SAGE OAK STRATEGIC PLAN

STUDENT SUCCESS

ENGAGEMENT

SMART LEARNING SYSTEMS

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Mission

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

Vision

Sage Oak students embrace their unique potential and are inspired to positively impact their communities.

Core Values

With students always at the forefront, we are *SAGE*, and we value
Service | Accountability | Growth Mindset | Excellence

- *Service* - We value relationships and understand that we are here to provide a high level of service to our students, parents, community, and one another.
- *Accountability* - We build trust with educational partners by staying compliant with state and federal regulations while operating with integrity and transparency.
- *Growth Mindset* - We focus on working hard, learning continuously, and pushing ourselves to reach new heights. We stay current on best practices, educational trends and strive to offer innovative and engaging opportunities for our students.
- *Excellence* - We strive for a standard of excellence in all that we do. We equip students and staff with the necessary tools, resources, and support to help them achieve their full potential.

Introduction & Process

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. This three-year strategic plan is a testament to our commitment to putting students at the forefront of everything we do. Rooted in our core values of Service, Accountability, Growth Mindset, and Excellence, this plan outlines our vision for creating an educational environment where every student can thrive. By valuing relationships, maintaining integrity, embracing continuous learning, and striving for excellence, we aim to provide an unparalleled educational experience that prepares our students for the challenges and opportunities of the future.

Our strategic plan is designed to bring this mission to life through three key priorities: enhancing student success, fostering engagement, and developing smart learning systems. We are dedicated to providing personalized learning pathways that integrate career, community, and life skills, ensuring that each student is equipped to achieve their full potential. By fostering a culture of connectedness and professional growth, we will support the well-being and development of our staff, enabling them to deliver the highest level of service to our students and community. Through the innovative use of technology and data-driven strategies, we will create a resilient and efficient educational system that aligns with our mission and values, positioning Sage Oak as a leader in educational excellence and innovation.

The unified strategic plan was developed by incorporating feedback from educational partners, aligning with our LCAP initiatives, and integrating insights from our six-year WASC accreditation. Collaboration with the WASC committee shaped many goals within the plan. Parent Advisory and English Learner Advisory Committees highlighted the importance of experiential learning, strong teacher-student relationships, and support for non-English speakers, leading to strategies focused on college readiness, MTSS enhancement, and continuous staff development. Surveys from parents, students, and teachers emphasized the need for a supportive educational climate and robust curriculum. Regular leadership planning meetings and feedback sessions with the executive team aligned the plan with metrics, prioritizing student achievement. This collaborative approach ensured Sage Oak's strategies and goals reflect the community's needs, demonstrating our commitment to inclusivity and excellence.

PRIORITIES	STRATEGIES	METRICS
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. (Reworded to integrate academic performance with college and career readiness – LCAP required) *CPSELs: 1, 2, 4, 5, 6, 7, 8*	a. Integrate career, community, and life skills into comprehensive K-12 pathways. b. Refine a personalized, data-informed multi-tiered system of support for all students.. c. Improve math proficiency for students with disabilities (SWD) by increasing the percentage of students with disabilities participating in math interventions (NEW-LCAP required due to SWD in Sage Oak being in the red) d. Increase the percentage of students making progress toward proficiency as measured by the state language proficiency assessment and increase English learner reclassification rate by increasing synchronous instruction access. (NEW-LCAP required due to over having 30 EL students- new requirement for any school who has over 30) e. Create a unified, data-informed articulation process that smoothly transitions students through each grade band while integrating critical feedback from graduates. (NEW-WASC driven)	• % Students completing A-G pathways and CTE pathways • % Students achieving a score of 3 or higher on AP exams • College Career Preparedness (College Career Indicator %) • % Students graduated • Maintenance of low middle school dropout rates • Maintenance of low high school dropout rates • Expansion of K-8 live synchronous instruction courses aligned with CTE pathways • State and local math and reading scores • Student/parent belief in access to instructional resources necessary to align with state standard education • % Students receiving interventions who demonstrate growth equivalent to one year or more in English Language Arts and Mathematics • % Students with disabilities participating in math intervention programs • % Teachers feeling equipped to transition their students to the next grade level band • % English learners making progress toward English proficiency • % English learners' participation in ELD and/or core synchronous instruction courses

ENGAGEMENT	In order to enhance student, parent, and staff engagement, we will establish an environment that fosters connectedness and professional growth. (Reworded to include students and parents - LCAP required) *CPSELs: 1, 2, 3, 4, 5, 6, 7*	a. Increase opportunities for parents and students to connect with each other and with school leadership, fostering a sense of community and alignment with the school's mission and vision. (NEW-WASC driven) b. Develop purposeful pathways for growth and opportunities for professional development. c. Increase professional development for live instruction. (NEW-WASC driven) d. Develop a system to increase access and consistency for social and emotional resources and interventions. (NEW-WASC driven)	• Student/parent/staff satisfaction survey results related to community engagement, connectedness, and confidence in job performance • % Credentialed teachers • % School attendance rates • % Chronic absenteeism • % Suspension and/or expulsion rates • Student/staff retention rate • Pathway for advancement participation rates • Increased number of professional development opportunities for all staff with a focus on live instruction • % Student/parent/staff that feel informed about the social and emotional resources provided by Sage Oak • Increased number of synchronous support groups and/or counselor-led groups
SMART LEARNING SYSTEMS	Leverage technologies, specifically Artificial Intelligence (AI), to enhance data-driven decision-making, automate routine operational processes, and provide personalized learning pathways for students, thereby establishing scalable systems that ensure long-term sustainability, promote academic growth, and increase operational efficiency. (Reworded to include AI and student focus) *CPSELs: 1, 2, 3, 4, 5, 6, 7, 9*	a. Evaluate, integrate, and optimize technology to streamline and automate operational processes and procedures. b. Implement AI-driven personalized learning strategies to maximize student learning	• Staff-to-student ratio • Staff satisfaction survey results: improvements in work efficiency and satisfaction, and increased confidence in using AI tools to improve learning outcomes

Action Steps
Priority/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.

Strategy A: Integrate career, community, and life skills into comprehensive K-12 pathways

Strategy B: Refine a personalized, data-informed multi-tiered system of support for all students

Strategy C: Improve math proficiency for students with disabilities by increasing their participation in synchronous math interventions.

Strategy D: Create a unified, data-informed articulation process that smoothly transitions students through each grade band while integrating critical feedback from graduates.

Strategy E: Increase the percentage of students making progress toward proficiency as measured by the state language proficiency assessment and increase English learner reclassification rate by increasing synchronous instruction access.

Goal 1: Student Success

2023-24	2024-25	2025-26	2026-27
K-12 College Career Pathways Add new Oakschool classes that will support the building of future pathways; Add two art teachers to begin building the art pathway	K-12 College Career Exploration Increase the number of Oakschool classes that align with the California industry sectors and communicate this alignment to teachers, parents and students	K-12 College Career Exploration Continue to increase the number of Oakschool classes that align with the California industry sectors. Consider prioritizing increasing the number of middle school classes that align with our Sage Oak Career Technical Education (CTE) pathways that show a high level of student interest. Continue to communicate the alignment to teachers, parents, and students.	K-12 College Career Exploration Continue to increase the number of Oakschool classes that align with the California industry sectors. Consider prioritizing increasing the number of middle school classes that align with our Sage Oak Career Technical Education (CTE) pathways that show a high level of student interest. Continue to communicate the alignment to teachers, parents, and students.
	College-Career Exploration (Leadership) Equip the leadership team with knowledge and tools to understand students' interests, personalities, strengths, and work values. This understanding will enable leadership to support teachers in guiding students toward suitable career paths effectively. Continue to add Oakschool classes/school opportunities related to college-career exploration	College-Career Exploration (Teachers/Students) Implement a college and career curriculum, such as Pathful, and utilize tools that help both students and teachers understand students' interests, personalities, strengths, and work values. This will assist in identifying suitable career options and will empower students and powers to make informed choices. Integrate interest inventories into high school college, career, and CTE courses. Additionally, administer College & Career Interest Inventories to Virtual Academy middle school students to foster early career awareness and planning. Continue to add Oakschool career exploration classes.	College-Career Exploration (Parents) Refine the approach to improve and develop a comprehensive college/career curriculum by utilizing tools for students to understand their interests, personalities, strengths, and work values. Focus on helping students and parents grow in their confidence to support students in using their self-identified strengths, interests, and values to navigate various stages of the child's development. Emphasize the importance of making strong, self-directed choices that align with personal satisfaction and career congruence, as alignment between life satisfaction and career choice is crucial. Continue to add Oakschool career exploration classes.

College, Career & Service Field Trips Increase the number of field trips that align with goal; Add two art teachers to add art field trips	College, Career & Service Field Trips Integrate college/career field trips aligned with each CTE pathway from middle school through high school	College, Career & Service Field Trips Integrate college/career field trips aligned with each CTE pathway from elementary school through high school	College, Career & Service Field Trips Fully integrated college/career field trips from elementary through high school that align with established pathways
College, Career & Service Podcasts Increase the number of podcasts that align with goal	College, Career & Service Podcasts Maintain the number of podcasts that align with goal	College, Career & Service Podcasts Maintain the number of podcasts that align with goal	College, Career & Service Podcasts Maintain the number of podcasts that align with goal
High School CTE Pathways Add Sports Medicine CTE Pathway; Further develop Child Development Pathway; Add computer science classes as building blocks for future Computer Science CTE pathway	High School CTE Pathways Add Computer Science CTE Pathway	High School CTE Pathways Add AI as a pathway within the Computer Science CTE Pathway	High School CTE Pathways Evaluate whether there is a need for additional pathways or if the priority should be in growing the quality of existing pathways
High School Student Course Supports Add a full time high school counselor focusing on college and career readiness to provide additional support beyond the students' Education Advisor In the student information system, align the course titles to ensure students are taking the right courses to reach college and career preparedness	High School Student Course Supports Transfer responsibility of course assignments to the counselor (from the Education Advisors) so that we can continue to increase the alignment of courses with CCI alignment	High School Student Course Supports Add a second high school counselor; increase caseload of EAs to fund if needed	
AVID Implement Phase 2 in Virtual Learning Academy and high school	AVID High School: Full AVID 9 elective implementation in high school as well as completing AVID certification for high school Virtual Learning Academy: Broaden college and career initiative with AVID, utilizing Pathful at the middle school level, completing StrengthsFinder surveys for all grade levels, and expanding college tour	AVID High School: Establish an AVID 10 elective Middle School: Establish an elective for 8th grade students focused on AVID strategies Personalized Learning Academy: Integrate AVID principles by equipping teachers and/or through Oakschool classes and parent training	AVID High School: Establish an AVID 11 elective Middle School: Establish an elective for 7th grade students focused on AVID strategies Personalized Learning Academy: Further integrate AVID principles by equipping teachers and/or through Oakschool classes and parent training

	opportunities for middle school students. Enhance writing instruction by using a writing curriculum, professional development for teachers and systematic assessments		
Intervention Add math intervention program to existing reading intervention program; Add math intervention teacher; Add yearlong math Oakschool courses	Intervention Prioritize additional math and English Language Arts intervention teachers in the budget. Develop and train new Reading Specialists and Math Intervention teachers using evidence based practices	Intervention Prioritize additional math and English Language Arts intervention teachers in the budget. Implement new intensive math classes for 4th and 5th grade students. Implement a new math curriculum in elementary intervention classes, and small groups math support for K-3rd grades.	Intervention Prioritize additional math and English Language Arts intervention teachers in the budget
Increase Direct Instruction for Students in Math Develop a plan for increasing direct instruction for students in math which might include incentivizing math Oakschool classes through curriculum/class at no cost to IFs; requiring students below grade level to take a live math class; hiring dedicated math teachers who do not have a caseload of students in order to increase the number of math classes we can provide.	Increase Direct Instruction for Students in Math Implement the plan determined in Year 1: Expand live Oakschool math class offerings to 4th - 8th grades with no-cost to instructional funds to encourage full-year enrollment. Pilot a specialized power standard math class for TK/K and 6th grade students. Virtual Learning Academy and Oakschool: Identify the math power standards which will be used to improve instruction and student support	Increase Direct Instruction for Students in Math Analyze the effectiveness of the previous year's plan to refine the plan as needed to maximize student success Oakschool: Prioritize teaching the power standards to maximize student success Virtual Learning Academy: Integrate power standards along with MasteryConnect assessments to increase student math achievement in math.	Increase Direct Instruction for Students in Math Evaluate newly implemented plan, adjust as needed, maintain plan where successful for ongoing years Oakschool: Continue to prioritize teaching the power standards to maximize student success Virtual Learning Academy: Continue to refine the integration of power standards along with MasteryConnect assessments to increase student achievement in math in the Virtual Learning Academy.
Reduce Number of Students Using Below Grade Level Curriculum Require teachers to meet with their	Reduce Number of Students Using Below Grade Level Curriculum Revisit and refine the plan. Consider	Reduce Number of Students Using Below Grade Level Curriculum Reevaluate the effectiveness of the 24/25	Reduce Number of Students Using Below Grade Level Curriculum Fully implement the plan. for reducing the

regional mentor for discussion and approval for all general education students who are using curriculum below grade level; Track number of students using below grade level curriculum	requiring specific curriculum for special education students to ensure grade level exposure with built in scaffolding Continue to discuss with the regional mentor for approval for all curriculum below grade level. Consider collaborating with the curriculum coordinator on this task The regional mentor will consult with the assigned program specialist regarding students using curriculum more than two grade levels below	plan to identify areas of success and those needing improvement, in order to refine the strategy for 25/26.	number of students using below grade level curriculum, ensuring appropriate grade level exposure with necessary scaffolding for special education students
Multilingual/English Learner Support Add designated English Language Development teacher and classes; Add K-2 early literacy class	Multilingual/English Learner Support Add additional teachers/classes, as needed based on enrollment. Support multilingual student access to synchronous instruction by implementing an equity tracker to monitor participation in school wide virtual classes. Provide professional development for all teachers relating to ELPAC testing and understanding the multilingual student.	Multilingual/English Learner Support Add additional teachers/classes, as needed based on enrollment. Support multilingual student access to synchronous instruction by monitoring the equity tracker to ensure participation in schoolwide virtual classes. Continue professional development for all teachers relating to ELPAC testing and understanding the multilingual student. Add parent webinar and training on ELPAC and ELD instruction.	Multilingual/English Learner Support Add additional teachers/classes, as needed based on enrollment. Support multilingual student access to synchronous instruction by monitoring the equity tracker to ensure participation in schoolwide virtual classes. Continue providing teacher training.
High School Special Education Add two co-taught high school essentials English classes; Add co-taught Algebra and Pre-Algebra classes	High School Special Education Hire teacher(s) with credential/training who are qualified to teach the co-taught classes	High School Special Education Continue to recruit and hire teacher(s) with credential/training who are qualified to teach the co-taught classes.	High School Special Education Revisit and refine the plan based on programmatic needs.

Research what credentials and/or training can cover high school special education core curriculum/classes			
Moderate/Severe Student Needs Add TeachTown as a core curriculum for our moderate/severe students	**Moderate/Severe Student Needs** Research moderate/severe programs of other similar schools to consider other ways to serve these students Increase collaboration between case manager and parent by creating a parent resource guide and adding regular consultations with the parent to discuss student needs	**Moderate/Severe Student Needs** Provide ongoing TeachTown training to general education teachers and provide office hours to the general education teachers Maintain collaboration between case manager and parent by creating a parent resource guide and adding regular consultations with the parent to discuss student needs	**Moderate/Severe Student Needs** Explore additional available components of TeachTown curriculum
	Students with Disabilities Monitor % Students with disabilities participating in math interventions Research evidence-based math practices to use during SAI sessions Mild/Moderate teachers will attend professional development regarding evidence-based math practices	**Students with Disabilities** Implement math evidence-based practices during service sessions Monitor student progress on school-wide assessments	**Students with Disabilities** Continue to monitor student progress

Advanced Learner Programs (ALPs) Oakschool: Add additional advanced learner classes; Field Trips: Add advanced learner field trips	Program for Advanced and Gifted Education (PAGE) Add PAGE coordinator full time position Oakschool: Improve and increase classes and program offerings. Refine and improve PAGE identification process.	Program for Advanced and Gifted Education (PAGE) Increase the number of students evaluated for PAGE. Improve middle school PAGE offerings. Oakschool: Add a middle school PAGE class. Add middle school honors courses; ensure staffing plan increases number of PLT+ teachers in order to do so Establish and implement project-based learning supplemental assignments for PAGE students.	Program for Advanced and Gifted Education (PAGE) Continue to evaluate and improve the fully integrated program
	Socials Host schoolwide career fair socials and expand the high school presence to an additional location	Socials Expand the high school presence to include all locations and include a showcase of different colleges.	Socials Continue to expand career fair socials and the showcase of different colleges
	Middle School Program Expansion Add a middle school coordinator full-time position; the middle school coordinator will be involved in professional learning communities, informal observations, and tailored professional development. Increase community-building through student hangouts, school offered parent support, increase support for special education students who are transitioning from middle school to Sage Oak's high school program	Middle School Program Expansion Consider adding a middle school assistant principal if enrollment numbers support the need Implement professional development for middle school teachers focused on preparing middle school students for high school, emphasizing academic and social-emotional growth. Introduce middle school-specific activities and opportunities for interaction with high school students.	Middle School Program Expansion Continue to evaluate and improve the middle school program

	Develop strategic plan to transition the middle school from elementary to secondary in the 2025-26 school year including things such as creating middle school only	Implement webinars for advanced/gifted middle school students	
	Data-Informed Articulation Process Collaborate to develop a comprehensive plan to create a unified, data-informed articulation process that smoothly transitions students through each grade band while integrating critical feedback from graduates. Improve the 8th grade to high school transition process by including a special course for 8th graders and adding office hours with the middle school coordinator. Develop a cohesive plan to connect with our graduates and gather valuable data on their post-graduation experiences. Focus on understanding how the Sage Oak program supported them and identify areas for improvement. Use this data to drive program improvements.	Data-Informed Articulation Process Execute the plan developed in year one of this strategy/action item. Continue reaching out to graduates and utilizing the information gathered to refine our programs.	Data-Informed Articulation Process Execute the plan developed in the first year of this strategy/action item by consistently implementing and monitoring progress through the continuous cycle of improvement. This involves regularly assessing outcomes, identifying areas for enhancement, and making necessary adjustments to ensure ongoing effectiveness and alignment with strategic goals. Continue reaching out to graduates and utilizing the information gathered to refine our programs.

Action Steps
Priority/Goal #2: ENGAGEMENT

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

Strategy A: Increase opportunities for parents and students to connect with each other and with school leadership, fostering a sense of community and alignment with the school's mission and vision.
Strategy B: Develop purposeful pathways for growth and opportunities for professional development.
Strategy C: Increase professional development for live instruction.
Strategy D: Develop a system to increase access and consistency for social and emotional resources and interventions.

Goal 2: Engagement

2023-24	2024-25	2025-26	2026-27
	Leadership Academy Develop and execute a leadership academy for leaders new to Sage Oak	Leadership Academy Expand academy to aspiring leaders	Leadership Academy Refine and improve the academy
Teacher and Leadership Induction Continue partnership under an MOU with Riverside County Office of Education for teacher induction; Continue providing an internal coach for staff with preliminary administrative credentials	Teacher and Leadership Induction Research what it would take to develop an internal teacher induction program	Teacher and Leadership Induction Possible implementation of an internal teacher induction program	Teacher and Leadership Induction Possible implementation of an internal teacher induction program
	Work Anniversary Program Develop a work anniversary program, honoring the longevity of staff serving Sage Oak, such as 1 Year, 5 Year, 10 Year. Survey staff on how to celebrate longevity through the work anniversary program.	Work Anniversary Program Implement appropriate staff ideas from previous year	Work Anniversary Program Maintain the work anniversary program
Wellness Initiative Provide walking Pads for staff that work on their computers throughout the day and at the Redlands office	Wellness Initiative Implement a wellness stipend for all staff through a Flexible Spending Account. Survey staff on how to promote wellness and utilize health provider wellness stipend(s).	Wellness Initiative Continue to survey staff on how to promote wellness and utilize health provider wellness stipend(s) and prepare the wellness offerings for 2026/27.	Wellness Initiative Continue to survey staff on how to promote wellness and utilize health provider wellness stipend(s) and prepare the wellness offerings for 2027/28.

	Professional Development - Live Instruction Implement evidence-based professional development for synchronous instructors; topics will be determined based on student needs as well as teacher feedback	Professional Development - Live Instruction Consider increasing the number of evidence-based professional opportunities for synchronous instructors; Based on the data from year 1, consider building a full pathway of professional development for synchronous instructors	Professional Development - Live Instruction Possibly implement a full pathway of professional development for synchronous instructors
Counseling Services Align the work of our school counselors with the goal; send counselors to training on the role of the school counselor	Counseling Services: Increase Oakschool counseling classes offered. Increase opportunities for parent/ guardian notification of counseling programs through parent information webinars and counselor newsletters.	Counseling Services: Prioritize additional counselors in the budget. Continue parent/ guardian outreach through the website, newsletters and parent webinars.	
Authorizer Relationships Visit each authorizer's board meeting 7-10 times per year to provide Sage Oak updates and to learn more about what the authorizer is doing, maintain a positive partnership with each authorizer. Send authorizer superintendents birthday and holiday cards Invite authorizer superintendents to be celebrated on our podcast	Authorizer Relationships Visit each authorizer board meeting 4-6 times during the school year. Continue to send cards. Continue attempts to invite authorizing superintendents to join our podcast. Visit each authorizing superintendent twice during the school year preferably in an informal setting.	Authorizer Relationships Maintain plan	Authorizer Relationships Maintain plan

Advocacy/Charter Development Present at various professional association conferences Active involvement in political advocacy opportunities at local and state level Develop relationships with local and state legislative officials; invite them to Sage Oak events Develop relationships with the San Bernardino County Office of Education and Riverside Office of Education; Attend those county office board meetings	Advocacy/Charter Development Submit proposals to present at APlus and CSDC. Maintain existing relationships with local government officials, especially for the end-of-year celebrations and awards. Continue to develop the relationship that's begun with the Riverside County of Education with the goal of a county-wide charter petition. Continue to look for opportunities for expansion. Continue to hold biannual meetings with representatives from CCSA. The goal is to get a seat at the council table to represent schools like ours.	Advocacy/Charter Development Maintain plan	Advocacy/Charter Development Maintain Plan
	Parent Engagement Leverage events, such as socials and hangouts, to intentionally create spaces where parents and students can engage with one another and school leadership	Parent Engagement Leverage events, such as socials and hangouts, to intentionally create spaces where parents and student can engage with one another and school leadership	Parent Engagement Leverage events, such as socials and hangouts, to intentionally create spaces where parents can engage with one another and school leadership

Action Steps
Priority/Goal #3: SMART LEARNING SYSTEMS

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

Strategy A: Evaluate, integrate, and optimize technology to streamline and automate operational processes and procedures.

Strategy B: Implement AI-driven personalized learning strategies to maximize student learning.

Goal 3: Smart Learning Systems

2023-24	2024-25	2025-26	2026-27
Evaluation/integration team Build a technical team consisting of designated members from the IT Department	Evaluation/integration team Introduce quarterly review meetings to assess progress, challenges, and future steps. Develop a new job description for an individual who will maintain integrations, the user portal, custom tools, and data lake developments once they are launched	Evaluation/integration team Maintain quarterly review meetings to assess progress, challenges, and future steps.	Evaluation/integration team Maintain quarterly review meetings to assess progress, challenges, and future steps.
Systems audit Interview all Sage Oak departments to understand school-wide systems Gain administrative access to all systems Understand what information flow exists for each system, identifying dependent and independent data Understand what work is being done on each system and how is it completed and documented Understand the reason systems are not fully used	Systems audit Ensure effective cross-platform communication, enabling different systems to interact seamlessly to fill in gaps discovered by the audit Identify all data bridges between platforms Evaluate reducing systems used Train staff on elements of systems underutilized	Systems audit Establish subject matter experts from each department to act as the support person for department tools and the Sage Oak user portal. These experts will serve as the first point of contact for support, ensuring ownership and accountability for maintaining updated information and ensuring systems run efficiently.	Systems audit Implement advanced data analytics tools and develop dynamic dashboards to monitor and optimize system performance, track system utilization, and identify potential areas for further improvements. Schedule periodic training workshops to update staff on the latest system functionalities and best practices.
Projects integration and/or optimization Investigate the fiscal efficiency of systems Create user buy-in for any proposed integration and/or optimization	Centralized Management System with Data Lake Integration Develop and deploy a centralized management system (user portal) that provides a single dashboard linking documents and applications based on	Centralized Management System with Data Lake Integration Leverage the central management system to include more content with an emphasis on user acceptance and adoption:	Centralized Management System with Data Lake Integration Leverage the central management system to include more content with an emphasis on user acceptance and adoption:

Propose to the Director team a list of potential integration and/or optimization projects and set priorities	users' roles and departments. The dashboard will include organization-wide links to systems and applications, serving as a document hub with access to school-wide and departmental manuals and resources.	• Solicit user feedback. • Enhance the user portal based on user feedback. • Evaluate and update shortcuts based on departmental needs. • Roll out training to address gaps in user knowledge. • Expand Sage Oak data lake to include additional integrations.	• Solicit user feedback. • Enhance the user portal based on user feedback. • Evaluate and update shortcuts based on departmental needs. • Roll out training to address gaps in user knowledge. • Expand Sage Oak data lake to include additional integrations.
	Custom Tool Development Design various data integration tools to increase staff efficiency and support data-driven decision-making, accessed through the centralized management system: • Student information portal • Teacher-student rostering assistance tool • Special education assessment management system (AMS) • Internal OPS purchase order (PO) data interchange • Budget-to-actual system • Secondary course alias search tool • CalSTRS reporting automation • Community provider (CP) parent and student rating and review page, similar to Yelp Develop a plan for the future development of various tools: • Inventory integration/virtual library • Custom purchasing system to realize savings versus our existing annual subscription, integrating with a virtual library tool.	Custom tool development Design various data integration tools to increase staff efficiency and support data-driven decision-making, accessed through the centralized management system: • Integrate an online lending library, department inventories, purchasing, and help desk inventories • Create a custom purchasing system to realize savings compared to our existing annual subscription • Launch a process to identify additional tool development opportunities and improve previously designed custom tools based on user feedback Develop a plan for future development of a Virtual Library to be deployed in 2026-2027.	Custom tool development Design various data integration tools based on the analysis from the previous year. Improve user interfaces within each custom tool based on user feedback Continue the process to identify additional tool development for future years

System and Process Documentation
Collect existing system and process documentation links

Create and propose a standardized systems and document hub

Establish organization-wide templates and processes to promote consistent operations across all departments, proposing standardized Standard Operating Procedures (SOP) template to use school-wide

Explore the development of a Sage Oak ChatGPT, an AI-powered chatbot or virtual assistant, to provide teachers and staff with easy access to information and support.

Define the scope and functionalities of the ChatGPT to address common inquiries, provide resources, and assist with system-related tasks.

Collaborate with technology experts or vendors to develop and implement the Sage Oak ChatGPT effectively.

Revisit the "where to go for support" chart and establish subject-matter experts

System and Process Documentation
Migrate system and process, including department manuals, to a common hub using organization-wide common templates

Define clear access permissions for staff members and provide necessary training for each system.

Create and propose a standardized systems and document hub

Establish organization-wide templates and processes to promote consistent operations across all departments, proposing standardized Standard Operating Procedures (SOP) templates to use school-wide

System and Process Documentation
Monitor advancements in AI and documentation technology to identify potential upgrades for the Sage Oak ChatGPT and the documentation hub.

Develop a roadmap for future enhancements, upgrades, and integrations, ensuring the systems remain cutting-edge and serve the evolving needs of the school

Standardize the process for regular updates to documentation, ensuring it remains current and reflective of best practices.

System and Process Documentation
Integrate AI-powered documentation tools to streamline the creation and maintenance of system and process documentation.

Roll out an enhanced version of the Sage Oak ChatGPT with expanded functionalities based on user feedback.

AI Program for Students Researching what AI curriculum/schools are out there; build a guiding team/committee	AI Program for Students Develop an AI curriculum tailored to the needs of our students. Determine whether to integrate existing AI educational resources, develop our own curriculum, or collaborate with external educational organizations Utilizing the MagicStudent Platform in live synchronous instruction in order to provide a rich learning experience for our students and a streamlined approach to AI for our teachers.	AI Program for Students Implement the AI curriculum across selected virtual pilot classes, gathering feedback from students and educators to refine the program. Establish a dedicated AI lab equipped with cutting-edge technology to facilitate hands-on learning experiences. Introduce foundational AI concepts across various subjects and grade levels to enhance students' understanding and interest in artificial intelligence, preparing them for advanced study and future career opportunities in technology.	AI Program for Students Form partnerships with universities and tech companies to provide students with real-world AI application opportunities and mentorship programs. Create and implement standards-based AI courses that foster innovation, critical thinking, and problem-solving skills, preparing students for future careers in technology and artificial intelligence. Implement and optimize AI tools to provide customized educational pathways for students, ensuring scalability and long-term sustainability.
	SageOak.Ai Expand the capabilities of the SageOak.Ai portal and the Sage Oak custom chatbots: - Integrate advanced functionalities for more comprehensive support and feedback - Tailor the ChatBots for different departments - Partner with AI technology experts to expand upon the AI tools used at Sage Oak	SageOak.Ai Continue development of SageOak.Ai	SageOak.Ai Continue development of SageOak.Ai

Conclusion

In conclusion, Sage Oak's three-year strategic plan highlights our commitment to personalized and collaborative education, aiming to empower every student to lead a purposeful and productive life. By prioritizing student success, fostering engagement, and implementing smart learning systems, we are dedicated to creating an environment where both students and staff can excel. Our strategies integrate career and life skills, support professional development, and leverage technology to enhance learning outcomes. As we move forward, we remain true to our core values of Service, Accountability, Growth Mindset, and Excellence, striving to offer the best educational experience and preparing our students to make meaningful contributions to their communities and the world.