid has 30 planting squares. It has 5 equal columns. The number of rows is ____.
- 4 Write two different row-and-column plans for a rectangle with 16 equal squares.



Higher
Cognitive Demand



Meant to Extend
Thinking



Challenge
Students

GOAL 1



STUDENT SUCCESS

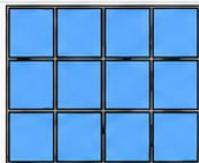
What Do We Do if they *Haven't Learned It?*

2.G.2 Geometry BUILD YOUR UNDERSTANDING

I can divide a rectangle into equal squares and count them.

- 1 Look at the window. How many square panes are there?

Hint: count 4 across, then count the rows.



A 8

B 10

C 12

D 14

- 2 A rectangle has 3 rows with 2 squares in each row. How many squares are there?

Hint: count by twos.

- 3 Count the square patches in the quilt. Write the total.

Hint: there are 5 patches in each row.



Fewer
Problems



Lower
Cognitive Difficulty



Cognitive Hints
for Each Problem

GOAL 1



STUDENT SUCCESS

Virtual Learning Academy

PLC RESPONSE CYCLE

PLCs turn data into action.



PLC in Action

**TAKING IT A STEP FURTHER
WITH LIVE SYNCHRONOUS INSTRUCTION**





HIGH-IMPACT MATHEMATICS INSTRUCTION



RESOURCES



EVIDENCE-BASED PRACTICES





COLLABORATE



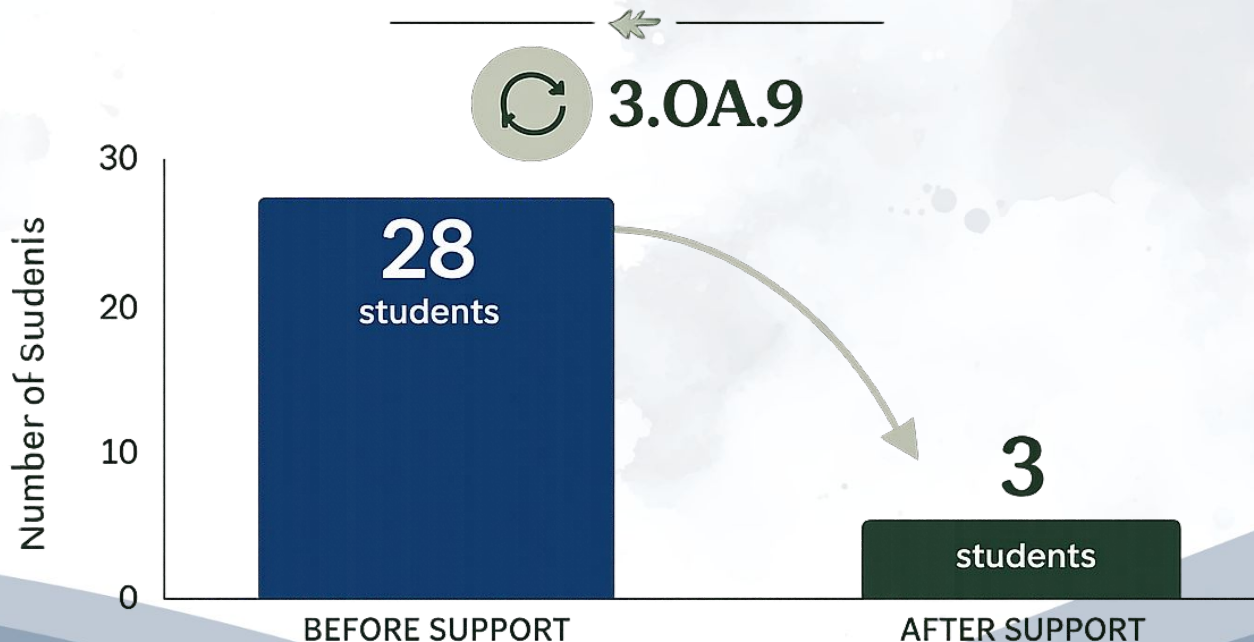
ANALYZE



PLAN



Standard 3.OA.9: Support-Led Articulation



Writing Benchmark Process

Inform Instruction | Monitor Growth | Support Every Learner



WRITE

Students complete a benchmark writing task.



SCORE

Writing is assessed using our rubric.



ANALYZE

Data is reviewed to identify strengths and next steps.

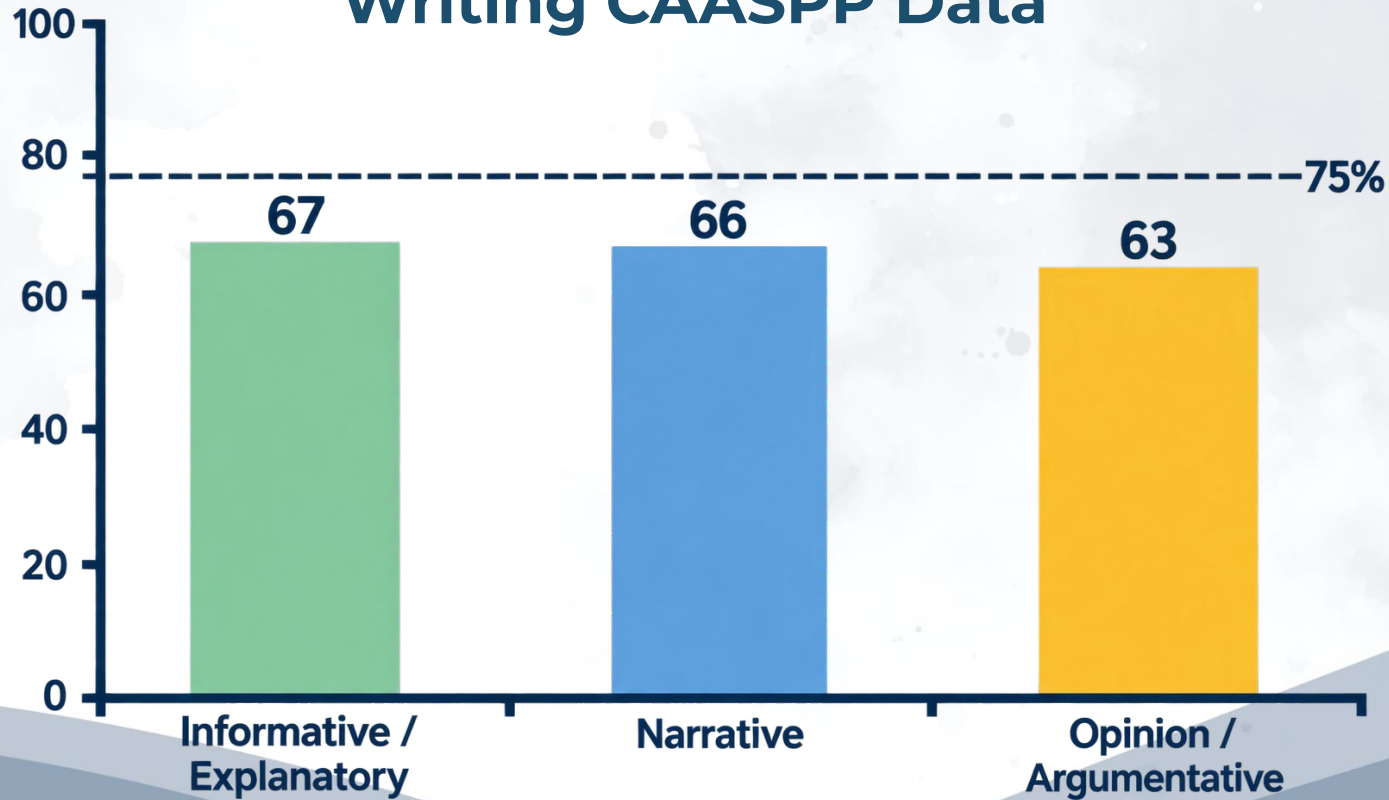


RESPOND

Instruction and support are tailored to meet student needs.



Writing CAASPP Data



STUDENT ACHIEVEMENT



Secondary

MATH PATHWAYS



Different strengths.
Bright futures.



ACCELERATED

For conceptual
learners



AP Calculus BC
and advanced
STEM majors



ADVANCED

For consistent
learners



AP Calculus
or Statistics



TRADITIONAL

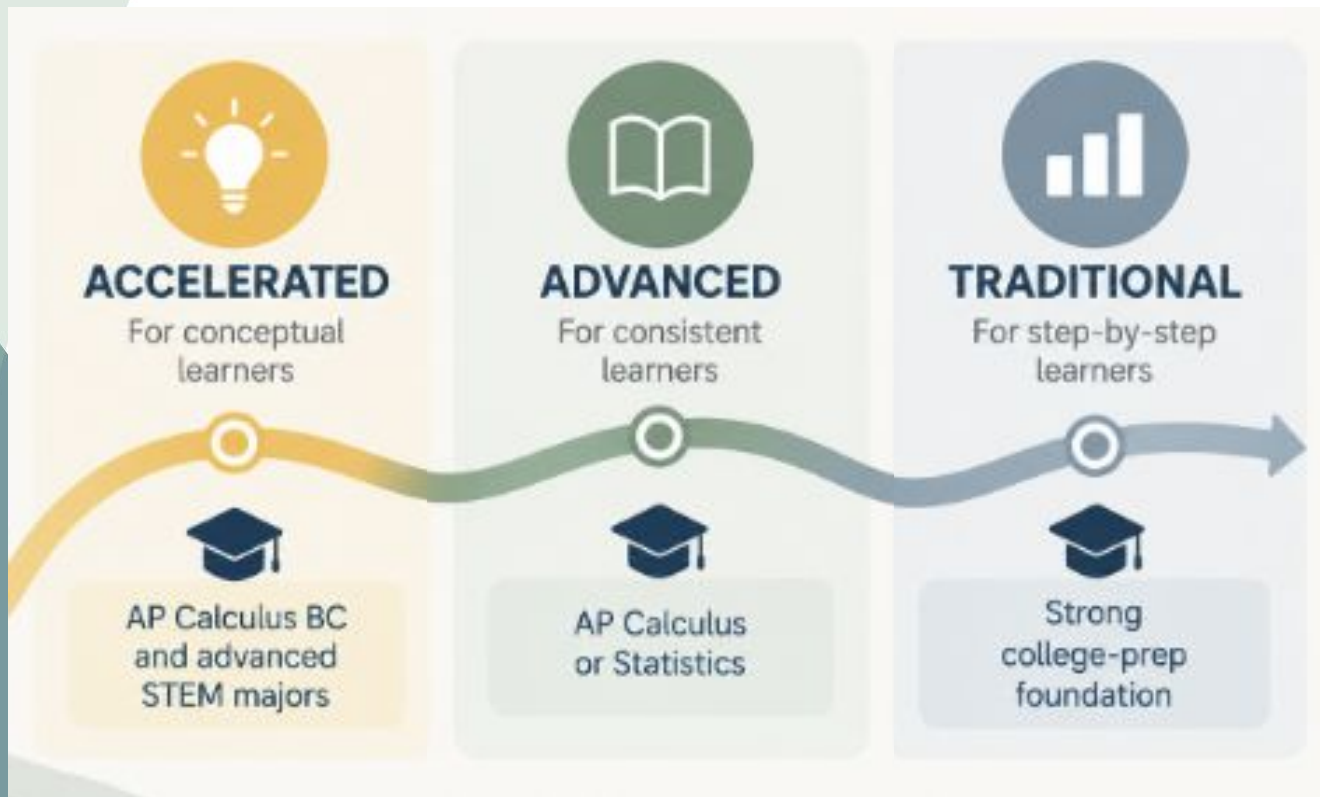
For step-by-step
learners



Strong
college-prep
foundation



Secondary



Secondary Academies

MIDDLE SCHOOL PATHWAYS



Every student.
A pathway that fits.



K-8
TRADITIONAL TRACK



7-12
SECONDARY
ACADEMIES



2026-27
ATHLETIC ACADEMY



2027-28
HONORS ACADEMY



2028-29
CTE / STEM ACADEMY



Secondary Academies



2026-27
ATHLETIC ACADEMY



2027-28
HONORS ACADEMY



2028-29
CTE / STEM ACADEMY



Thank You!

Coversheet

Consent Items - Business Services

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

SAGE OAK CHARTER SCHOOLS

Regular Meeting of the Board of Directors - October 8, 2026

Consent Items - Business Services

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

1. Item: Check Register - [September 2026](#)
2. Item: Report of Investment Activity - [August 2026](#)

Coversheet

Consent Items - Education Services

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

SAGE OAK CHARTER SCHOOLS

Regular Meeting of the Board of Directors - October 8, 2026

Consent Items - Education Services

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

1. Item: [Ratification of Riverside Convention Center Contract- 2nd Revision](#)

Background:

Sage Oak Charter Schools requests the Board ratify the Riverside Convention Center contract for meeting space, equipment rentals, and meals for the 2027 Sage Oak August Summit, scheduled for August 16–18, 2027.

Recommendation:

It is recommended the Board ratify the Riverside Convention Center contract as presented.

2. Item: [Ratification of Mission Inn Hotel & Spa Letter of Agreement](#)

Background:

Sage Oak Charter Schools requests the Board ratify the Mission Inn Hotel & Spa Letter of Agreement to provide employee accommodations for the 2027 Sage Oak August Summit, scheduled for August 16–18, 2027.

Recommendation:

It is recommended the Board ratify the Mission Inn Hotel & Spa agreement as presented.

Coversheet

Consent Items - Operations & Accountability

Section:	XI. Consent Agenda
Item:	D. Consent Items - Operations & Accountability
Purpose:	
Submitted by:	
Related Material:	Consent Items - Operations & Accountability.pdf

SAGE OAK CHARTER SCHOOLS

Regular Meeting of the Board of Directors - October 8, 2026

Consent Items - Operations & Accountability

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

1. Item: Approval of Sage Oak Charter Schools Academic Calendars for [2027-28](#), [2028-29](#), & [2029-30](#)

Background:

Sage Oak Charter Schools requests the Board approve the 2027-28, 2028-29, and 2029-30 Academic Calendars. Each proposed calendar outlines a 175-day school year and identifies the instructional schedule and key dates for the respective school year.

Recommendation:

It is recommended that the Board approve the 2027-28, 2028-29, and 2029-30 Sage Oak Charter Schools Academic Calendars as presented.

2. Item: Approval of [Sage Oak Charter Schools' Crisis Communication Plan](#) Revisions
[Redline Version](#)

Background:

Sage Oak Charter Schools requests the Board approve revisions to the Crisis Communication Plan to update Crisis Management Team contacts, staff titles, legal counsel information, and designated backup communication roles, as well as minor wording and grammatical updates.

Recommendation:

It is recommended the Board approve the Sage Oak Charter Schools' Crisis Communication Plan Revisions as presented.

Coversheet

Consent - Policy Development

Section:	XI. Consent Agenda
Item:	E. Consent - Policy Development
Purpose:	
Submitted by:	
Related Material:	Consent Items - Policy Development.pdf

SAGE OAK CHARTER SCHOOLS

Regular Meeting of the Board of Directors - October 8, 2026

Consent Items - Policy Development

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

1. **Item: Approval of Changes to Existing Board Policy**

Background:

1000 Series - Community Relations

[1025-SO Uniform Complaint Policy](#)

[Redline Version](#)

Sage Oak Charter Schools requests the Board approve the revisions to the Uniform Complaint Policy, which clarify procedures for assigning compliance officers, require notification when another compliance officer is assigned, and add safeguards to prevent a compliance officer with a bias or conflict of interest from investigating or resolving a complaint. The revisions also direct concerns regarding a compliance officer's impartiality to the Superintendent/CEO or designee, clarify that complaints involving the Superintendent/CEO will be referred to the Board President or designee to determine how the complaint will be investigated and resolved, and remove the Complaint Form. Complaints will instead be submitted through the reporting instructions provided in the policy so the School can determine the appropriate complaint process or policy, as applicable. No other substantive changes appear in the policy.

Recommendation:

It is recommended the Board approve the changes to 1025-SO Uniform Complaint Policy, as presented.

Coversheet

(Action) Approval of SAGE Scholarship Awards Allocation

Section:	XII. Business Services
Item:	A. (Action) Approval of SAGE Scholarship Awards Allocation
Purpose:	Vote
Submitted by:	
Related Material:	SAGE Scholarship Awards Allocation Presentation.pdf



SAGE Scholarship Awards Allocation

October 8, 2026, Presentation to the Governing Board

Sage Oak Scholarship Awards:

SAGE Scholarships
may be awarded to
students who
demonstrate at least
one of the following
core values:

Sage Oak Scholarship Award

Service



Sage Oak Scholarship Award

Accountability



Sage Oak Scholarship Award

Excellence



Sage Oak Scholarship Award

Superintendent's Award



SAGE Scholarship Awards - Fund Balance:

Gifts received year to date:	\$18,567
Roll over from 2025-26	<u>\$ 6,865</u>
Current Fund Balance	\$25,432

SAGE Scholarship Awards - Fund Balance:

Gifts received year to date:	\$18,567
Roll over from 2025-26	<u>\$ 6,865</u>
Current Fund Balance	\$25,432

Recommendation:

<u>Award plan for 2026-27:</u>	<u>-\$10,000</u>
Program Balance	\$15,432

SAGE Scholarship Awards - Recommendation:

SAGE Scholarships for 2026-27:

Value	Amount	Number of awards	Total amount:
Service	\$500	4	\$2,000
Accountability	\$500	4	\$2,000
Growth Mindset	\$500	4	\$2,000
Excellence	\$500	4	\$2,000

SAGE Scholarship Awards - Recommendation:

Superintendent’s Award for 2026-27

Value	Amount	Number of awards	Total amount:
Superintendent’s Award	\$1,000	2	\$2,000

Thanks!

Coversheet

AI Update

Section: XIII. Oral Presentations
Item: A. AI Update
Purpose:
Submitted by:
Related Material: AI Update Presentation_10.8.2026.pdf



AI in Practice

Built for one student.

2026-27

A Challenge Teachers Have Faced

Interest is what buys you their time.

1

Students learn at different speeds
and in very different ways

2

Interest drives the investment
the more they care, the more time they give it

3

The subject is not their choice
a teacher has to teach it either way

One fifth grader

Meet Aliyah

*I was made with AI, modeled
on reference photos of a
real student.*

**Same standard as every fifth
grader in California.**

1

Stuck on fractions

unlike denominators, standard 5.NF.A.2

2

Loves to skateboard

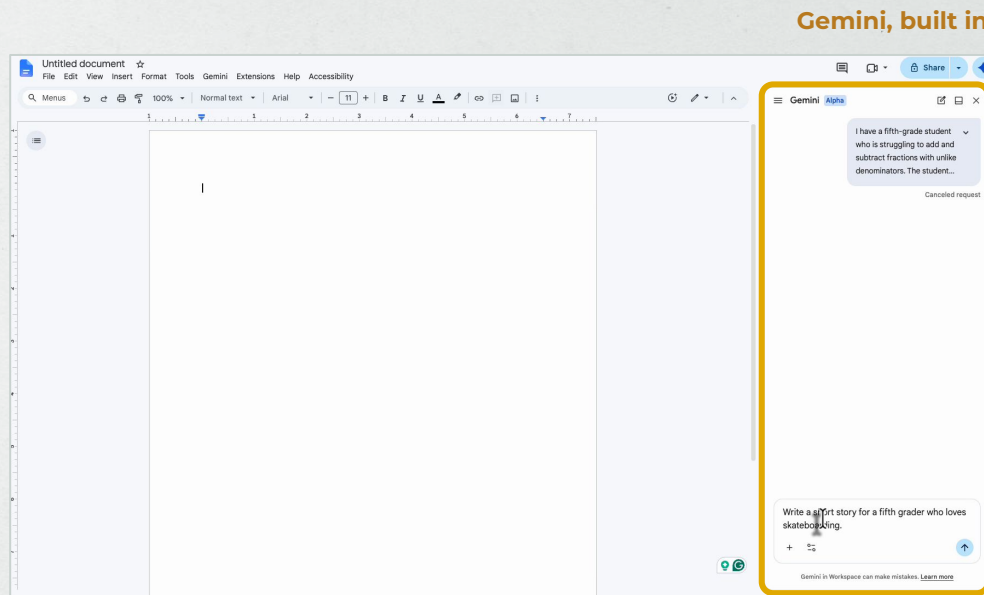
her teacher knows this



Step 1 of 5

Ask for a Story

Gemini, our approved AI tool, built into Google Docs.



THE PROMPT, NO MATH YET

Write a short story for a fifth grader who loves skateboarding.

Impressive, but not personalized.

The screenshot shows a Google Docs interface. The main document is titled "The Kickflip Secret" and contains several paragraphs of text about a boy named Leo learning to skateboard. The text is as follows:

The Kickflip Secret

Leo adjusted his helmet, stepped onto his skateboard, and gave two hard pushes down Oak Street. To Leo, a fifth grader at Pine Ridge Elementary, nothing felt better than the wind in his face and the smooth rumble of wheels beneath his feet.

Every afternoon after school, Leo headed straight to the local skatepark. He could perform tight kickturns, drop into the mini-ramp, and board-slide down small curbs. But there was one trick that had eluded him all month: the kickflip.

At the park, his friend Maya was gliding across the asphalt, casually flipping her board with perfect precision.

"How do you make it look so easy?" Leo asked, leaning on his board. "Every time I try, the board spins, but I land with one foot on the ground and the other on the grass!"

Maya smiled and flipped her board up into her hand. "You're kicking down instead of flicking out," she explained. "Keep your shoulders straight over the board, flick your front foot toward the nose at an angle, and don't look down at your feet—look where you want to land."

Leo took a deep breath. He set his board down, placed his back foot on the tail, and angled his front foot near the front bolts. He visualized the trick in his mind: pop, flick, catch, roll away.

Pop!

The tail snapped against the pavement. Leo jumped, flicked his front foot outward, and watched the grip tape spin beneath him. He pulled his knees up, waited for the board to complete its revolution, and slammed both feet down flat onto the deck.

CLACK!

On the right side of the screen is the Gemini sidebar. It shows a canceled request with the prompt: "I have a fifth-grade student who is struggling to add and subtract fractions with unlike denominators. The student..." Below this is a new prompt: "Write a short story for a fifth grader who loves skateboarding." Under the "Model thoughts" section, it says: "I have written the short story for a fifth grader who loves skateboarding in your active document: The Kickflip Secret." At the bottom of the sidebar is an "Ask Gemini" input field.

Step 2 of 5

Let It Interview You

Use AI as a thought partner.
Keep the human in the loop.

Typed into Gemini

The screenshot shows a Google Docs interface with a document titled "The Kickflip Secret". The document content is as follows:

The Kickflip Secret

Leo adjusted his helmet, stepped onto his skateboard, and gave two hard pushes down Oak Street. To Leo, a fifth grader at Pine Ridge Elementary, nothing felt better than the wind in his face and the smooth rumble of wheels beneath his feet.

Every afternoon after school, Leo headed straight to the local skatepark. He could perform tight kickturns, drop into the mini-ramp, and board-slide down small curbs. But there was one trick that had eluded him all month: the kickflip.

At the park, his friend Maya was gliding across the asphalt, casually flipping her board with perfect precision.

"How do you make it look so easy?" Leo asked, leaning on his board. "Every time I try, the board spins, but I land with one foot on the ground and the other on the grass!"

Maya smiled and flipped her board up into her hand. "You're kicking down instead of flicking out," she explained. "Keep your shoulders straight over the board, flick your front foot toward the nose at an angle, and don't look down at your feet—look where you want to land."

Leo took a deep breath. He set his board down, placed his back foot on the tail, and angled his front foot near the front bolts. He visualized the trick in his mind: pop, flick, catch, roll away.

Pop!

The tail snapped against the pavement. Leo jumped, flicked his front foot outward, and watched the grip tape spin beneath him. He pulled his knees up, waited for the board to complete its revolution, and slammed both feet down flat onto the deck.

CLACK!

On the right, the Gemini AI sidebar is open, showing a conversation:

- Write a short story for a fifth grader who loves skateboarding.
- I have a fifth-grade student who is struggling to add and subtract fractions with unlike denominators. The student...
- Write a short story for a fifth grader who loves skateboarding.
- I have written the short story for a fifth grader who loves skateboarding in your active document: [The Kickflip Secret](#).
- Would you like me to make any edits to the story, adjust the reading level, or add a title and formatting touches?
- I want to personalize this for my student. Interview me about the student this story is for. Ask me five short questions, one line each, that this student's teacher would know the answers to. Then wait for my answers.

THE PROMPT

I want to personalize this for my student. Interview me about the student this story is for. Ask me five short questions, one line each, that this student's teacher would know the answers to. Then wait for my answers.

Five questions back.

Tools Gemini Extensions Help Accessibility

Title Outfit - 24 + B I U A [Link] [Image] [Table] [List] [More]

The Kickflip Secret

Leo adjusted his helmet, stepped onto his skateboard, and gave two hard pushes down Oak Street. To Leo, a fifth grader at Pine Ridge Elementary, nothing felt better than the wind in his face and the smooth rumble of wheels beneath his feet.

Every afternoon after school, Leo headed straight to the local skatepark. He could perform tight kickturns, drop into the mini-ramp, and board-slide down small curbs. But there was one trick that had eluded him all month: the kickflip.

At the park, his friend Maya was gliding across the asphalt, casually flipping her board with perfect precision.

"How do you make it look so easy?" Leo asked, leaning on his board. "Every time I try, the board spins, but I land with one foot on the ground and the other on the grass!"

Maya smiled and flipped her board up into her hand. "You're kicking down instead of flicking out," she explained. "Keep your shoulders straight over the board, flick your front foot toward the nose at an angle, and don't look down at your feet—look where you want to land."

Leo took a deep breath. He set his board down, placed his back foot on the tail, and angled his front foot near the front bolts. He visualized the trick in his mind: pop, flick, catch, roll away.

Pop!

The tail snapped against the pavement. Leo jumped, flicked his front foot outward, and watched the grip tape spin beneath him. He pulled his knees up, waited for the board to complete its revolution, and slammed both feet down flat onto the deck.

CLACK!

Write a short story for a fifth grader who loves skateboarding.

Model thoughts

I have written the short story for a fifth grader who loves skateboarding in your active document:

- The Kickflip Secret

Would you like me to make any edits to the story, adjust the reading level, or add a title and formatting touches?

I want to personalize this for my student. Interview me about the student this story is for. Ask me five short...

Model thoughts

- What is the student's first name?
- What is the name of their school?
- What is one of their favorite subjects or classroom activities?
- What other sport or hobby are they passionate about?
- What is a specific skill or goal they are currently working hard to achieve?

Ask Gemini

Gemini in Workspace can make mistakes. [Learn more](#)

Step 3 of 5

Answer Like Her Teacher

The teacher knows the answers, and that keeps the human connection.



Typed into Gemini

The Kickflip Secret

Leo adjusted his helmet, stepped onto his skateboard, and gave two hard pushes down Oak Street. To Leo, a fifth grader at Pine Ridge Elementary, nothing felt better than the wind in his face and the smooth rumble of wheels beneath his feet.

Every afternoon after school, Leo headed straight to the local skatepark. He could perform tight kickturns, drop into the mini-ramp, and board-slide down small curbs. But there was one trick that had eluded him all month: the kickflip.

At the park, his friend Maya was gliding across the asphalt, casually flipping her board with perfect precision.

"How do you make it look so easy?" Leo asked, leaning on his board. "Every time I try, the board spins, but I land with one foot on the ground and the other on the grass!"

Maya smiled and flipped her board up into her hand. "You're kicking down instead of flicking out," she explained. "Keep your shoulders straight over the board, flick your front foot toward the nose at an angle, and don't look down at your feet—look where you want to land."

Leo took a deep breath. He set his board down, placed his back foot on the tail, and angled his front foot near the front bolts. He visualized the trick in his mind: pop, flick, catch, roll away.

Pop!

The tail snapped against the pavement. Leo jumped, flicked his front foot outward, and watched the grip tape spin beneath him. He pulled his knees up, waited for the board to complete its revolution, and slammed both feet down flat onto the deck.

CLACK!

Write a short story for a fifth grader

I want to personalize this for my student. Interview me about the student this story is for. Ask me five short...

Model thoughts

1. What is the student's first name?
2. What is the name of their school?
3. What is one of their favorite subjects or classroom activities?
4. What other sport or hobby are they passionate about?
5. What is a specific skill or goal they are currently working hard to achieve?

1. Her name is Aliyah. Her best friend Maya skates with her. 2. She is a Sage Oak student in San Diego and does her school work from home. 3. Art is her favorite subject. Math is the hardest one for her right now, especially fractions. 4. She loves drawing her own

Ask Gemini

THE TEACHER'S ANSWERS, IN SHORT

Aliyah and her best friend Maya. Sage Oak student in San Diego. Loves art and draws deck designs. Her dog Taco. Just learned to drop in, and wants to build her own ramp.

Plus: reads a little below grade level. Keep it short and fun.

Every change comes back for approval.

et ☆ 📁 ☁

Insert Format Tools Gemini Extensions Help Accessibility

100% Title Inter 12 B I U A

Sage Oak, so she loved outdoor breaks!

Every afternoon after school, Leo headed straight to the local skatepark. He could perform tight kickturns, drop into the mini-ramp, and board-slide down small curbs. But there was one trick that had eluded him all month: the kickflip. Her tiny dog, Taco, ran right beside her board. Yip, yip!

At the park, his friend Maya was gliding across the asphalt, casually flipping her board with perfect precision. Aliyah loved art. Math was hard, especially fractions. But drawing cool skateboard deck designs was easy!

"How do you make it look so easy?" Leo asked, leaning on his board. "Every time I try, the board spins, but I land with one foot on the ground and the other on the grass! At the skatepark, her best friend Maya cheered. "Ready to drop in?"

Maya smiled and flipped her board up into her hand. "You're kicking down instead of flicking out," she explained. "Keep your shoulders straight over the board, flick your front foot toward the nose at an angle, and don't look down at your feet—look where you want to land." Aliyah set her tail on the mini-ramp coping. Lean forward. Stomp the front wheels down!

Leo took a deep breath. He set his board down, placed his back foot on the tail, and angled his front foot near the front bolts. He visualized the trick in his mind: pop, flick, catch, roll away. Whoosh! She rolled down fast and landed it!

Pop! "Yes!" Maya high-fived her. Taco barked happily.

The tail snapped against the pavement. Leo jumped, flicked his front foot outward, and watched the grip tape spin beneath him. He pulled his knees up, waited for the board to complete its revolution, and slammed both feet down flat onto the deck. "I want to practice at home," Aliyah said. "Let's build our own wooden ramp!"

CLACK! Maya giggled. "We need wood and tools. Oh, and math for measuring!"

His wheels hit the concrete smoothly. Leo stayed balanced, coasting all the way past the bleachers before sliding to a stop. Aliyah gasped. "Oh no, fractions! Taco, can you do my math homework?"

Write a short story for a film... Alpha

Model thoughts

I've updated your document with the personalized story for Aliyah. It includes her friend Maya, her dog Taco, her art and math details as a Sage Oak student, and her new goal of building a ramp at home, all written with short sentences, dialogue, and beginner-friendly skating!

The Kickflip Secret

Would you like to make any further adjustments to the story?

Reject all Accept all

Ask Gemini

Gemini in Workspace can make mistakes. [Learn more](#)

Step 4 of 5

Add the Math

Now it teaches the standard,
with a reason to care.

Typed into Gemini

Aliyah's Ramp Project

Aliyah pushed her skateboard down the San Diego sidewalk. She studied at home with Sage Oak, so she loved outdoor breaks!

Her tiny dog, Taco, ran right beside her board. Yip, yip!

Aliyah loved art. Math was hard, especially fractions. But drawing cool skateboard deck designs was easy!

At the skatepark, her best friend Maya cheered. "Ready to drop in?"

Aliyah set her tail on the mini-ramp coping. Lean forward. Stomp the front wheels down!

Whoosh! She rolled down fast and landed it!

"Yes!" Maya high-fived her. Taco barked happily.

"I want to practice at home," Aliyah said. "Let's build our own wooden ramp!"

Maya giggled. "We need wood and tools. Oh, and math for measuring!"

Aliyah gasped. "Oh no, fractions! Taco, can you do my math homework?"

Taco just tilted his head and sneezed. Maya laughed. "Come on, artist. I'll help with fractions, you paint the ramp!"

"Deal!" Aliyah smiled.

Write a short story for a first grader.

small ramp at the skate park. Now her goal is to build a small ramp of her own with Maya so she can practice at home. Also Put Aliyah and Maya both in the story. She reads a little below grade level. Use short sentences, lots of dialogue, and a few funny moments. Keep the skating accurate for a beginner, and keep it under 250 words.

Model thoughts

I've updated your document with the personalized story for Aliyah. It includes her friend Maya, her dog Taco, her art and math details as a Sage Oak student, and her new goal of building a ramp at home, all written with short sentences, dialogue, and beginner-friendly skating!

The Kickflip Secret:

scrap wood, and they have to get the height just right so it is safe for a beginner. Use ramps only, no rails. Use feet only, and only halves, quarters and eighths. Now the first problem step by step. End the story on the last problem without solving it, so Aliyah solves it herself. Write fractions as plain text like 3/4, with no math formatting. Keep it

Gemini in Workspace can make mistakes. [Learn more](#)

THE PROMPT, IN SHORT

Weave in 5.NF.A.2. Give her a real reason: she and Maya are building a ramp that has to be safe for a beginner. Feet only, in halves, quarters and eighths. Work the first problem, and leave the last one for her.

Full prompt in your handout.

Normal text | Inter | 12 | B | I | U | A | | | | |

Aliyah's Ramp Project

Aliyah pushed her skateboard down the San Diego sidewalk with her dog, Taco. Studying at home with Sage Oak gave her plenty of time for art and skating!

At the park, her friend Maya said, "Let's build a small beginner wooden ramp from scrap wood! No rails, just a safe mini-ramp to get the height right."
"I love art, but fractions are hard," Aliyah worried.

"We need math to measure the scrap pieces," Maya explained. "We need a $\frac{3}{4}$ foot board and a $\frac{1}{2}$ foot board stacked to find our total height."

Aliyah took a deep breath. "Okay, to add $\frac{3}{4} + \frac{1}{2}$, I need a common denominator. Since 4 is a multiple of 2, I multiply $\frac{1}{2}$ by $\frac{2}{2}$ to get $\frac{2}{4}$. Then $\frac{3}{4} + \frac{2}{4} = \frac{5}{4}$ feet, or $1\frac{1}{4}$ feet high!"

"Great!" Maya said. "Now, Taco's favorite flat surface is $1\frac{1}{2}$ feet high. If our ramp is $1\frac{1}{4}$ feet, how much higher do we need to make it to reach $1\frac{1}{2}$ feet?"

Aliyah looked at the scrap wood, ready to subtract $1\frac{1}{2} - 1\frac{1}{4}$ to find the exact difference.

Write a short story for a film

Model thoughts

I've updated your document with the personalized story for Aliyah. It includes her friend Maya, her dog Taco, her art and math details as a Sage Oak student, and her new goal of building a ramp at home, all written with short sentences, dialogue, and beginner-friendly skating!

The Kickflip Secret

Would you like to make any further adjustments to the story?

This is great! Now weave California fifth grade standard 5.NF.A.2 into this story, adding and...

Model thoughts

I have updated the story in your active document, Aliyah's Ramp Project, to weave in fraction addition and subtraction for building their beginner ramp!

Would you like to review the updated story or make any additional tweaks?

Ask Gemini

Gemini in Workspace can make mistakes. [Learn more](#)

Step 5 of 5

Refine, Then Approve

Three small fixes. Then she clicks accept.



Typed into Gemini

Aliyah's Ramp Project

File Edit View Insert Format Tools Gemini Extensions Help Accessibility

100% Normal text Inter

Aliyah's Ramp Project

Aliyah pushed her skateboard down the San Diego sidewalk with her dog, Taco. Studying at home with Sage Oak gave her plenty of time for art and skating!

At the park, her friend Maya said, "Let's build a small beginner wooden ramp from scrap wood! No rails, just a safe mini-ramp to get the height right."
"I love art, but fractions are hard," Aliyah worried.

"We need math to measure the scrap pieces," Maya explained. "We need a $\frac{3}{4}$ foot board and a $\frac{1}{2}$ foot board stacked to find our total height."

Aliyah took a deep breath. "Okay, to add $\frac{3}{4} + \frac{1}{2}$, I need a common denominator. Since 4 is a multiple of 2, I multiply $\frac{1}{2}$ by $\frac{2}{2}$ to get $\frac{2}{4}$. Then $\frac{3}{4} + \frac{2}{4} = \frac{5}{4}$ feet, or $1\frac{1}{4}$ feet high!"

"Great!" Maya said. "Now, Taco's favorite flat surface is $1\frac{1}{2}$ feet high. If our ramp is $1\frac{1}{4}$ feet, how much higher do we need to make it to reach $1\frac{1}{2}$ feet?"

Aliyah looked at the scrap wood, ready to subtract $1\frac{1}{2} - 1\frac{1}{4}$ to find the exact difference.

Write a short story for a fl...

I've updated your document with the personalized story for Aliyah. It includes her friend Maya, her dog Taco, her art and math details as a Sage Oak student, and her new goal of building a ramp at home, all written with short sentences, dialogue, and beginner-friendly skating!

The Kickflip Secret

Would you like to make any further adjustments to the story?

This is great! Now weave California fifth grade standard 5.NF.A.2 into this story, adding and...

Model thoughts

I have updated the story in your active document, **Aliyah's Ramp Project**, to weave in fraction addition and subtraction for building their beginner ramp!

CAUTION: While weaving, some words may be added or changed. Please review the changes carefully. Change Taco's flat surface to the small ramp at the skate park where Aliyah learned to drop in. It is $1\frac{1}{2}$ feet tall, and they want their ramp to match it so she knows she can ride it. Add one short funny moment with Taco while they stack the wood.

Submit

Gemini in Workspace can make mistakes. [Learn more](#)

THE PROMPT

This is close. Keep everything the same except three things. Take the words about rails out of Maya's line. Change Taco's flat surface to the small ramp at the skate park where Aliyah learned to drop in. It is $1\frac{1}{2}$ feet tall, and they want their ramp to match it so she knows she can ride it. Add one short funny moment with Taco while they stack the wood.

It ends on her question.

Tools Gemini Extensions Help Accessibility

Normal text Inter 12 B I U A [Link] [Image] [Table] [List] [More]

Aliyah's Ramp Project

Aliyah pushed her skateboard down the San Diego sidewalk with her dog, Taco. Studying at home with Sage Oak gave her plenty of time for art and skating!

At the park, her friend Maya said, "Let's build a small beginner wooden ramp from scrap wood! Just a safe mini-ramp to get the height right."
"I love art, but fractions are hard," Aliyah worried.

"We need math to measure the scrap pieces," Maya explained. "We need a $\frac{3}{4}$ foot board and a $\frac{1}{2}$ foot board stacked to find our total height."

As they stacked the scrap wood, Taco grabbed a loose stick and strutted off like he was the chief contractor on the project.

Aliyah took a deep breath. "Okay, to add $\frac{3}{4} + \frac{1}{2}$, I need a common denominator. Since 4 is a multiple of 2, I multiply $\frac{1}{2}$ by $\frac{2}{2}$ to get $\frac{2}{4}$. Then $\frac{3}{4} + \frac{2}{4} = \frac{5}{4}$ feet, or $1\frac{1}{4}$ feet high!"

"Great!" Maya said. "Now, the small ramp at the skate park where you learned to drop in is $1\frac{1}{2}$ feet high. If our ramp is $1\frac{1}{4}$ feet, how much higher do we need to make it to reach $1\frac{1}{2}$ feet?"

Aliyah looked at the scrap wood, ready to subtract $1\frac{1}{2} - 1\frac{1}{4}$ to find the exact difference.

Model thoughts

I have updated the story in your active document, [Aliyah's Ramp Project](#), to weave in fraction addition and subtraction for building their beginner ramp!

Would you like to review the updated story or make any additional tweaks?

This is close. Keep everything the same except three things. Take the words about rails out of Maya's lin...

Model thoughts

I have updated the story in your active document, [Aliyah's Ramp Project](#), to remove the mention of rails, update the target height to match the $1\frac{1}{2}$ -foot drop-in ramp at the skate park, and add a funny moment with Taco!

Would you like to review the story or make any further changes?

Ask Gemini

Gemini in Workspace can make mistakes. [Learn more](#)

What Just Happened

One standard, personalized for one student.

The same steps work for every student in the class.



1

On grade level

5.NF.A.2, the standard she owes this year

2

Built around her

her sport, her friend, her dog, her goal

3

Her teacher approved it

every change came back for her to accept

Back to Our AI Policy

The teacher stayed in charge.

1

Keep humans in the loop

BP 6160-SO, reviewed before students see it

2

Make it your own

BP 3160-SO, you direct the work

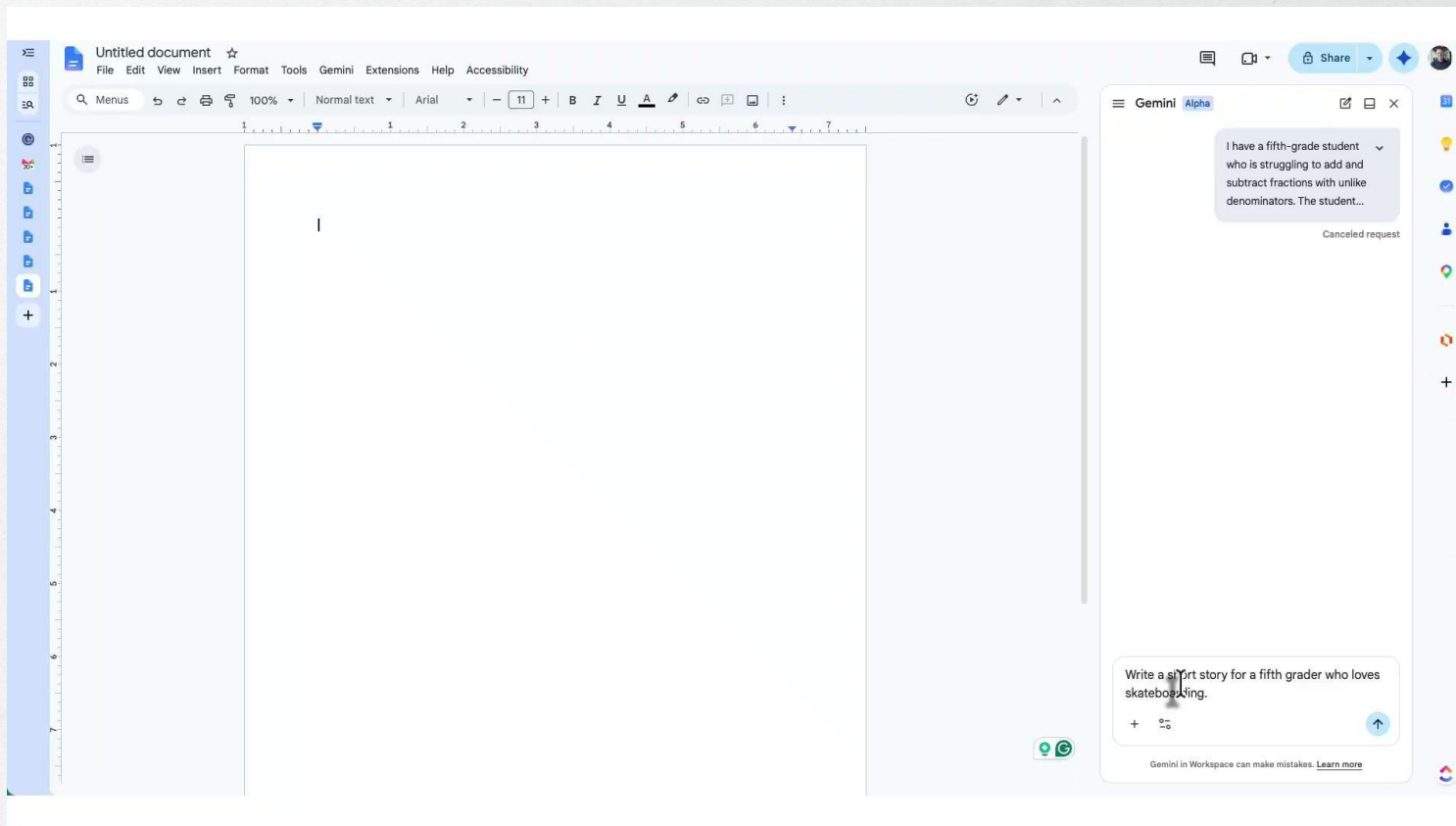
3

Use AI as a thought partner

BP 6160-SO, professional judgment leads

See it happen

The whole run, start to finish





Questions?