TACMO Board Meeting - February 18, 2025 Agenda

Feb 18th 2025   6:30pm - 8:30pm

In order to ensure that members of the public are provided a meaningful opportunity to address the Board on non-agenda items or agenda items that are within the Board's jurisdiction, non-agenda items may be addressed at the public comment portion of the agenda and agenda items may be addressed at the time the matter is considered by the Board. During the evening, many of the Board members will be speaking on various subjects. It should be noted that each Board member expresses only his/her opinion and not the opinion of the entire Board. Teleconferencing may be used for all purposes in connection with any meeting. All votes taken during a teleconferenced meeting shall be by roll call.

If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent at dball@theacademiescharters.org and the complete packet will be shared electronically.

This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 and (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

1. **OPENING BUSINESS**   6:30pm

    1.1. **ADA ACCOMMODATIONS**

        1.1.1 **This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO**

Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

1.1.2 If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent (dball@theacademiescharters.org), and the complete packet will be shared electronically.

1.2. **IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION**

1.3. **PUBLIC COMMENT ON CLOSED SESSION TOPICS**

1.3.1 General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

1.4. **ADJOURN TO CLOSED SESSION**

1.5. **CALL PUBLIC SESSION TO ORDER**

2. **CLOSED SESSION**

    2.1. **PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: After School Program Aide**

3. **REGULAR SESSION RECONVENED**

    3.1. **CALL PUBLIC SESSION TO ORDER**

    3.2. **REPORT ACTION TAKEN IN CLOSED SESSION (if any)**

    3.3. **General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.**

4. **CONSENT AGENDA**

    4.1. **ADMINISTRATIVE SERVICES**

        4.1.1 **There are no Administrative Services items to discuss this evening.**

    4.2. **SUPERINTENDENT'S OFFICE**

        4.2.1 **Approval of Minutes of the board meeting on January 21, 2025 (Enc. No. 1)**

        📄 TACMO BOD 01212025 Meeting Minutes DRAFT.pdf

4.2.2 Donation Recognition (Enc. No. 2)

📄 Donor Receipt Feb 2025.pdf

4.2.3 Monthly Attendance Reports for BOA and SVA (Enc. No. 3)

📄 Month 6 SVA Attendance Report.pdf

📄 Month 6 BOA Attendance Report.pdf

5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

5.1. There are no Public Recognition/Proclamations items to include this evening.

6. PROGRAM UPDATE & BOARD DEVELOPMENT
Presentation/Public Hearing/Public Comment/Board Discussion

6.1. Program Update

6.1.1 There are no Program Update items to include this evening.

6.2. Board Development

6.2.1 There are no Board Development items to include this evening.

7. COMMUNITY REPORTS
Presentation/Public Hearing/Public Comment/Board Discussion

7.1. Board Member Report

7.2. Superintendent Report

7.2.1 Finalize June 2025 TACMO Board Meetings

7.2.2 **BP 12-006 Nondiscrimination Statement & TACMO Equity and Inclusivity Statement (Enc. No. 4)**

📄 BP 12-006 Nondiscrimination Statement (rev. 03-2021).pdf

📄 Equity & Inclusivity Statement.png

7.3. **Principal Report**

7.4. **Operations Director Report**

7.5. **Human Resources Director Report**

7.6. **Teacher Representative Report**

8. **ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS**
Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

8.1. **There are no Administrative Panel items to discuss this evening.**

9. **GENERAL AGENDA**
Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

9.1. **Mid-year Work Study (Enc. No. 5)**

📄 TACMO Board Work Study.pdf

📄 Work Study Hand Outs.pdf

10. **ADJOURNMENT**

10.1. **Request for future Board Agenda items**

10.2. **The next The Academies CMO board meeting: March 18, 2025 at 6:30 PM.**

END
8:30pm

TACMO BOARD MEETING
JANUARY 21, 2025

Minutes

TUESDAY, JANUARY 21, 2025

6:30 PM – 8:30 PM PDT

Blue Oak Academy (Multi-purpose Room & Sycamore Valley Academy (Multi-purpose Room)

IN ATTENDANCE:

Mary Aceves, Donya Ball, Sheridyn Blain, Cristina Gutierrez, Marilou Monsivais, Stacey Nelson, Harold Rollin, Alex Tietjen

1. OPENING BUSINESS

Others in attendance: Eric Anderson, Devon Enos, Erica Galindo, Janell Geiger, Jocelyn Hendershot, Cristina Johnson, Meagan Miller, Corey Morse, Lori Poggione, Mackenzie Souza, Judah Tanner, Alexis Vance, Claudia Van Groningen, Gina

1.1. CALL PUBLIC SESSION TO ORDER

Rollin called the meeting to order at 6:30 PM.

1.2. ADA ACCOMMODATIONS

1.2.1. This meeting is held in an area accessible to the disabled. In compliance with the American Disabilities Act, if you need special assistance to participate in meetings, call (559) 429-4351 at CMO Home Office forty-eight (48) hours in advance of the meeting. Persons who are in need of disability-related modification or accommodation in order to participate in the Board meeting may make a request to Donya Ball at PO Box 1189, Visalia, CA 93279 or (559) 429-4351. Such a request should be in writing if possible or may be made in person or by telephone. The request should specify the nature of the accommodation or modification requested, including any auxiliary aids or services requested, and the name, address, and telephone number of the person making the request.

1.2.2. If documents are distributed to Board members concerning an agenda item within 72 hours of a regular Board meeting, at the same time the documents will be made available for public inspection. Interested members of the public may request to see the same documents by emailing the Superintendent (dball@theacademiescharters.org), and the complete packet will be shared electronically.

1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION

Rollin moved closed session to the end of public session.

1.4. PUBLIC COMMENT ON CLOSED SESSION TOPICS

1.4.1. General public comment on any closed session item will be heard. The Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

1.5. ADJOURN TO CLOSED SESSION

2. CLOSED SESSION

Tietjen called closed session to order at 8:08 PM.

2.1. PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider public employee appointment/employment for the position of: Enrichment Aide, Special Education Aide

2.2. PERSONNEL (Government Code § 54957). It is the intention of this governing body to meet in closed-session to consider the discipline, dismissal or release of a public employee.

3. REGULAR SESSION RECONVENED

3.1. CALL PUBLIC SESSION TO ORDER

Tietjen called public session to order at 8:55 PM.

3.2. REPORT ACTION TAKEN IN CLOSED SESSION (if any)

Tietjen reported the board voted 6-0 to approve the following hires and appointments: Enrichment Aide, Special Education Aide.

3.3. General public comment on any school related topic may be heard at this time. The Board asks that any public comment on an item listed on tonight's agenda be addressed at the time the item comes up for discussion by the Board. Pursuant to Board Policy, the Board may limit individual comments to no more than 3 minutes and individual topics to 20 minutes. Please begin your comments by stating your name.

There was no public comment this evening.

4. CONSENT AGENDA

Rollin identified items 4.1 & 4.2. Items were adopted by general consent.

4.1. ADMINISTRATIVE SERVICES

4.1.1. There are no Administrative Services items to discuss this evening.

4.2. SUPERINTENDENT'S OFFICE

4.2.1. Approval of Minutes of the board meeting on December 10, 2024 (Enc. No. 1)

4.2.2. Approval of the November and December 2024 Check Register Reports (Enc. No. 2)

4.2.3. Donation Recognition (Enc. No. 3)

4.2.4. Monthly Attendance Reports for BOA and SVA (Enc. No. 4)

5. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

5.1. There are no Public Recognition/Proclamations items to include this evening.

6. PROGRAM UPDATE & BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

6.1. Program Update

6.1.1. There are no Program Update items to include this evening.

6.2. Board Development

6.2.1. There are no Board Development items to include this evening.

7. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

7.1. Board Member Report

Gutierrez: Nothing to report

Monsivais: Nothing to report

Tietjen: Nothing to report

Blain: Commented on the Raising Cane's PTO fundraiser at BOA

Aceves: Commented on the teams happening at SVA and all three children are on different teams.

Rollin: Thankful to be back in school. Commented that his daughter was excited to return and about the change in the SVA schedule. Wished Alex a happy birthday and celebrated with cake. Extended gratitude to all for what they do for our students; appreciates all efforts.

7.2. Superintendent Report

    7.2.1. 2025-2026 Budget and LCAP Timeline (Enc. No. 5)

        Dr. Ball presented the timeline and noted giving parents an opportunity for feedback every month with the parent forums. The organization climate survey is open for parents to complete as well. March will be the annual budget priorities meeting. May will bring the draft budget review. June will have two board meetings for LCAP and budget with the dates to be set at the February meeting.

    7.2.2. Transportation Update for Sycamore Valley Academy for 2025-2026 School Year

        Dr. Ball reported VUSD issued a termination of transportation contract for the 2025-26 school year and we are currently looking into other options. Board conversation ensued.

7.3. Principal Report

    7.3.1. Extra and co-curricular activities at Sycamore Valley Academy

        Morse reported on clubs and programs being offered including middle school clubs, robotics team, love event, sports, TCOE offerings, and explorer games. Morse thanked Athletic Director, Mr. Carmona, for excellent handling of SVA sports this year.

    7.3.2. Extra and co-curricular activities at Blue Oak Academy

        Soares handed out a graphic detailing all activities currently offered at BOA and expressed excitement about the growth of several programs. Topics included the growth of the music program, color guard, cheer squad, sports, academic enrichment offered through TCOE, leadership opportunities, and upcoming plays and musicals. Soares thanked ASP Coordinator, Lauren Ventura, for taking on several after school activities.

        Gutierrez requested calendar invites to future events.

7.4. Operations Director Report

    Nothing to report.

7.5. Human Resources Director Report

    Nothing to report.

7.6. Teacher Representative Report

Hendershot reported on PBL happening at BOA. Kindergarten is focused on learning about weather; 1st grade is learning about authors and genres, sun and stars, and a poetry gallery; 2nd/3rd grade is learning about amphibians and reptiles surviving in different environments and held a reptile show; 4th/5th grade is learning about the revolutionary war; Middle School is focused on leadership and systems.
Rollin appreciated the report and loved to hear what is happening in the classrooms.

Morse read Geiger's report which updated on SVA's PBL activities: TK is learning about polar regions and behavior growth; Kinder had a 100 day celebration and new year's goals; 1st is focused on poetry; 2nd/3rd grade is learning about what makes a hero; 4th/5th grade is learning about indigenous peoples and had a Scout Island field trip planned; Middle School is designing systems to improve lives. The report also included updates on science, art, robotics, math, Early Act, and SVALT.
Rollin extended his gratitude for the report.

8. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS
Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

8.1. There are no Administrative Panel items to discuss this evening.

9. GENERAL AGENDA
Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

9.1. Monthly Financials Presentation (Enc. No. 6) ACTION
Meagan Miller of EdTec presented the monthly financials including the current forecast with actuals through December, December financials, 2024-25 forecast summary, 2024-25 current forecast vs. previous forecast, monthly cash balance, accounts payable aging, SVA fy25 enrollment and attendance, BOA fy25 enrollment and attendance, state budget updates, and the Governor's January budget 2025-26.
Monsivais moved to approve the monthly financials presentation; Gutierrez seconded. Approved 6-0.

9.2. 2024-2025 Approval of Audit Services (Enc. No. 7) ACTION
Christy White (virtual)-$25,500

WHK (hybrid)- $26,000

CLA (virtual)- $26,500

Dr. Ball reported The Academies have used CLA for the past 5 or more years and emphasized the importance of bidding for other options. Of the three who provided proposals, Dr. Ball recommended moving forward with Christy White because of their professionalism and competitive pricing.
Board conversation ensued and it was decided to move forward with contracting with Christy White for the next audit season.

Aceves moved to approve the 2024-2025 Approval of Audit Services with Christy White; Monsivais seconded.

Blain expressed gratitude for researching and receiving the three proposals. Having options gives legitimacy.

Approved 6-0.

9.3. 2023-2024 School Accountability Report Card for Blue Oak Academy (Enc. No. 8) ACTION

Dr. Ball reported SARC are annual agenda items that must be approved prior to 2/1. Principals work on SARCs and they must be posted to our websites. SARCs give a brief snapshot of demographics, facilities, student achievement, numbers of staff & students, highly qualified staff, etc.

Gutierrez moved to approve items 9.3 2023-2024 School Accountability Report Card for Blue Oak Academy and 9.4 023-2024 School Accountability Report Card for Sycamore Valley Academy pending the subject of change; Tietjen seconded. Approved 6-0.

9.4. 2023-2024 School Accountability Report Card for Sycamore Valley Academy (Enc. No. 9) ACTION

Approved with item 9.3.

9.5. 2025 LCAP Mid-Year Monitoring Report for the 2024-2025 LCAP for Blue Oak Academy (Enc. No. 10)

Dr. Ball presented items 9.5 & 9.6 together and reported the LCAP per school noting the attached PowerPoint for notes. Both schools show increases in several areas.

Aceves ask if metrics will be provided in the February meeting.

Gutierrez and Aceves agreed they would like the reports to include colors for visuals going forward.

9.6. 2025 LCAP Mid-Year Monitoring Report for the 2024-2025 LCAP for Sycamore Valley Academy (Enc. No. 11)

9.7. Annual TACMO Board Governing Election (Enc. No. 12) ACTION

Monsivais and Gutierrez agreed to renewing their 2-year terms.

Tietjen moved to approve the Annual TACMO Board Governing Election; Aceves seconded. Approved 6-0.

9.8. Board Resolution 25-001 Annual Reorganization of Board Officers (Enc. No. 13) ACTION

Chair: Alex Tietjen

Vice Chair: Cristina Gutierrez

Treasurer: Marilou Monsivais

Secretary: Mary Aceves

Members: Sheridyn Blain, Harold Rollin, Craig Wheaton

Blain moved to approve Board Resolution 25-001 Annual Reorganization of Board Officers; Rollin seconded.

Gutierrez expressed gratitude for the amazing board the last 2 years. She thanked the team, parents, families for their trust and the future of the board. If families have questions and/or comments she invites them to attend the monthly board meetings.
Approved 6-0.

Rollin commented he started as Board Chair in October 2017 and became comfortable and confident in leadership abilities. He expressed gratitude to all who have taken the journey with him, and to Dr. Ball, who is a huge part of the way TACMO is as successful as it is. Friendship and integrity have always been the forefront of our work. Rollin wanted to publicly acknowledge Alex's willingness to step into the role of Board Chair.
Tietjen expressed appreciation for the trust and echoed Rollin's sentiments.

9.9. Board Resolution 25-002 Authorizing Superintendent to Apply for Grants in 2025 (Enc. No. 14) ACTION
Dr. Ball reported item 9.9 needs annual approval.
Rollin moved to approve Board Resolution 25-002 Authorizing Superintendent to Apply for Grants in 2025; Aceves seconded. Approved 6-0.

10. ADJOURNMENT
Tietjen adjourned the meeting at 8:57 PM.

10.1. Request for future Board Agenda items
June meeting dates; transportation updates.

10.2. The next The Academies CMO board meeting: February 18, 2025 at 6:30 PM.

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION

PO BOX 1189, VISALIA CA 93279 · 559.622.3236

Thank you so much for your donation!

Gifts like yours help us further our mission and ensure the vitality of this exciting educational option in our community. On behalf of the entire team of founders, The Academies Board of Directors, and our students, who are the beneficiaries of your generosity, we extend our warm thanks for your support.

DONOR'S NAME: Cristina Johnson

AMOUNT DONATED: $20.00

No goods or services were provided in return for this gift.

Received by_____ February 2, 2025
Dr. Donya Ball, Superintendent

The Academies Charter Management Organization Tax ID #: 37-1638700

The mission of our schools is to provide a rich, meaningful education in a nurturing environment, where students are continually challenged and their natural curiosity, creativity, and talents can thrive. Our school is a collaborative community of educators and families working together to help our students grow into virtuous, courageous, and intelligent citizens, equipped with a love of learning and a love of life, and eager to contribute to a better world.

The Academies charter schools model transformative change in education by elevating expectations of learning and growth. With grit, tenacity, and empathy, we improve the world around us by embracing challenges as problem-solvers. We create an inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

Accelerating Academics in an Enriching Environment
theacademiescharters.org

Attendance Summary By Grade

Sycamore Valley Academy
12/30/2024 to 01/24/2025 = 9 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	24	0	0	0	24	216	0	0	13.00	203.00	22.56	93.98%
0	38	0	0	0	38	342	0	0	16.00	326.00	36.22	95.32%
Subtotal	**62**	**0**	**0**	**0**	**62**	**558**	**0**	**0**	**29.00**	**529.00**	**58.78**	**94.80%**
1	44	1	0	0	45	405	0	0	26.00	379.00	42.11	93.58%
2	43	0	0	1	42	387	0	4	15.00	368.00	40.89	96.08%
3	44	1	0	0	45	405	0	0	16.00	389.00	43.22	96.05%
Subtotal	**131**	**2**	**0**	**1**	**132**	**1197**	**0**	**4**	**57.00**	**1136.00**	**126.22**	**95.22%**
4	44	0	0	0	44	396	0	0	18.00	378.00	42.00	95.45%
5	43	1	0	0	44	396	0	0	29.00	367.00	40.78	92.68%
6	43	1	0	0	44	396	0	7	5.00	384.00	42.67	98.71%
Subtotal	**130**	**2**	**0**	**0**	**132**	**1188**	**0**	**7**	**52.00**	**1129.00**	**125.45**	**95.60%**
7	47	0	0	0	47	423	0	0	9.00	414.00	46.00	97.87%
8	42	0	0	0	42	378	0	0	5.00	373.00	41.44	98.68%
Subtotal	**89**	**0**	**0**	**0**	**89**	**801**	**0**	**0**	**14.00**	**787.00**	**87.44**	**98.25%**
Grand Total	**412**	**4**	**0**	**1**	**415**	**3744**	**0**	**11**	**152.00**	**3581.00**	**397.89**	**95.93%**

To the best of my knowledge,
the above attendance information is correct.

Signed _Joy George_

Date _2/10/25_

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

Attendance Summary By Grade

Blue Oak Academy
12/30/2024 to 01/24/2025 = 9 school days

Grade Level	Carry Fwd	Gain	Mult Gain	Loss	Ending	Actual Days	OffTrack	Days N/E	Days Absent	Days Attd	ADA	ADA %
-1	40	0	0	0	40	360	0	0	24.00	336.00	37.33	93.33%
0	54	0	0	0	54	486	0	0	42.00	444.00	49.33	91.36%
Subtotal	94	0	0	0	94	846	0	0	66.00	780.00	86.66	92.20%
1	41	1	0	0	42	378	0	0	27.00	351.00	39.00	92.86%
2	46	0	0	0	46	414	0	0	31.00	383.00	42.56	92.51%
3	40	1	0	0	41	369	0	0	24.00	345.00	38.33	93.50%
Subtotal	127	2	0	0	129	1161	0	0	82.00	1079.00	119.89	92.94%
4	44	0	0	0	44	396	0	0	27.00	369.00	41.00	93.18%
5	41	0	0	0	41	369	0	0	25.00	344.00	38.22	93.22%
6	41	0	0	0	41	369	0	0	0.00	369.00	41.00	100.00%
Subtotal	126	0	0	0	126	1134	0	0	52.00	1082.00	120.22	95.41%
7	48	2	0	0	50	450	0	1	0.00	449.00	49.89	100.00%
8	31	0	0	0	31	279	0	0	0.00	279.00	31.00	100.00%
Subtotal	79	2	0	0	81	729	0	1	0.00	728.00	80.89	100.00%
Grand Total	426	4	0	0	430	3870	0	1	200.00	3669.00	407.66	94.83%

To the best of my knowledge,
the above attendance information is correct.

Signed _____

Date __2-12-25___

Report Calculations

((Carry Fwd + Gain - Mult. Gain) X School Days) = Actual Days

Actual Days - (Off Track + Days N/E + Days Absent) = Days Attd

[Days Attd / (Actual Days - Off Track - Days N/E)] X 100 = ADA%

[Note: Multiple gains are for students that entered more than one time during the report time span.

Board Policy #: 12-006
Adopted/Ratified: May 24, 2012
Revision Date: June 20, 2013
Revision Date: May 16, 2019
Revision Date: March 18, 2021

THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION

NONDISCRIMINATION STATEMENT

The Academies Charter Management Organization ("TACMO" or the "Charter School") does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, citizenship, immigration status, religion, religious affiliation, sexual orientation, pregnancy status, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

TACMO adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").

TACMO does not discourage students from enrolling or seeking to enroll in Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with TACMO's charter and relevant policies.

TACMO does not request nor require student records prior to a student's enrollment.

TACMO is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability).

TACMO also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race or ethnicity, religion, religious affiliation, creed, color, citizenship, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

TACMO does not condone or tolerate harassment of any type, including but not limited to unlawful discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee; independent contractor or other person with which the Charter School does business; student; volunteer; or community member regardless of position or gender. TACMO will

Board Policy #: 12-006
Adopted/Ratified: May 24, 2012
Revision Date: June 20, 2013
Revision Date: May 16, 2019
Revision Date: March 18, 2021

promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

The lack of English language skills will not be a barrier to admission or participation in TACMO's programs or activities. TACMO prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

The Charter School's Nondiscrimination Statement relevant to employees is located within TACMO's Employee Handbook and can be located at the CMO Office, Human Resources.

This policy revision was formally adopted at a meeting of The Academies Charter Management Organization Board of Directors on March 18, 2021.

Alex Tietjen, Board Secretary

Equity & Inclusivity Commitment

The principles of educational equity and inclusion are central to the strategic plan. The plan aims to deliver a high-quality education that supports the diverse needs of all students. By prioritizing equity and inclusion, TACMO seeks to cultivate a safe, welcoming, and dynamic learning environment where each student can reach their full potential.

TACMO is committed to being part of large systemic change by acknowledging and addressing the many forms of individual and systemic racism and its damaging effects on students, staff, parents, our local community and beyond.

These forms of racism are expressed through racist policies, ideas, explicit and implicit bias, and our action or inaction. We define racist policy as any measure that contributes to racial inequity between racial groups and racist ideas that justify inequity between racial groups while understanding how these concepts work against our most at-risk students and families.

We seek to educate students, staff, parents, and local communities to work against implicit and explicit bias including, but not limited to, racial/ethnic backgrounds, culture, language, gender expression, sexual orientation, family structure, cognitive or physical ability, economic class, and religion. We acknowledge this critical and worthy work realizing the process is a lifelong journey. Our commitment is to contribute towards the creation of a better world through tenacity and empathy, as outlined in our TACMO vision, mission, and core values.

TACMO
Mid Year Work Study

February 18, 2025

Objectives and Agenda

Objectives

Align the Board with the Strategic Plan:

- Ground the governance team in the overall focus and vision of the strategic plan
- Highlight key milestones and achievements to date

Address Board Needs:

- Help the governance team understand the progress, challenges, and opportunities within the strategic plan.
- Answer critical questions from the governance team as the board continues to support key decisions that drive progress and organizational success
- Facilitate meaningful engagement and leverage board expertise.

Agenda

1. **Strategic Plan Overview** [10 minutes]
   - Introduction and session objectives
   - High-level strategic plan recap

2. **Quality Education** [45 minutes]
   - Share insights
   - Address initial question
   - Seek feedback

3. **Invest in People** [45 minutes]
   - Share insights
   - Address initial question
   - Seek feedback

4. **Next Steps** [10 minutes]
   - Outline immediate next actions for plan implementation

Strategic Plan Overview

STRATEGIC PLANNING
PROGRESS MONITORING

Diligence

July
Solidify action plans to inform evaluations and annual work planning

Foundation

August - October
Establish problem solving and coordinate action plans

Progress Monitoring

November-December
Adjust hypothesis and identify needs for next year's budget

Formative Evaluation

January-February
Mid year board work study to evaluate action plans

Progress Monitoring

March-May
Adjust hypothesis and confirm needs for next year's budget

Summative Evaluation

June
Complete evaluations, reflect on year, initiate action planning for next year
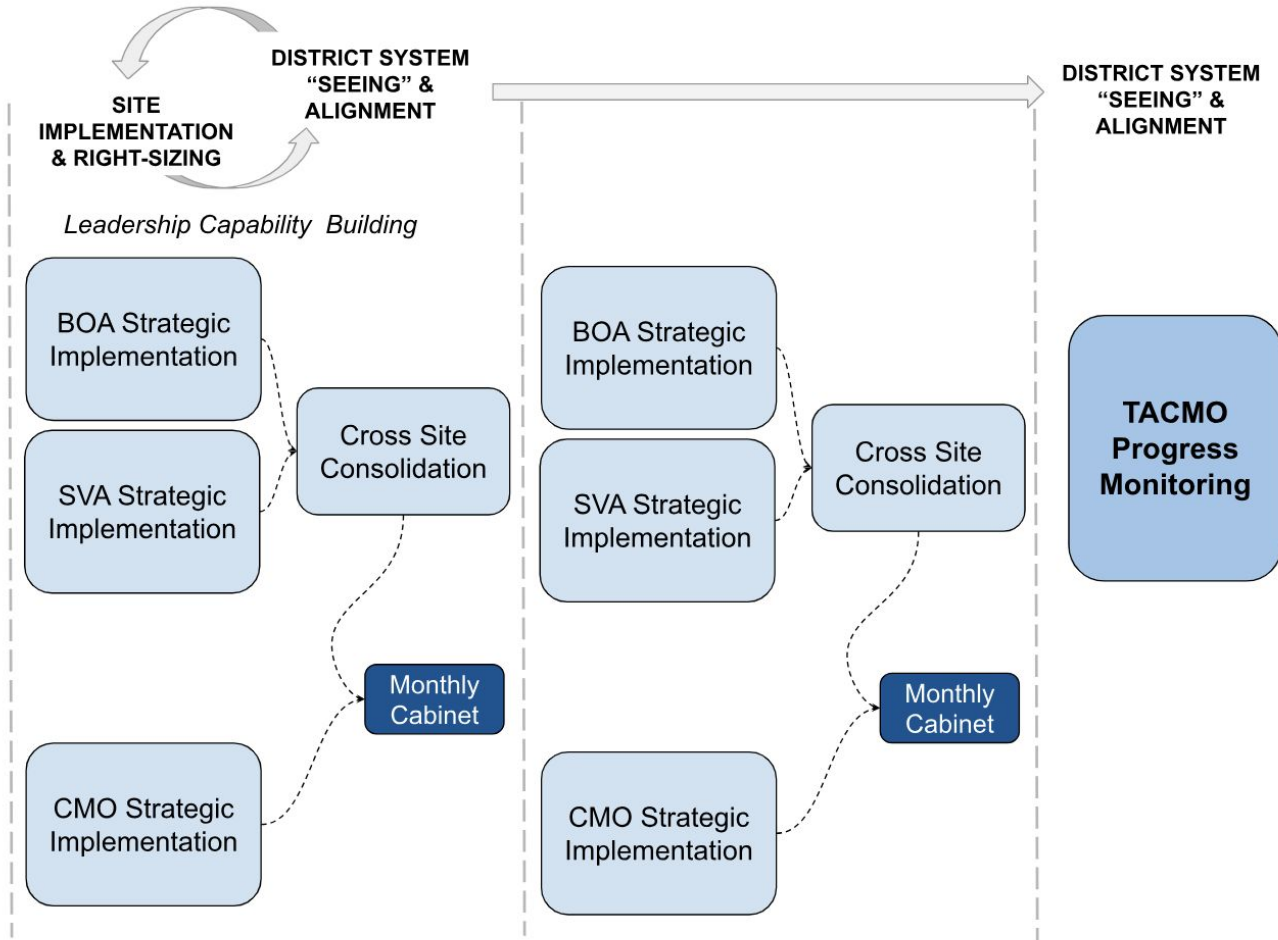
25   6

Organizational Goals

1 64% of students will meet or exceed grade-level proficiency in math.*

2 67.5% of students will meet or exceed grade-level proficiency in literacy.*

3 80% of students with exceptional needs will meet annual academic goals.

4 80.5% teachers will be fully credentialed for their grade and subject area assignment.

5 95.7% will be the annual staff retention rate.

6 845 students will attend TACMO to meet or exceed total budgeted enrollment.

7 212 students will be on the waitlist, equivalent to 25% of total budgeted enrollment.

Strategic Pillars & Strategic Actions

Strategic Pillars

Two core pillars at the heart of TACMO's strategic plan will guide the school's efforts: *Provide Quality Education for All* and *Invest in People*.

The pillar, *Provide Quality Education for All* reflects TACMO's conviction that every student deserves an engaging, enriching educational experience that nurtures their natural curiosity, creativity, and unique talents.

The pillar, *Invest in People* underscores TACMO's belief that the success of its educational mission relies on the strength and dedication of its staff and students.

These pillars emphasize the importance of aligning actions and initiatives across TACMO's school sites. This intentional, systematic approach will help TACMO leverage its resources, efforts, and expertise in a coherent and impactful way, ultimately benefiting the students and communities it serves.

A. Provide Quality Education for All

To realize its commitment to providing a high-quality education for all students, TACMO aims to ensure all TACMO students, regardless of background or ability, receive an engaging, enriching educational experience that nurtures their natural curiosity, creativity, and talents. The *Provide Quality Education for All* pillar will integrate four strategic actions to enhance curricular and co-curricular programs.

Strategic Actions

A1 • Integrate TK-8 gifted education strategies into differentiated classroom instruction.
A2 • Implement aligned literacy instruction across all grade levels.
A3 • Apply a common behavior system across both schools.
A4 • Systematize a coordination of services team to integrate various academic and behavioral resources for students.

B. Invest in People

By prioritizing investment in its people – both employees and students – TACMO aims to ensure it has the talent, engagement, and community support necessary to deliver on its vision of providing a high-quality education for all. The *Invest in People* pillar will focus on four strategic actions to build and sustain an exceptional learning community.

Strategic Actions

B1 • Coordinate a CMO-wide structure to hire new staff
B2 • Implement an integrated approach to retain and develop high caliber staff
B3 • Develop a comprehensive marketing effort for student recruitment
B4 • Foster a stronger sense of community and belonging on campus to retain students and families
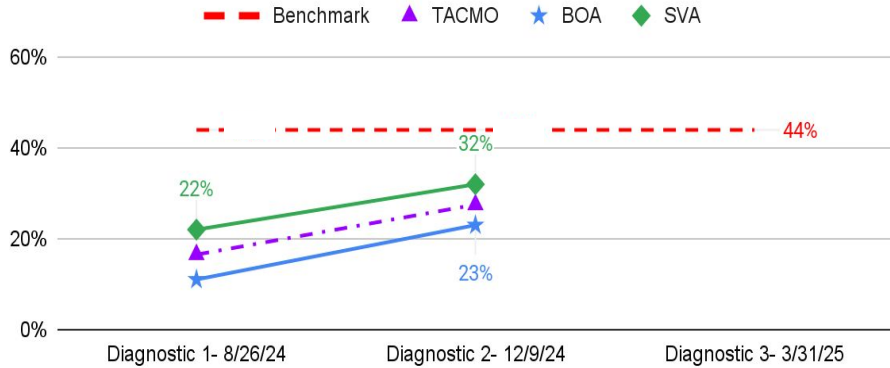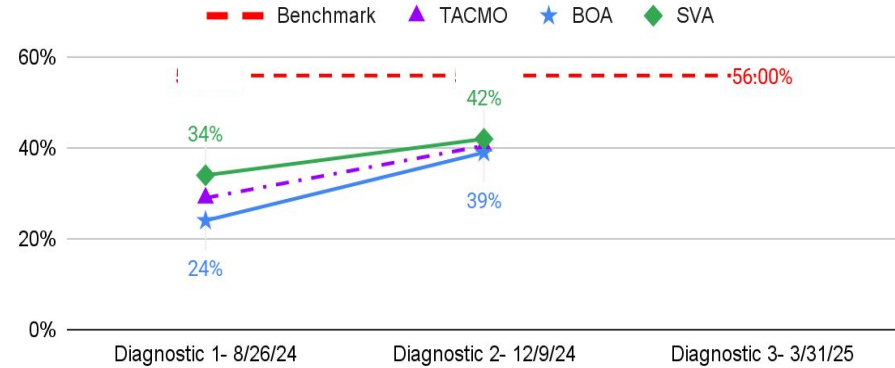
As a governance team,

What resonates?
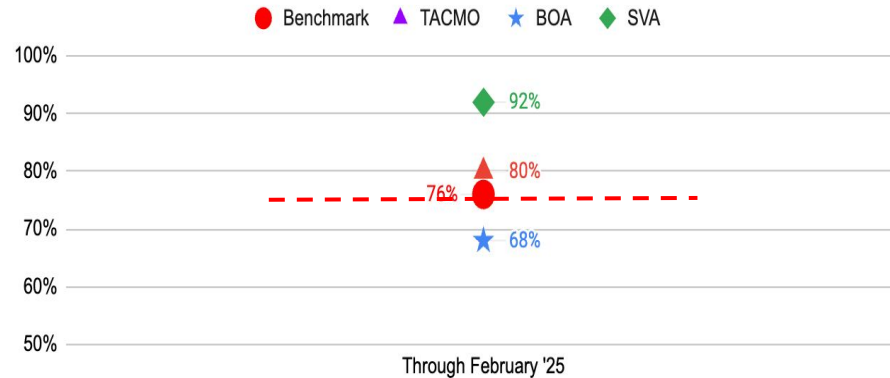
What questions do you have?

Quality Education

i-Ready Math Proficiency Per Diagnostic Window

Legend: Benchmark, TACMO, BOA, SVA

- Diagnostic 1- 8/26/24: SVA 22%, TACMO ~16%, BOA 11%
- Diagnostic 2- 12/9/24: SVA 32%, TACMO 28%, BOA 23%
- Diagnostic 3- 3/31/25: Benchmark 44%

i-Ready Literacy Proficiency Per Diagnostic Window

Legend: Benchmark, TACMO, BOA, SVA

- Diagnostic 1- 8/26/24: SVA 34%, TACMO ~29%, BOA 24%
- Diagnostic 2- 12/9/24: SVA 42%, BOA 39%
- Diagnostic 3- 3/31/25: Benchmark 56:00%

Percent of Annual Goals Met for Exceptional Needs Students

Legend: Benchmark, TACMO, BOA, SVA

- SVA 92%
- TACMO 80%
- Benchmark 76%
- BOA 68%

Through February '25

30

Understanding the [relationship between i-Ready and CAASPP](#)

12

Quality Education (Yr 1 Goals)

Org. Level Goals

44% of students will meet or exceed grade-level proficiency in math

56% of students meet or exceed grade-level proficiency in reading;

76% of students with exceptional needs meet their annual academic

A1
Gifted Education: Student Discourse
100% of grade levels will have weekly student discourse opportunities based on generalizations presented by teachers (Level 3 on the rubric)

A2
Literacy Instruction: Writing
100% of grade levels use the TCOE writing rubric to calibrate student writing

A3
Behavior System
100% of students and families have understanding of the behavior expectations throughout the school by October '25
100% of staff feel supported to implement the behavior system

A4
Coordinate Support Services
100% of students identified for support receive a service or support.

32

| | Milestones met; maintain focus | | Making progress, adjusting milestones | | Off-track/no work | |

Strategic Action	Status	Progress To-Date	Forward Focus
Integrate TK-8 gifted education strategies into differentiated classroom instruction. *Yr 1 Goal: 100% of grades will have student weekly discourse opportunities based on generalizations presented by teachers*		- Designated universal themes for each grade level. - Regular team planning and staff meetings for sharing and reflection on universal themes. - Improved integration of universal themes and discussions in classrooms.	- Addressing inconsistencies in staff understanding of universal themes through focus coaching on enhancing integration in classroom discussions. - Integrating planning across subjects around generalizations - Prioritizing universal themes in staff development and curriculum planning.
Implement common, purposeful literacy instruction across all grade levels. *Yr 1 Goal: 100 % of grade levels will utilize TCOE writing rubrics to collaborate student writing*		- All teachers are using TCOE rubrics to align and score K-8 student writing. - Calibrated writing across grade levels and scheduled pre/post on-demand writing windows - Updated report card to reflect rubric categories	- Cross-site collaboration has faced time constraints affecting writing scoring; to address this, we will continue learning to utilize rubric data to enhance writing instruction through Student Centered Coach Cycles.

Milestones met; maintain focus		Making progress, adjusting milestones		Off-track/no work	

Strategic Action	Status	Progress To-Date	Forward Focus
Implement a common behavior system across both schools. *Yr 1 Goal: 100% of students and families have understanding of the behavior expectations throughout the school by October '25 100% of staff feel supported to implement the behavior system*		- Introduced CARE4 to staff, students, and families. - Provided classroom lessons on the CARE4 - Developed a behavior response process sistent use of the reporting system - Improved the incident reporting system	- Survey students (March) and families (May) to assess their understanding. - Continue monitoring staff feedback and refining surveys for clarity.
Systematize a coordination of services team to integrate various academic and behavioral resources for students. *Yr 1 Goal: 100% of students identified for support receive a service or support.*		- Improved teacher referrals - More systematic team meetings - Behavior technicians were trained by the Mental Health Clinician	- Focusing on improving the structured check-in form and process outline have been implemented for teachers and intervention providers.

Universal Themes

TK/K: Patterns
1st: Relationships
2nd/3rd: Change
4th/5th: Conflict
6th/7th/8th: Systems
Specialists: Order vs. Chaos

FOCUS!

big ideas

Integrate TK-8 gifted education strategies into differentiated classroom instruction

Patterns
- Patterns repeat
- Patterns allow for prediction
- Patterns can be good or bad
- Patterns can be chosen

Relationships
- Everything is related in some way
- Relationships change over time
- Relationships lead to new relationships
- All relationships are purposeful

Change
- Change can be either positive or negative
- Change is necessary for growth
- Change can be evolutionary or revolutionary
- Change is inevitable

Conflict can be helpful or harmful.

impact
proof

helpful — CONFLICT — harmful
· grow as friends
· expand what you like
disagreement of opinion
· lose a friendship
· argument → sabotage
· get "stuff" (land, resources, independence)
war
· death
· lives ruined
· destruction
· pollution
· bad people/things STOPPED
· clean space
· learn something
· improve
forced to do what you don't feel like doing
· takes up "free" time
· sick and tired of doing it

Implement common, purposeful literacy instruction across all grade levels.

Tulare County Office of Education
Informative-Explanatory Writing Rubric
Grade 2

Score	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language and Vocabulary	Conventions
4 — Meets all expectations set forth in (3)	The response addresses all aspects of the task and is fully sustained and consistently focused: • A topic is clearly stated, focused, and maintained • Relevant information/ explanation about the topic is provided	Writing is used in order to address the writing tasks with a consistent purpose: • Identifies the topic • Details/facts and definitions about the topic are provided in a logical manner • Provides a strong concluding statements or section	The response provides thorough statements related to the prompt: • The topic is purposefully supported with multiple pieces of information related to the topic • The points made are well developed through purposeful elaboration	The response clearly and effectively expresses ideas: • Uses appropriate linking words (transitions) correctly • Has a strong sense of audience and purpose	The response demonstrates a strong command of conventions: • Few, if any, errors, in usage and sentence formation • Exceptional use of punctuation, capitalization, and spelling (Language standards 1-3)
3	The response is adequately sustained and focused: • Topic is adequately stated and maintained • Information/explanation about the topic is provided	Writing is used to address the writing tasks with an adequate focus: • Topic is identified • Details/facts and definitions about the topic are provided • Provides a concluding statements or section	The response provides adequate statements and phrases related to the prompts: • Several pieces information related to the topic are provided • The points made are well developed	The response adequately expresses ideas, employing a mix of precise with more general language • Use of vocabulary is generally appropriate • May have a sense of the audience and/or purpose	The response demonstrates an adequate command of conventions • Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed. • Adequate use of punctuation, capitalization, and spelling (Language standards 1-3)
2	The response is somewhat sustained and may have a minor drift in focus: • Topic is unclear and is insufficiently sustained. • Information/explanation is provided and not all relevant to the prompt	Writing is used to address the writing tasks with an adequate focus: • The topic, if any, unrelated to the information provided • Additional details/facts provided (if any) are loosely connected • Conclusion (if any) is weak	The response provides statements and phrases somewhat related to the prompt: • Some information, if present, is provided but may not be related to the topic • The points (if any) are not clearly developed and/or do not support the topic	The response expresses ideas unevenly, using simplistic language: • Use of vocabulary that may simplistic • May have little sense of the audience and/or purpose	The response demonstrates a partial command of conventions: • Frequent errors in usage may obscure meaning • Inconsistent use of punctuation, capitalization, and spelling (Language standards 1-3)

Report Card

WRITING	F	W	S
Focus			
Organization			
Elaboration			
Language and Vocabulary			
Conventions			

36
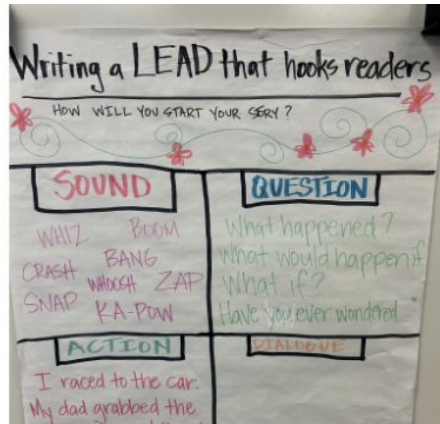
A3

Implement a common behavior system across both schools.

I FOLLOW THE
BOA & SVA HONOR CODE
BY RESPECTING THE

CARE – 4

COOPERATION
I will be a team player.

ACCOUNTABILITY
I will do what is expected of me,
even when no one is watching.

RESPECT
I will value myself, others,
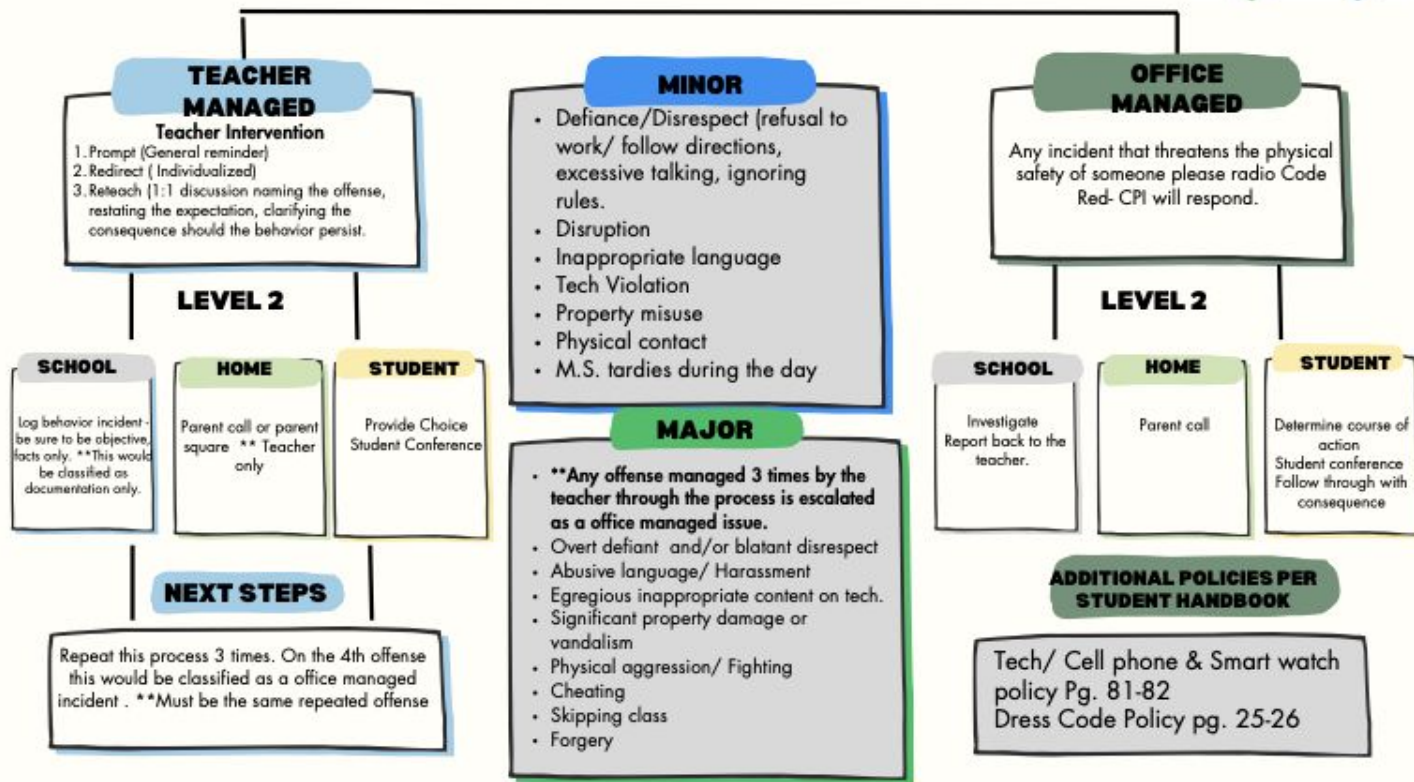and the school environment.

EMPATHY
I will be mindful of and show care for others.

BLUE OAK
ACADEMY

SYCAMORE
VALLEY
ACADEMY

BEHAVIOR RESPONSE PROCESS

TEACHER MANAGED

Teacher Intervention
1. Prompt (General reminder)
2. Redirect (Individualized)
3. Reteach (1:1 discussion naming the offense, restating the expectation, clarifying the consequence should the behavior persist.

LEVEL 2

SCHOOL

Log behavior incident - be sure to be objective, facts only. **This would be classified as documentation only.

HOME

Parent call or parent square ** Teacher only

STUDENT

Provide Choice Student Conference

NEXT STEPS

Repeat this process 3 times. On the 4th offense this would be classified as a office managed incident . **Must be the same repeated offense

MINOR

- Defiance/Disrespect (refusal to work/ follow directions, excessive talking, ignoring rules.
- Disruption
- Inappropriate language
- Tech Violation
- Property misuse
- Physical contact
- M.S. tardies during the day

MAJOR

- **Any offense managed 3 times by the teacher through the process is escalated as a office managed issue.
- Overt defiant and/or blatant disrespect
- Abusive language/ Harassment
- Egregious inappropriate content on tech.
- Significant property damage or vandalism
- Physical aggression/ Fighting
- Cheating
- Skipping class
- Forgery

OFFICE MANAGED

Any incident that threatens the physical safety of someone please radio Code Red- CPI will respond.

LEVEL 2

SCHOOL

Investigate Report back to the teacher.

HOME

Parent call

STUDENT

Determine course of action Student conference Follow through with consequence

ADDITIONAL POLICIES PER STUDENT HANDBOOK

Tech/ Cell phone & Smart watch policy Pg. 81-82
Dress Code Policy pg. 25-26

A4

Systematize a coordination of services team to integrate various academic and behavioral resources for students.

As a governance team,

What resonates?

What questions do you have?

Invest in People

Percent of Fully Credentialed Staff

Legend: Benchmark, TACMO, BOA, SVA

87.5%
77.8%
72.5%
66.7%
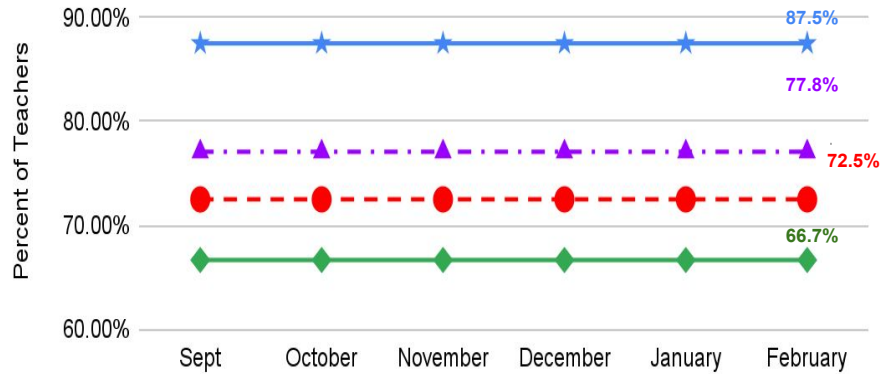
Percent of Staff Retention

Legend: Benchmark, TACMO, CMO, BOA, SVA

February: Benchmark 95%, TACMO 94.50%, CMO 100.00%, BOA 95.40%, SVA 99.00%
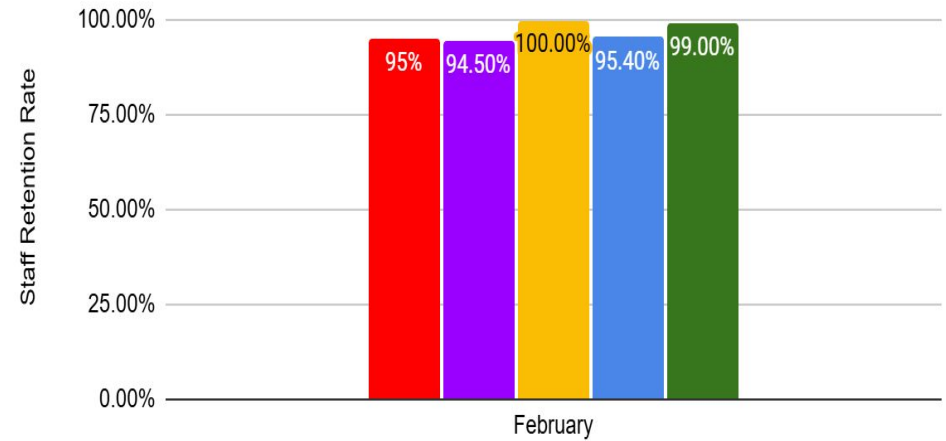
TACMO: Numbers of Student Enrolled
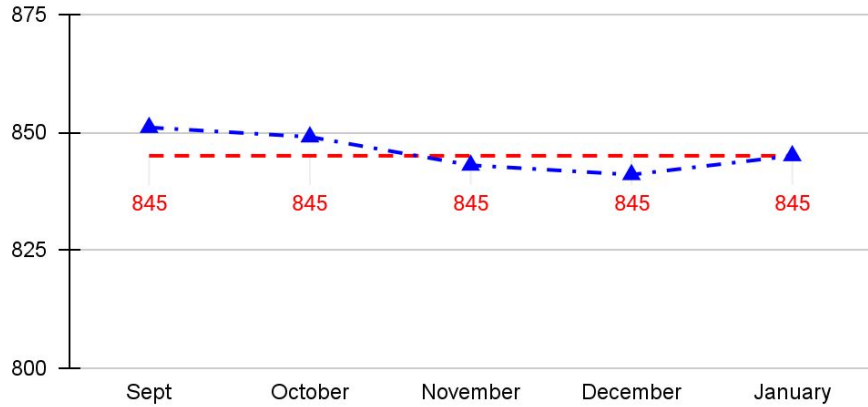
BOA: Numbers of Student Enrolled
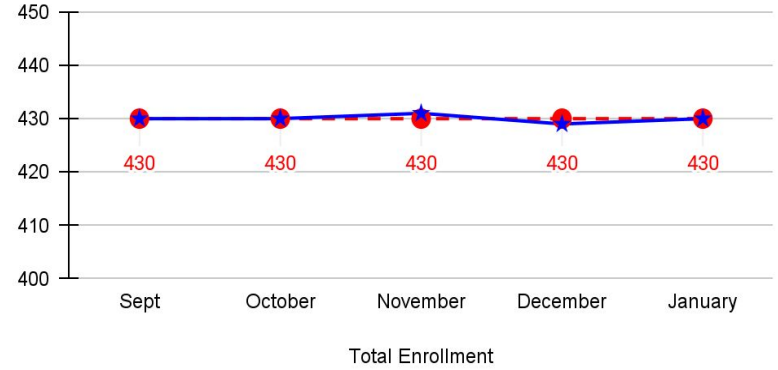
SVA: Numbers of Student Enrolled

44
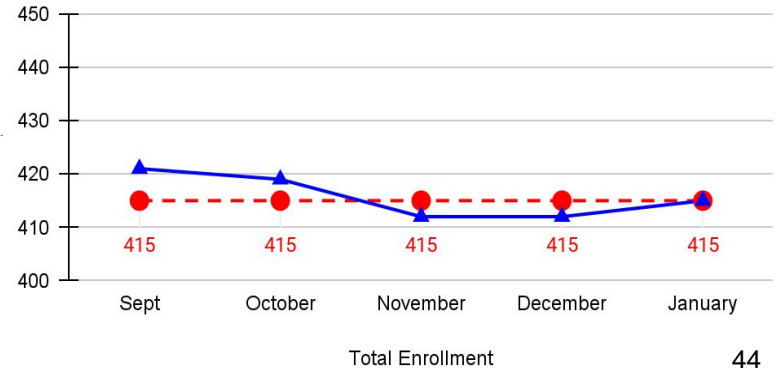
TACMO: Number of Students on Waitlist

● Benchmark ▲ TACMO

215, 216, 213, 203, 187
212, 212, 212, 212, 212
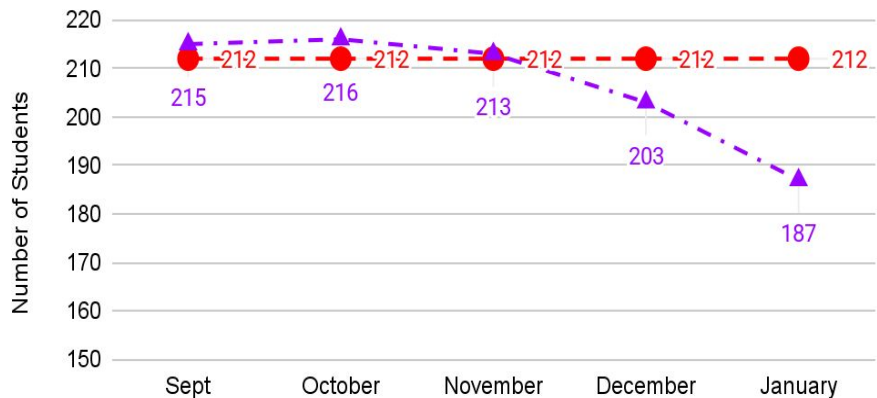
BOA: Number of Students on Waitlist

★ BOA- Benchmark ★ BOA

175, 174, 176, 172, 160
108, 108, 108, 108, 108
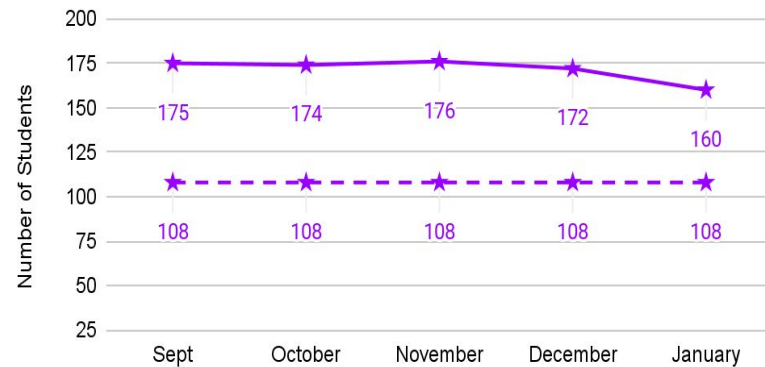
SVA: Number of Students on Waitlist

● SVA - Benchmark ◆ SVA

104, 104, 104, 104, 104
40, 42, 37, 31, 27

45
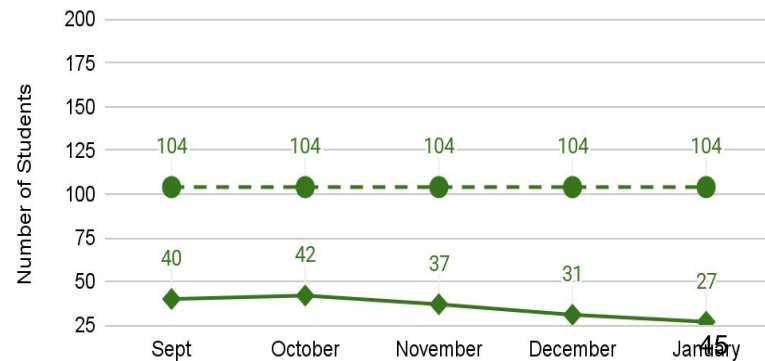
Invest in People (Year 1 Goals)

Goals
72.5% of teachers who are fully credentialed for their grade and subject area assignment

94.7% annual staff retention rate

845 students enrolled for each school to <u>meet or exceed</u> budgeted enrollment

212 students for all grade levels on waitlist
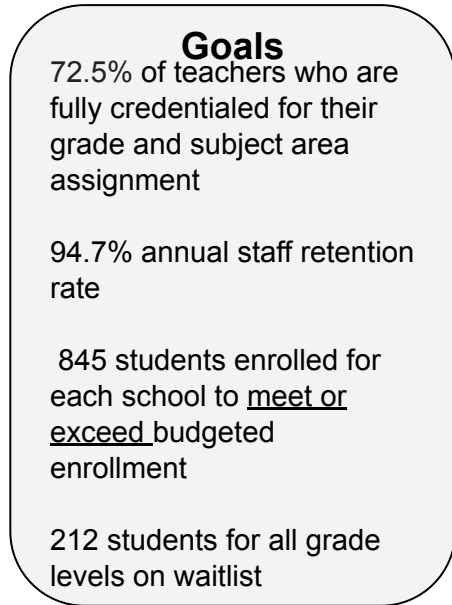
B1
Hiring Staff
5 qualified applicants per open position

B2
Retain Staff
Average score of 4 or higher on the Employee Experience Survey for each question

B3
Marketing Strategy: Student Recruitment
300 applications to achieve enrollment targets

B4
Student Retention
85% of parents report that TACMO is the preferred option over their local school

	Milestones met; maintain focus		Making progress, adjusting milestones		Off-track/no work	
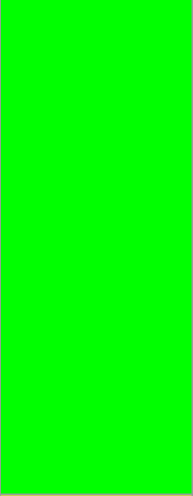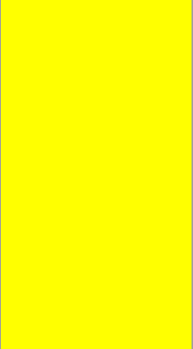
Strategic Action	Status	Progress To-Date	Forward Focus
Coordinate a CMO-wide structure to hire new staff *Yr 1 Goal: 5 qualified applicants per open position*	🟩	- Have met the 5 qualified applicants per open position - Develop a new social media hiring process, effective July 2024. - Refine Edjoin posting to include details, graphics, and connections to LinkedIn, Indeed, and TACMO. - Streamline screening and interview processes to interview and place qualified candidates.	- Continue researching platforms and approaches to expand TACMO's presence in the community and attract highly qualified candidates.
Implement an integrated approach to retain and develop high-caliber staff *Yr 1 Goal: 5 qualified applicants per open position*	🟨	- Developed a system for all supervisors to conduct two leader roundings sessions in the fall and one in the spring - Administered employee experience survey	- Refine spring leader rounding documentation to capture needs after lacking a standard method in the fall. - Further analyze Employee Experience Survey results with Leadership Team to identify staff retention improvement areas.

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| | Milestones met; maintain focus | 🟩 | Making progress, adjusting milestones | 🟨 | Off-track/no work | 🟥 |

Strategic Action	Status	Progress To-Date	Forward Focus
Develop a comprehensive marketing effort for student recruitment *Yr 1 Goal: 300 of applications to achieve enrollment targets*	🟩	- Developed an improved social media marketing campaign informed - Formed a new community partnership with Visalia Rawhide	- SVA-specific targeted outreach to Goshen's new residential developments - Development of materials and messaging for new spring events - Exploration of new community partnerships to address challenges with current planning. - Budget for adjunct instructional staff stipends to address minimal volunteer engagement.
Foster a stronger sense of community and belonging on campus to retain students and families *Yr 1 Goal: 85% of parents report that TACMO is the preferred option over their local school*	🟨	- Monthly parent forums with tightened agenda including "closing the loop" the question to address all unanswered questions from the previous forum.	- In the 2024/25 climate survey, 84% of parents rated TACMO highly, just 1% short of the 85% target; further data analysis will identify areas for improvement.

Facebook
TACMO: https://facebook.com/theacademiescharters
BOA: https://www.facebook.com/BlueOakAcademy/
SVA: https://www.facebook.com/people/Sycamore-Valley-Academy/

Instagram
TACMO: https://www.instagram.com/theacademiescharters/
BOA: https://www.instagram.com/blueoakacademy/
SVA: https://www.instagram.com/sycamorevalleyacademy/

LinkedIn
TACMO:
https://www.linkedin.com/company/the-academies-charter-management-organization

Indeed
TACMO:
https://www.indeed.com/cmp/The-Academies-Cmo-(blue-Oak-Academy-&-Sycamore-Valley-Academy)/

B1

B2

Implement an integrated approach to retain and develop high-caliber staff

Purposeful Leader Rounding

Recognition   **Behavior**   **Visibility**   **Frequency**   **Feedback**

1. What is working well for you?
2. Do you have what you need to do your job?
3. Is there anything I can do to help you continue to perform well?
4. Is there anyone who has been especially helpful to you?

50

B3 Develop a comprehensive marketing effort for student recruitment

B4

Foster a stronger sense of community and belonging on campus to retain students and families

DATE	DESCRIPTION
August 6 & 9, 2024 (PM & AM) September 10 & 11, 2024 (PM & AM) October 22 & 23, 2024 (PM & AM) November 18 & 19, 2024 (PM & AM) January 14 & 16, 2024 (PM & AM) February 11 & 12, 2025 (AM & PM) March 12 & 13, 2025 (PM & AM) April 7 & 8, 2025 (PM & AM) May 13 & 14, 2025 (PM & AM)	Monthly parent forums to provide organizational updates, receive stakeholder input, and answer questions PM @ 6:30 p.m. AM @ 9:00 a.m.

As ambassadors of the community,

What resonates?

What questions do you have?

Next Steps

- Integrate recommendations from Board Work Study with Leadership Team Action Plans

- Implement change ideas with the support of WestEd

- Continue to use monthly Cabinet Meetings for strategic plan monitoring

Organizational Goals

1 64% of students will meet or exceed grade-level proficiency in math.*

2 67.5% of students will meet or exceed grade-level proficiency in literacy.*

3 80% of students with exceptional needs will meet annual academic goals.

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5 95.7% will be the annual staff retention rate.

6 845 students will attend TACMO to meet or exceed total budgeted enrollment.

7 212 students will be on the waitlist, equivalent to 25% of total budgeted enrollment.

* Measurements of Academic Performance: Verified Data
"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education ("SBE") approved the criteria to define "verified data" and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. From the SBE-approved list of reliable assessments, TACMO administers iReady to meet the verified data requirement.

TACMO Strategic Plan Measurement Dashboard

Part 1: Organizational Goals (Outcomes)

Metric	Current	Year 1 Goal	Year 5 Goal
Pillar 1: Provide quality education for all			
% of students will meet or exceed grade-level proficiency in one year in math 5% annual increase of students meet or exceed	TACMO: 39% BOA: 32% SVA: 46%	TACMO: 44% BOA: 37% SVA: 51%	TACMO: 64%
% of students will meet or exceed grade-level proficiency in one year in reading 3% annual increase of students meet or exceed	TACMO:52.5% BOA: 49% SVA: 56%	TACMO: 56% BOA: 52% SVA: 59%	TACMO: 67.5 %
% of students with exceptional needs will meet annual academic goals 2% annual increase	TACMO: 74% BOA: 70% SVA: 78%	TACMO: 76% BOA: 72% SVA: 80%	TACMO: 80%
Pillar 2: Invest in People			
% of teachers who are fully credentialed for their grade and subject area assignment 2% each year	TACMO: 70.5% Blue Oak: 70% SVA: 71%	TACMO: 72.5% Blue Oak: 72% SVA: 73%	TACMO: 80.5%
% of annual staff retention rate *Baseline- 3 year retention average* 1% annual increase	TACMO: 93.7% CMO: 98% BOA: 91% SVA: 92%	TACMO: 94.7% CMO: 99% BOA: 92% SVA: 93%	TACMO: 95.7%
Total students enrolled for each school to meet or exceed budgeted enrollment BOA and SVA will sustain enrollment, year 1 to year 5.	TACMO: 824 BOA: 415 SVA: 409	TACMO: 845 BOA: 430 SVA: 415	TACMO: 845
Number of students for all grade levels on waitlist Waitlist equals 25% of total enrollment	TACMO: 145 BOA: 105 SVA: 40	TACMO: 212 BOA: 108 SVA: 104	TACMO:212

TACMO= Applies cross organization (BOA and SVA)

CMO= Applies to CMO staff only

Strategic Pillars & Strategic Actions

Strategic Pillars

Two core pillars at the heart of TACMO's strategic plan will guide the school's efforts: *Provide Quality Education for All* and *Invest in People*.

The pillar, *Provide Quality Education for All* reflects TACMO's conviction that every student deserves an engaging, enriching educational experience that nurtures their natural curiosity, creativity, and unique talents.

The pillar, *Invest in People* underscores TACMO's belief that the success of its educational mission relies on the strength and dedication of its staff and students.

These pillars emphasize the importance of aligning actions and initiatives across TACMO's school sites. This intentional, systematic approach will help TACMO leverage its resources, efforts, and expertise in a coherent and impactful way, ultimately benefiting the students and communities it serves.

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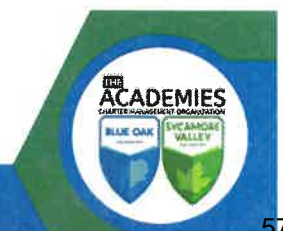
Strategic Actions

A1
- Integrate TK-8 gifted education strategies into differentiated classroom instruction.
A2
- Implement aligned literacy instruction across all grade levels.
A3
- Apply a common behavior system across both schools.
A4
- Systematize a coordination of services team to integrate various academic and behavioral resources for students.

B. Invest in People

By prioritizing investment in its people - both employees and students - TACMO aims to ensure it has the talent, engagement, and community support necessary to deliver on its vision of providing a high-quality education for all. The *Invest in People* pillar will focus on four strategic actions to build and sustain an exceptional learning community.

Strategic Actions

B1
- Coordinate a CMO-wide structure to hire new staff
B2
- Implement an integrated approach to retain and develop high caliber staff
B3
- Develop a comprehensive marketing effort for student recruitment
B4
- Foster a stronger sense of community and belonging on campus to retain students and families

i-Ready vs. CAASPP Comparison

CORRELATION BETWEEN I-READY AND CAASPP

CAASPP scores and spring i-Ready scores are highly correlated, indicating that i-Ready is a strong predictor of CAASPP performance, suggesting that the two assessments measure similar skills and knowledge. Both assessments measure grade-level proficiency in reading and mathematics, but i-Ready provides adaptive diagnostics for personalized learning paths, while CAASPP evaluates performance against state standards. Students scoring "on grade level" in i-Ready typically meet or exceed CAASPP proficiency levels. This alignment allows educators to use spring i-Ready results to identify areas for targeted intervention and predict student proficiency on CAASPP.

Table of Differences Between i-Ready and CAASPP

	i-Ready	CAASPP
Purpose	Diagnostic tool to assess individual student needs and provide personalized learning paths.	Summative assessment to measure student performance against California state standards.
Format	Adaptive online diagnostic with personalized questions	Fixed-form tests, including Smarter Balanced Assessment (SBA), aligned with state standards.
Grade	Primarily Grades, K-8	Covers Grades 3-8 and 11 for ELA and math
Frequency	Administered multiple times a year for progress monitoring	Administered annually as a summative test
Focus	Identifies strengths and areas for growth in reading and math.	Evaluates overall proficiency in ELA, math, and science for accountability purposes.

Invest in People: Fully Credentialed Staff

Shauna Dolin, TACMO Human Resources Director

Job Posting & Hiring Process

Effective as of July 2024

New Process Updates

✅ **Social Media Graphics**

- HR requests a job announcement graphic template from Operations Director.
- Superintendent ensures TACMO social media posts are shared on school site platforms.

✅ **Platform Management**

- HR creates & manages Indeed and LinkedIn accounts for job postings.
- Superintendent manages the TACMO Facebook and Instagram accounts
- Principals manage their own school site's Facebook and Instagram accounts

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Ongoing Process

✅ **Job Posting & Notifications**

- HR posts all jobs on **Edjoin** and shares the direct links to **Indeed & LinkedIn**.
- HR notifies **site admin & office staff** via email with posting details and the announcement graphic.
- Superintendent posts the announcement graphic to **TACMO social media**.
- School site admins share TACMO posts to **their school site's social media**.

✅ **Candidate Screening & Interviews**

- **Hiring Supervisor screens applications** to ensure only fully qualified candidates are interviewed.
- **HR attends all interviews** (Superintendent steps in if HR is unavailable).

✅ **Hiring Priorities**
- 1️⃣ **Fully credentialed teachers (Prelim, Clear)** are the top priority.
- 2️⃣ **Intern-eligible candidates** may be considered if fully credentialed candidates are unavailable.
- 3️⃣ **Teaching permits (PIP, STSP)** are only issued in emergency situations.

✅ **TCOE (Authorizer) Approval**

- **Non-fully credentialed candidates** require TCOE approval before hiring.
- **Misaligned Credentials** for teacher assignments must be reviewed and approved by TCOE before the start date; this includes applying for the necessary document that will allow for the teacher to teach the assignment.

✅ Announcement Graphic Templates

✅ Social Media Platform Links

- **Facebook**

    TACMO: https://facebook.com/theacademiescharters

    BOA: https://www.facebook.com/BlueOakAcademy/

    SVA: https://www.facebook.com/people/Sycamore-Valley-Academy/

- **Instagram**

    TACMO: https://www.instagram.com/theacademiescharters/

    BOA: https://www.instagram.com/blueoakacademy/

    SVA: https://www.instagram.com/sycamorevalleyacademy/

- **LinkedIn**

    TACMO: https://www.linkedin.com/company/the-academies-charter-management-organization

- **Indeed**

    TACMO:
    https://www.indeed.com/cmp/The-Academies-Cmo-(blue-Oak-Academy-&-Sycamore-Valley-Academy)/

TACMO Employee Experience Survey Findings

February 1, 2025

Executive Summary

Support for Professional Growth

Overall, while there is appreciation for the existing support, there are calls for more specialized, equitable, and comprehensive professional development opportunities across all staff levels.

Number of respondents 1 - low; 5 high	All Staff	All Classified	All Certificated
	102	44	58
1. Support for Professional Growth The school supports my professional development.	4.11	4.02	4.17

Top 3 Positive Responses *91 individual respondents*	Count
Effective mentorship	54
Abundant resources	35
Excellent training programs	24

Top 3 Negative Responses *56 individual respondents*	Count
Limited career growth	18
Lack of training opportunities	16
Insufficient resources	8

Connection to Colleagues

Many employees have positive experiences at TACMO, pointing to a positive workplace and strong sense of belonging and collaboration. There is a call for improved communication, more inclusive practices to address feelings of isolation, and strategies to bridge gaps between different teams or roles within the school community.

Number of respondents 1 - low; 5 high	All Staff	All Classified	All Certificated
	102	44	58
2. Connection to Colleagues I feel connected to my coworkers.	4.07	4.30	3.90

Top 3 Positive Responses 97 individual respondents	Count
Positive workplace relationships	63
Strong sense of belonging	59
Strong team collaboration	57

Top 3 Negative Responses 57 individual respondents	Count
Feelings of isolation	12
Strained workplace relationships	10
Limited networking opportunities	10

Supervisor Interaction

Employees highly value direct, accessible supervision with regular communication and opportunities for professional growth. Most comments are positive, there are suggestions for improving consistency in interactions, ensuring equal treatment of staff, and enhancing understanding of various roles within the organization.

Number of respondents 1 - low; 5 high	All Staff	All Classified	All Certificated
	102	44	58
3. Supervisor Interaction My direct supervisor provides me with helpful support and guidance in my work.	4.27	4.34	4.21

Top 3 Positive Responses *95 individual respondents*	Count
Easily accessible supervisor	66
Sufficient one on one meetings	52
Constructive feedback	45
Proactive career development guidance	20

Negative Factors (44)

Top 3 Negative Responses *44 individual respondents*	Count
Minimal career advancement assistance	9
Infrequent meetings	6
Lack of useful feedback	5
Inaccessible supervisor	5
No negative factors / Not applicable	8