TACMO Board Special Meeting- February 2026 Agenda

February 26, 2026   6:30pm - 8:30pm PST

Sycamore Valley Academy (Multi-Purpose Room) and Blue Oak Academy (Multi-Purpose Room)

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 kaure@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 Karin Aure 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. **CALL PUBLIC SESSION TO ORDER**

    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**

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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

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. PUBLIC COMMENT ON ANY SCHOOL RELATED TOPIC

1.5.1 **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.**

2. CONSENT AGENDA

   2.1. There are no items to include this evening.

3. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION

   3.1. There are no Public Recognition/Proclamation/Action items to include this evening.

4. COMMUNITY REPORTS

Presentation/Public Hearing/Public Comment/Board Discussion

4.1. **There are no Community Reports to include this evening.**

5. BOARD DEVELOPMENT

Presentation/Public Hearing/Public Comment/Board Discussion

5.1. **Board Resources**

There are no Board Resource items to include this evening.

6. ADMINISTRATIVE PANEL RECOMMENDATIONS/ACTIONS

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

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

7. GENERAL AGENDA

Review/Public Hearing/Public Input/Board Discussion/ACTION (as applicable)

7.1. **PROGRAM UPDATES**

7.1.1 **TACMO Board Study Session - 2025-26 (Enc. No. 1)**

📄 **Enc. 1.docx.pdf**

📄 **TACMO Board Study Session_2025-26 (slide deck).pdf**

7.1.2 **TACMO Board Study Session Appendices (Enc. No. 2)**

📄 **Enc. 2.docx.pdf**

📄 **TACMO Board Study Session Appendices.pdf**

7.2. **ACTION ITEMS**

7.2.1 **There are no Action Items this evening.**

7.3. **FIRST READS**

7.3.1 **There are no First Reads this evening.**

7.4. PUBLIC HEARINGS

7.4.1 **There are no Public Hearings this evening.**

8. CLOSED SESSION

8.1. ADJOURN TO CLOSED SESSION

There are no Closed Session items this evening.

9. REGULAR SESSION RECONVENED

9.1. CALL PUBLIC SESSION TO ORDER

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

10. ADJOURNMENT

10.1. Request for future Board Agenda items

10.2. The next The Academies CMO board meeting: March 17, 2026 at 6:30 PM

END
8:30pm

ENCLOSURE #1

ENCLOSURE SUMMARY

TACMO Board Study Session

FROM: Karin Aure

DATE: 02/26/2026

BACKGROUND: The Board conducts an annual Board Study Session. The purpose of this year's study session is to align the board around guiding principles and goals, to lift up critical themes supported by data that will influence upcoming decisions, and to prepare the board to make key decisions for organizational success.

TACMO
Board Study Session

February 26, 2026

Agenda (4:00-6:30 PM)

1. **Welcome** (2 min)

2. **Study Session Objectives** (3 min)

3. **Setting the Foundation** (15 min)

   a. Guiding Principles

   b. Foundational Documents

   c. Organizational Goals

   d. Strategic Pillars

4. **Critical Themes to Drive Improvement**

   a. Review of data - Focus on Strategic Action Updates (20 min)

   b. Effective pedagogy and structures (30 min)

   c. Staff development and retention (30 min)

5. **Outcomes**

   a. Foreshadowing (10 min)

6. **Closure** (10 min)

Note: A list of abbreviations and appendices is provided on slides 25 & 26.

Study Session Objectives

- Align the board around guiding principles and organizational goals

- Highlight key milestones, achievements, and challenges to date

- Lift up critical themes that will influence upcoming decisions

- Prepare the board to make key decisions that will drive progress and organizational success

Guiding Principles: <u>Vision</u>

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.

Guiding Principles: <u>Mission</u>

The mission of our school is to engage every student in a manner which cultivates growth and nurtures their curiosity, creativity, and talents. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their gifts to a better, more equitable world.

Guiding Principles: **Motto**

Accelerating Academics in an Enriching Environment

Guiding Principles: Core Values

Individuality

Innovation

Integrity

Inclusivity

Inquiry

Guiding Principles: <u>Board Engagement</u>

- Which of the Core Values inspires your service to TACMO?
- How well do our Guiding Principles capture what is special about The Academies?

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Foundational Documents: Charter Petitions & Strategic Plan

Petition for the Renewal of

SYCAMORE VALLEY ACADEMY

a California Public Charter School

operated by

THE ACADEMIES

a Charter Management Organization

Submitted August 18, 2023
For the term July 1, 2025 through June 30, 2030

Petition for the Establishment of

BLUE OAK ACADEMY

a California Public Charter School

operated by

THE ACADEMIES

a Charter Management Organization

Submitted August 18, 2023
For the term July 1, 2025 through June 30, 2030

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2024-2029 STRATEGIC PLAN

EMPOWERING STUDENTS, STAFF & FAMILIES

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION
BLUE OAK ACADEMY
SYCAMORE VALLEY ACADEMY

FACILITATED BY
WESTED

SHELAH FELDSTEIN,
SENIOR IMPROVEMENT SPECIALIST
JOSH STERN,
IMPROVEMENT SPECIALIST

BLUEOAKACADEMY.ORG
SYCAMOREVALLEYACADEMY.ORG
THEACADEMIESCHARTERS.ORG

BOARD APPROVED
JUNE 18, 2024

Foundational Documents: Board Engagement

- What role should our foundational documents play in The Academies?
- How can we reference back to these foundational documents for decision-making?

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.

Organizational Goals: Board Engagement

- Which one of these goals most influence your work on the Board?
- Which one of these goals do we most need to focus on for long-term sustainability?

Strategic Pillars

A. <u>Provide Quality Education for All</u>
   a. Integrate TK-8 gifted education strategies into differentiated classroom instruction.
   b. Implement aligned literacy instruction across all grade levels.
   c. Apply a common behavior system across both schools.
   d. Systematize a coordination of services team to integrate various academic and behavioral resources for students.

B. <u>Invest in People</u>
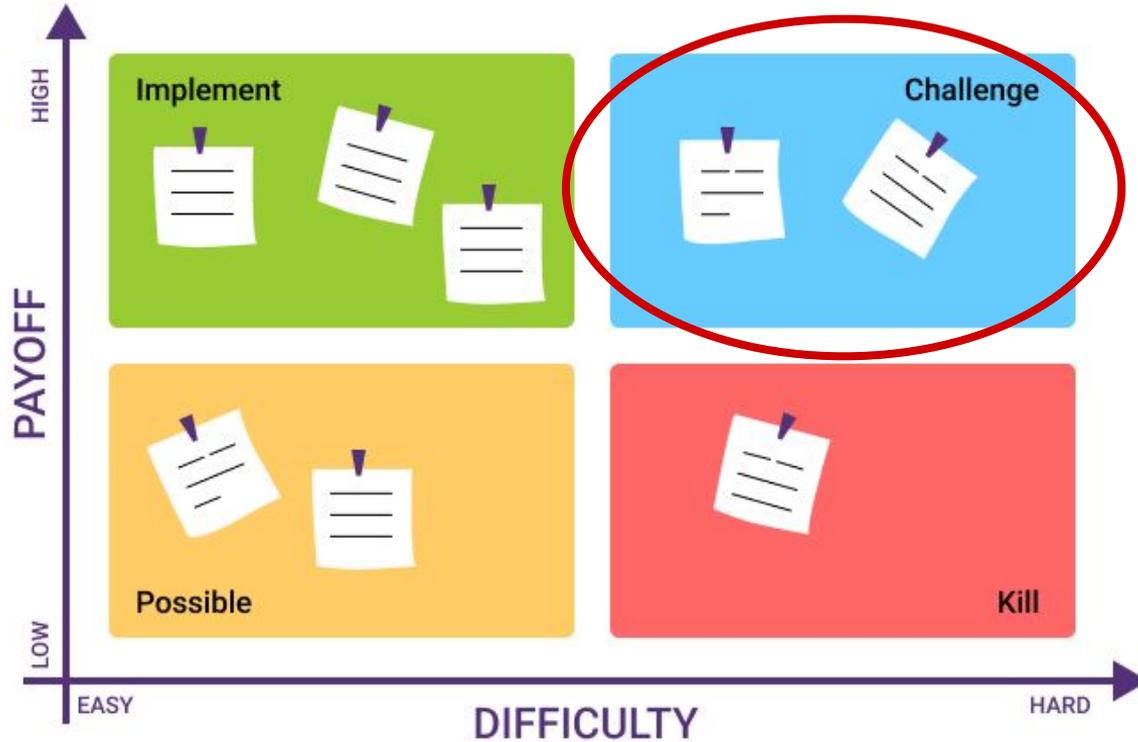   a. Coordinate a CMO-wide structure to hire new staff
   b. Implement an integrated approach to retain and develop high caliber staff
   c. Develop a comprehensive marketing effort for student recruitment
   d. Foster a stronger sense of community and belonging on campus to retain students and families

Strategic Pillars: Board Engagement

- Which, if any, of the Strategic Pillars is most critical to our long-term sustainability?
- In which area do you feel your areas of expertise are most strongly aligned?

Critical Themes to Drive Improvement: <u>Development</u>

1. Effective pedagogy and structures **P1**

2. Staff development and retention **P2**

Critical Themes to Drive Improvement: <u>Considerations</u>

Critical Theme 1: <u>Effective Pedagogy and Structures</u>

Data

- EOY i-Ready Mid/Above Gr Lvl Math = 18% *(Appx A)*
- EOY i-Ready Mid/Above Gr Lvl Reading = 31% *(Appx A)*
- EOY Smarter Balanced ELA = Among like TC schools, BOA ranked 13, SVA ranked 7 *(Appx G)*
- EOY Smarter Balanced Math = Among like TC schools, BOA ranked 14, SVA ranked 6 *(Appx G)*
- EOY Smarter Balanced ELA = Change over 4 years, BOA +3pp, SVA -1pp *(Appx H)*
- EOY Smarter Balanced Math = Change over 4 years, BOA +4pp, SVA +2pp *(Appx H)*
- Writing scores ↑ from pre- to post-assessments *(Appx G, Appx I)*
- # of Ss in Reading intervention is increasing
- # of Ss exiting Reading intervention is low

- Students with Disabilities = BOA 12%, SVA 16% *(Appx B)*
- Overall behavioral issues ↓ from BOY *(Appx I)*
- Curriculum varies across schools/grades *(Appx C)*
- Program implementation & fidelity varies *(Appx D)*
- PBL implementation = 3/yr for Gr 1-8, 2/yr for Gr K
- Monthly Socratic Seminar engagement is high
- Habits of a Scholar are recognized monthly
- Implementation of Universal Themes & Generalizations is ↓
- Many teachers have not had Gifted Education training
- Performance-based assessments are not commonly used
- Classroom walkthroughs corroborate other data

Critical Theme 1: Effective Pedagogy and Structures

Key Points

- Program implementation is not strongly articulated/aligned across all classrooms and grade levels

- Teachers lack professional development in key initiatives (e.g. Gifted Ed, core materials)

- Grade-level structures and schedules do not support strong PLCs/team planning

- Interruptions are frequent during core Tier 1 instruction

Critical Theme 1: __Board Engagement__

- What questions do you have about Theme 1 data or key themes?
- Are current policies/priorities aligned with this priority?
- What potential implications might you anticipate for the Board?
- What process or outcome data would show you our schools have made progress in this area?

Critical Theme 2: Staff Development and Retention

Data

- Certificated employee satisfaction increased from 2024-25 to 2025-26 in Professional Growth and Colleague Connections *(Appx I)*
- Classified employee satisfaction decreased from 2024-25 to 2025-26 and is ↓ than certificated in all three areas *(Appx I)*
- Classified turnover rate is ↑
- % of "Inexperienced Teachers" = BOA 16%, SVA 28% *(Appx E)*
- % of teachers with clear credentials is historically lower at SVA and BOA than the Tulare County average *(Appx F)*
- ~23 teachers are currently in an Induction Program

Key Points

- TACMO has a high percentage of novice teachers

- Current instructional and structural context is a heavy lift even for experienced teachers

- Classified staff compensation is not competitive with the local school district

Critical Theme 2: Board Engagement

- What questions do you have about Theme 2 data or key themes?
- Are current policies/priorities aligned with this priority?
- What potential implications might you anticipate for the Board?
- What process or outcome data would show you our schools have made progress in this area?

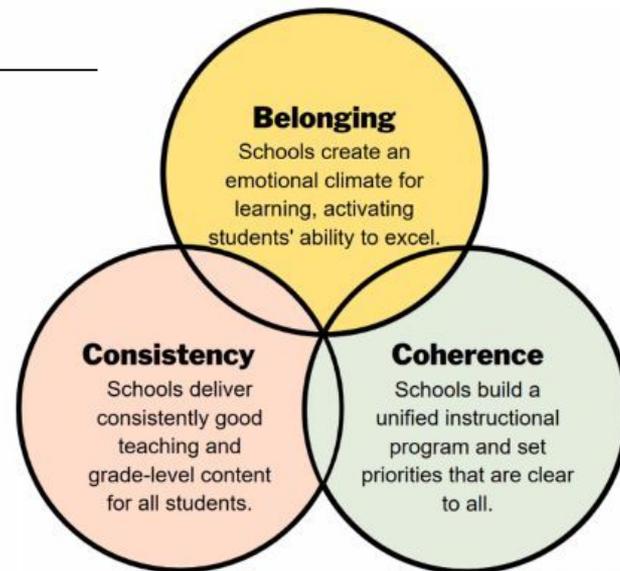# Foreshadowing Outcomes: <u>Goal-Setting at All Levels</u>

Effective Pedagogy & Structures		**Staff Development and Retention**
● Schedule audit for Tier I instructional fidelity	● Prioritizing teacher support and clarity ● Multi-year professional development planning and budgeting ● Analysis of grade-level and enrichment structures	● Classified compensation analysis

Belonging
Schools create an emotional climate for learning, activating students' ability to excel.

Consistency
Schools deliver consistently good teaching and grade-level content for all students.

Coherence
Schools build a unified instructional program and set priorities that are clear to all.

🔥 TNTP

Foreshadowing Outcomes: Board Engagement

- How should the Board think about tradeoffs between strategic priorities?
- What does the Board need for confident decision-making and support?

Closure

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Appendices

A. Local Academic Performance Results - Update (January Superintendent Report)
B. CALPADS Fall 1 Data Summaries
C. 2025-26 TACMO Curriculum Overview (September Program Update)
D. i-Ready Implementation and Support
E. CALPADS Fall 2 Data Summaries
F. Local Indicator Teacher Credentialing and Assignment (December Program Update)
G. State and Local Academic Performance Results (December Program Update)
H. 2024-25 EOY Academic Performance Results (August Program Update)
I. Strategic Action Mid-Year Report
J. Understanding the relationship between i-Ready and CAASPP

Abbreviations

Appx = Appendix

BOY = Beginning of the Year

ELA = English Language Arts

EOY = End of the Year

Gr Lvl = Grade Level

Hr = Hour

PLC = Professional Learning Community

PP = Percentage Point

Ss = Students

Ts = Teachers

TC = Tulare County

Yr = Year

ENCLOSURE #2

ENCLOSURE SUMMARY

TACMO Board Study Session Appendices

FROM: Karin Aure

DATE: 02/26/2026

BACKGROUND: The appendices include documents that support the data and key points outlined in the themes lifted up by the leadership team. Several of the documents reflect information that has been shared previously at Board meetings. The list of documents include:

> Appendix A: Local Academic Performance Results - Update (January Superintendent Report)
> Appendix B: CALPADS Fall 1 Data Summaries
> Appendix C: 2025-26 TACMO Curriculum Overview (September Program Update)
> Appendix D: i-Ready Implementation and Support
> Appendix E: CALPADS Fall 2 Data Summaries
> Appendix F: Local Indicator Teacher Credentialing and Assignment (December Program Update)
> Appendix G: State and Local Academic Performance Results (December Program Update)
> Appendix H: 2024-25 EOY Academic Performance Results (August Program Update)
> Appendix I: Strategic Action Mid-Year Report
> Appendix J: Understanding the relationship between i-Ready and CAASPP

Accelerating Academics in an Enriching Environment
theacademiescharters.org

Appendix A: **Local Academic Performance Results - Update**

Local Academic Performance Results - Update

January 2026

Longitudinal i-Ready Mid-Above Grade Level - Reading

Mid or Above Grade Level - Reading				
School	Test	2023-24	2024-25	2025-26
BOA	Diag 1 (Fall)	12%	12%	11%
	Diag 2 (Wtr)	21%	19%	17%
	Diag 3 (Spr)	30%	26%	
	BOY to EOY	18 pt gain	14. pt gain	
SVA	Diag 1 (Fall)	14%	18%	16%
	Diag 2 (Wtr)	28%	27%	23%
	Diag 3 (Spr)	36%	36%	
	BOY to EOY	22. pt gain	18 pt gain	
TACMO	Diag 1 (Fall)	13%	15%	14%
	Diag 2 (Wtr)	25%	23%	20%
	Diag 3 (Spr)	33%	31%	
	BOY to EOY	20 pt gain	16 pt gain	

Longitudinal i-Ready Mid-Above Grade Level - Math

Mid or Above Grade Level - Math				
School	Test	2023-24	2024-25	2025-26
BOA	Diag 1 (Fall)	2%	3%	2%
	Diag 2 (Wtr)	8%	8%	7%
	Diag 3 (Spr)	16%	15%	
	BOY to EOY	14. pt gain	12 pt gain	
SVA	Diag 1 (Fall)	5%	7%	4%
	Diag 2 (Wtr)	15%	15%	10%
	Diag 3 (Spr)	27%	21%	
	BOY to EOY	22. pt gain	14. pt gain	
TACMO	Diag 1 (Fall)	4%	5%	3%
	Diag 2 (Wtr)	12%	11%	9%
	Diag 3 (Spr)	22%	18%	
	BOY to EOY	18 pt gain	13 pt gain	

Appendix B: **CALPADS Fall 1 Data Summary**
BOA & SVA

Blue Oak Academy
Reporting Period: Fall 1

edtec Charter School Specialists
BUSINESS • OPERATIONS • PERFORMANCE

| | Current Year | 2025-2026 | Census Date | 10/1/2025 |
| | Previous Year | 2024-2025 | Census Date | 10/2/2024 |

CALPADS Fall 1 Certification Key Measures and Indicators	2024-2025	2024-2025 % of Total Enrollment	2025-2026	2025-2026 % of Total Enrollment	% Change	Two-year average	Supporting Certification Reports	Links
Student Population and Student Groups								
Total Enrollment*	430	-	446	-	⬆ 3.7%	NA	1.2, 1.3, 1.4, 1.5	Source
Socioeconomically Disadvantaged**	165	38.4%	177	39.7%	⬆ 1.3%	39.0%	1.2, 8.1	Source
Special Education Students	50	11.6%	70	15.7%	⬆ 4.1%	13.7%	1.2, 8.1	Source
Title III Eligible Immigrants	0	0.0%	1	0.2%	⬆ 0.2%	0.1%	1.2, 2.1, 2.2	Source
Transitional Kindergarteners	39	9.1%	40	9.0%	⬇ -0.1%	9.0%	1.2, 8.1	Source
English Learners	40	9.3%	40	9.0%	⬇ -0.3%	9.1%	1.2, 1.18, 2.10, 8.1	Source
Race and Ethnicity (click for details)	▨▨▨	▨▨▨	▨▨▨	▨▨▨	▨▨▨	▨▨▨	1.2, 8.1	Source
Local Control Funding Formula Sources								
Total LCFF Eligible Enrollment***	429	-	446	-	⬆ 4.0%	NA	1.17, 1.18	
Total Unduplicated	177	41.3%	197	44.2%	⬆ 2.9%	42.7%	1.17, 1.18	Source
Unduplicated Free / Reduced Meal Eligible	163	38.0%	177	39.7%	⬆ 1.7%	38.8%	1.17, 1.18	Source
EL Funding Eligible	40	9.3%	40	9.0%	⬇ -0.4%	9.1%	1.2, 1.17, 1.18	Source
Foster	0	0.0%	2	0.4%	⬆ 0.4%	0.2%	1.17, 1.18	Source
Homeless	3	0.7%	5	1.1%	⬆ 0.4%	0.9%	1.17, 1.18	Source
Language of Instruction Programs								
Count of Programs	40	-	45	-	⬆ 12.5%	NA	2.14, 2.15	Source
Dropouts								
Total Dropouts	0	-	0	-	-	NA	1.14, 8.1c	Source
Reported Dropout(s) adjusted for re-enrollment	0	-	0	-	-	NA	1.14, 8.1c	Source
Completed, but did not graduate	0	-	0	-	-	NA	1.14, 8.1c	Source
Lost Transfer(s)	0	-	0	-	-	NA	1.14, 8.1c	Source

*Total reflects all enrollments, including TK and NPS students

**SED counts may be lower than FRPM counts depending on student FRPM eligibility dates

This summary is provided to the school as a courtesy and is not meant to be exhaustive. It should be treated as a supplemental resource that helps fulfill an LEA's responsibility to review the Fall 1 certification reports in

This report and its analyses are intended for school site staff only and should not be shared with external parties or organizations without written consent from the EdTec Data Team.

Sycamore Valley Academy
Reporting Period: Fall 1

edtec
Charter School Specialists
BUSINESS · OPERATIONS · PERFORMANCE

| | | Current Year | 2025-2026 | | Census Date | | 10/1/2025 |
| Previous Year | 2024-2025 | | Census Date | | 10/2/2024 |

CALPADS Fall 1 Certification Key Measures and Indicators	2024-2025	2024-2025 % of Total Enrollment	2025-2026	2025-2026 % of Total Enrollment	% Change	Two-year average	Supporting Certification Reports	Links
Student Population and Student Groups								
Total Enrollment*	419	-	413	-	⬇ -1.4%	NA	1.2, 1.3, 1.4, 1.5	Source
Socioeconomically Disadvantaged**	160	38.2%	203	49.2%	⬆ 11.0%	43.6%	1.2, 8.1	Source
Special Education Students	67	16.0%	79	19.1%	⬆ 3.1%	17.5%	1.2, 8.1	Source
Title III Eligible Immigrants	0	0.0%	1	0.2%	⬆ 0.2%	0.1%	1.2, 2.1, 2.2	Source
Transitional Kindergarteners	24	5.7%	24	5.8%	⬆ 0.1%	5.8%	1.2, 8.1	Source
English Learners	20	4.8%	30	7.3%	⬆ 2.5%	6.0%	1.2, 1.18, 2.10, 8.1	Source
Race and Ethnicity (click for details)							1.2, 8.1	Source
Local Control Funding Formula Sources								
Total LCFF Eligible Enrollment***	419	-	413	-	⬇ -1.4%	NA	1.17, 1.18	
Total Unduplicated	167	39.9%	211	51.1%	⬆ 11.2%	45.4%	1.17, 1.18	Source
Unduplicated Free / Reduced Meal Eligible	160	38.2%	204	49.4%	⬆ 11.2%	43.8%	1.17, 1.18	Source
EL Funding Eligible	20	4.8%	30	7.3%	⬆ 2.5%	6.0%	1.2, 1.17, 1.18	Source
Foster	0	0.0%	0	0.0%	▬ -	-	1.17, 1.18	Source
Homeless	1	0.2%	7	1.7%	⬆ 1.5%	1.0%	1.17, 1.18	Source
Language of Instruction Programs								
Count of Programs	20	-	30	-	⬆ 50.0%	NA	2.14, 2.15	Source
Dropouts								
Total Dropouts	0	-	0	-	-	NA	1.14, 8.1c	Source
Reported Dropout(s) adjusted for re-enrollment	0	-	0	-	-	NA	1.14, 8.1c	Source
Completed, but did not graduate	0	-	0	-	-	NA	1.14, 8.1c	Source
Lost Transfer(s)	0	-	0	-	-	NA	1.14, 8.1c	Source

Total reflects all enrollments, including TK and NPS students

**SED counts may be lower than FRPM counts depending on student FRPM eligibility dates*

This summary is provided to the school as a courtesy and is not meant to be exhaustive. It should be treated as a supplemental resource that helps fulfill an LEA's responsibility to review the Fall 1 certification reports in

This report and its analyses are intended for school site staff only and should not be shared with external parties or organizations without written consent from the EdTec Data Team.

Appendix C: **2025-26 TACMO Curriculum Overview**

2025-26 TACMO Curriculum Overview

Board Program Update: September 16, 2025

STANDARDS	
Common Core State Standards ("CCSS") for ELA and Math, Next Generation Science Standards (NGSS) for Science CA State Standards for History & PE	
CURRICULUM	
English Language Arts (ELA)	
	BOA	SVA
K-1	• 95 Percent Group assorted (*95 Percent Group*) (**Gr 1 only**) • Expeditionary Learning (EL) Education reading modules (*EL Education*) • i-Ready Assessment Suite resources (*Curriculum Associates*) • Lucy Calkins Units of Study (writing) (*Heinemann*) • Heggerty Phonemic Awareness (*Heggerty*) • Tara West Writing (*Little Minds at Work/Teachers Pay Teachers*) • UFLI Foundations (*University of Florida Literacy Institute*) (**Gr K only**)	• Heggerty Phonemic Awareness (*Heggerty*) • i-Ready Assessment Suite resources (*Curriculum Associates*) • Secret Stories (phonics) (*Secret Stories*) • Tara West Science of Reading (*Little Minds at Work/Teachers Pay Teachers*) • Tara West Writing (*Little Minds at Work/Teachers Pay Teachers*) • UFLI Foundations (*University of Florida Literacy Institute*)
2-3	• 95 Percent Group Core and assorted (*95 Percent Group*) • Expeditionary Learning (EL) Education reading modules (*EL Education*) • i-Ready Assessment Suite resources (*Curriculum Associates*) • Lucy Calkins Units of Study (writing) (*Heinemann*) • Heggerty Phonemic Awareness (*Heggerty*) • Tara West Writing (*Little Minds at Work/Teachers Pay Teachers*) • *Supplemental*: Novel studies (**Gr 3 only**)	• 95 Percent Group Core and assorted (*95 Percent Group*) • Diary of a Not So Wimpy Teacher (writing) (*Diary of a Not So Wimpy Teacher, Teachers Pay Teachers*) • Heggerty Phonemic Awareness (*Heggerty*) • i-Ready Assessment Suite resources (*Curriculum Associates*) • *Supplemental*: Novel studies (**Gr 3 only**)
4-5	• 95 Percent Group Core and assorted (*95 Percent Group*) • Expeditionary Learning (EL) Education reading modules (*EL Education*) • i-Ready Assessment Suite resources (*Curriculum Associates*) • Lucy Calkins Units of Study (writing) (*Heinemann*) • Tara West Writing (*Little Minds at Work/Teachers Pay Teachers*) • *Supplemental*: Novel studies	• 95 Percent Group Core and assorted (*95 Percent Group*) • Lucy Calkins Units of Study (writing) (*Heinemann*) • i-Ready Assessment Suite resources (*Curriculum Associates*) • *Supplemental*: Novel studies
6-8	• Expeditionary Learning (EL) Education reading modules (*EL Education*)	• Lucy Calkins Units of Study (writing) (*Heinemann*) • i-Ready Assessment Suite resources (*Curriculum Associates*)

	● i-Ready Assessment Suite resources (*Curriculum Associates*) ● *Supplemental*: Novel studies	● *Supplemental*: Novel studies

Mathematics		
	BOA	SVA
K-5	● i-Ready Classroom Mathematics workbooks + digital access + Teacher Toolbox (*Curriculum Associates*) ● i-Ready MyPath personalized instruction (*Curriculum Associates*) ● i-Ready Assessment Suite resources (*Curriculum Associates*)	● Bridges Number Corner (*The Math Learning Center*) ● Cognitively Guided Instruction (CGI) (*framework*) ● i-Ready Classroom Mathematics workbooks + digital access + Teacher Toolbox (*Curriculum Associates*) ● i-Ready MyPath personalized instruction (*Curriculum Associates*) ● i-Ready Assessment Suite resources (*Curriculum Associates*)
6-8	● i-Ready Classroom Mathematics workbooks + digital access + Teacher Toolbox (*Curriculum Associates*) ● i-Ready Assessment Suite resources (*Curriculum Associates*)	● i-Ready Classroom Mathematics workbooks + digital access + Teacher Toolbox (*Curriculum Associates*) ● i-Ready MyPath personalized instruction (*Curriculum Associates*) ● i-Ready Assessment Suite resources (*Curriculum Associates*) ● Edgenuity (Integrated Math/Algebra I) (**Some Gr 8 students only**)

History / Social Studies		
	BOA	SVA
K	N/A	N/A
1	● TCI Social Studies Alive! (*Teachers' Curriculum Institute*)	● Little Social Studies Thinkers (*Mrs. Jones's Class/Teachers Pay Teachers*)
2-5	● TCI Social Studies Alive! (*Teachers' Curriculum Institute*)	● TCI Social Studies Alive! (*Teachers' Curriculum Institute*)
6-8	● TCI History Alive! (*Teachers' Curriculum Institute*)	● TCI History Alive! (*Teachers' Curriculum Institute*)

Science / Health		
	BOA	SVA
K	N/A	● Mystery Science (*Mystery Science*)
1-5	● TCI Bring Science Alive! (*Teachers' Curriculum Institute*)	● Mystery Science (*Mystery Science*)
6-8	● TCI Bring Science Alive! (*Teachers' Curriculum Institute*) ● Sexual Health (Planned Parenthood) (**Gr 7 only**)	● OpenSciEd (*OpenSciEd*) ● Sexual Health (Planned Parenthood) (**Gr 7 only**)

Spanish		
	BOA	SVA
K-8	● Rockalingua (*Rockalingua*) ● Sonrisas Level I & II (*Sonrisas Spanish*) ● *Supplemental*: Duolingo (*Duolingo*)	● Duolingo (*Duolingo*) (**Gr 4-5 only**) ● Rockalingua (*Rockalingua*) ● Sonrisas Level I & II (*Sonrisas Spanish*)

Appendix D: **i-Ready Implementation and Support
2-year Overview**

i-Ready Implementation and Support

2-year Overview

i-Ready Component	Year	Reading		Math	
		BOA	SVA	BOA	SVA
Diagnostic	2024-25	K-8	K-8	K-8	K-8
	2025-26	K-8	K-8	K-8	K-8
Personalized Learning (MyPath)	2024-25	Gr 1-5	Gr K-5	Gr K-8	Gr K-8
	2025-26*	None	None	Gr K-5	Gr K-8
Workbooks	2024-25	None	None	Gr K-8	Gr K-8
	2025-26	None	None	Gr K-8	None
i-Ready PD	2024-25	Initial training	Initial training	Initial training (most Ts)	Initial training
	2025-26	~ 5 hrs	~ 3 hrs	~ 5 hrs	~ 3 hrs

Appendix E: **CALPADS Fall 2 Data Summary
BOA & SVA**

Blue Oak Academy
Reporting Period: Fall 2

Current Year | 2025-2026   vertex EDUCATION   Census Date | 10/1/2025
Previous Year | 2024-2025   Census Date | 10/2/2024

CALPADS Fall 2 Certification Key Accountability Measures	2024-2025	2025-2026	% Change	Two-year average	Supporting Certification Reports	Links
English Language Learner Services						
Count of English Learners	40	40	0.0%	40.00	2.4, 2.7	Source
Count of students receiving EL services	40	40	0.0%	40.00	2.4, 2.7	Source
Count of teachers identified as providing EL services	17	19	11.8%	18.00	2.5, 4.3	Source
Staff Information						
Total # of Staff	30	29	-3.3%	29.5	4.1, 4.4	Source
Unduplicated FTE	27.75	27.63	-0.5%	27.69	4.1, 4.4, 4.5	Source
FTE to Staff Ratio	0.925	0.953	3.0%	0.939	4.1, 4.4	Source
Average years of Educational Service at school	3.67	3.62	-1.3%	NA	4.4	Source
Average years of Educational Service total	9.53	9.34	-2.0%	NA	4.4	Source
% of Inexperienced Teachers (per ESSA definition)	12.5%	16.0%	28.0%	14.25%	4.4	Source
Class information						
Average class size	30.41	29.57	-2.8%	29.99	3.1, 3.3, 3.6, 3.8	Source
% of classes assigned to a 9999999999 SEID	0.0%	0.0%	-	0.0%	4.3	Source
# of sections reported with a Local Assignment Option	5	8	60.0%	6.5	4.3	Source
# of Independent Study sections	0	0	-	0	4.3	Source
# of Distance Learning sections	0	0	-	0	4.3	Source
# of sections flagged with Middle School Core indicator	0	0	-	0	4.3	Source
# of sections identified as meeting UC/CSU A-G	0	0	-	0	4.3	Source
# of sections identified as CTE	0	0	-	0	4.3	Source
Postsecondary Status Outcome						
Count of students with reported PSTS Outcome				NA	17.1	

This summary is provided to the school as a courtesy and is not meant to be exhaustive. It should be treated as a supplemental resource that helps fulfill an LEA's responsibility to review the Fall 2 certification reports in CALPADS.

This report and its analyses are intended for school site staff only and should not be shared with external parties or organizations without written consent from the Vertex Data Team.

Sycamore Valley Academy
Reporting Period: Fall 2

	Current Year	2025-2026	vertex EDUCATION	Census Date	10/1/2025	
	Previous Year	2024-2025		Census Date	10/2/2024	

CALPADS Fall 2 Certification Key Accountability Measures	2024-2025	2025-2026	% Change	Two-year average	Supporting Certification Reports	Links
English Language Learner Services						
Count of English Learners	20	30	⬆ 50.0%	25.00	2.4, 2.7	Source
Count of students receiving EL services	20	30	⬆ 50.0%	25.00	2.4, 2.7	Source
Count of teachers identified as providing EL services	14	18	⬆ 28.6%	16.00	2.5, 4.3	Source
Staff Information						
Total # of Staff	31	28	⬇ -9.7%	29.5	4.1, 4.4	Source
Unduplicated FTE	28.75	26.73	⬇ -7.0%	27.74	4.1, 4.4, 4.5	Source
FTE to Staff Ratio	0.927	0.954	⬆ 2.9%	0.941	4.1, 4.4	Source
Average years of Educational Service at school	4.29	4.43	⬆ 3.2%	NA	4.4	Source
Average years of Educational Service total	8.74	8.75	⬆ 0.1%	NA	4.4	Source
% of Inexperienced Teachers (per ESSA definition)	29.2%	28.0%	⬇ -4.0%	28.58%	4.4	Source
Class information						
Average class size	23.39	24.29	⬆ 3.9%	23.84	3.1, 3.3, 3.6, 3.8	Source
% of classes assigned to a 9999999999 SEID	0.0%	0.0%	-	0.0%	4.3	Source
# of sections reported with a Local Assignment Option	3	13	⬆ 333.3%	8	4.3	Source
# of Independent Study sections	0	0	-	0	4.3	Source
# of Distance Learning sections	0	0	-	0	4.3	Source
# of sections flagged with Middle School Core indicator	0	4	-	2	4.3	Source
# of sections identified as meeting UC/CSU A-G	0	0	-	0	4.3	Source
# of sections identified as CTE	0	0	-	0	4.3	Source
Postsecondary Status Outcome						
Count of students with reported PSTS Outcome				NA	17.1	

This summary is provided to the school as a courtesy and is not meant to be exhaustive. It should be treated as a supplemental resource that helps fulfill an LEA's responsibility to review the Fall 2 certification reports in CALPADS.

This report and its analyses are intended for school site staff only and should not be shared with external parties or organizations without written consent from the Vertex Data Team.

Appendix F: **Local Indicator Teacher Credentialing and Assignment**

Local Indicator Teacher Credentialing and Assignment
Spring LCAP Supplement

Vision

We create an inclusive community with access to <u>rigorous and enriching educational experiences</u> that challenge and support individuals to achieve their personal best and realize new opportunities.

Mission

The mission of our school is to <u>engage every student in a manner which cultivates growth and nurtures their curiosity, creativity, and talents</u>. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their gifts to a better, more equitable world.

Strategic Pillars & Actions

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

- Coordinate a CMO-wide structure to hire new staff

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

- Develop a comprehensive marketing effort for student recruitment

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

2024-2029 STRATEGIC PLAN
EMPOWERING STUDENTS, STAFF & FAMILIES

THE ACADEMIES
CHARTER MANAGEMENT ORGANIZATION
BLUE OAK ACADEMY
SYCAMORE VALLEY ACADEMY

FACILITATED BY
WESTED
SHELAH FELDSTEIN,
SENIOR IMPROVEMENT SPECIALIST
JOSH STERN,
IMPROVEMENT SPECIALIST

BLUEOAKACADEMY.ORG
SYCAMOREVALLEYACADEMY.ORG
THEACADEMIESCHARTERS.ORG

BOARD APPROVED
JUNE 18, 2024

4
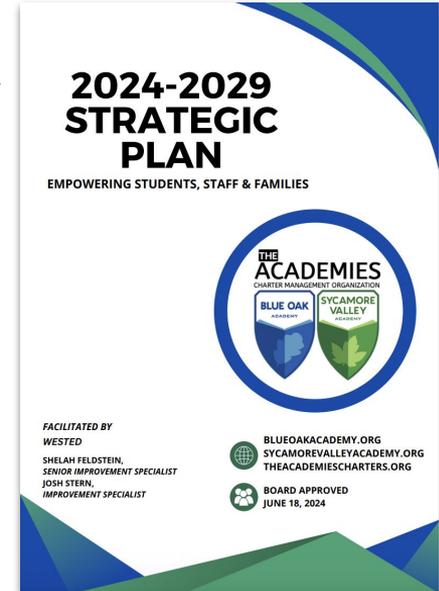
Background

- Each year, as part of California's accountability and continuous improvement system, <u>TACMO is required to report on five local indicators that are part of the California School Dashboard</u>. This informational presentation is required in June, as part of the LCAP approval process.

- <u>The four local indicators include</u>:
  1) Basics: Teachers, Instructional Materials, Facilities
  2) Implementation of Academic Standards
  3) Parent and Family Engagement
  4) Local Climate Survey
  5) Access to Broad Course of Study

- In 2025, the state moved from self-analyzed and reported data for teacher credentialing to the use of <u>DataQuest's *Teacher Assignment Monitoring (**TAMO**) reported data*</u>. This data was released in October and therefore requires an additional information presentation.

Definitions

Clear: Teacher holds a clear or preliminary credential or Local Assignment Option for the specific subject and ages of assignment or is teaching in an area without a specific credential area required (e.g., ASB, study hall).

Out-of-field: Teacher has authorization to teach in that assignment on a limited permit.

Intern: Teacher has a bachelor's degree and subject matter competency. They have an intern credential and are working towards their preliminary credential.

Ineffective: Teacher is on a limited permit including Provisional Internship, Short-Term Staff, Variable Term Waiver, or Substitute Permit.

Incomplete: Missing information so an accurate determination was not made via CALPADS data.

2023-24 TAMO* - Blue Oak Academy

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Blue Oak Academy	22.0	65.1%	0.0%	18.2%	13.6%	3.0%	0.0%	0.0%
Tulare County Office of Education	292.2	66.1%	4.9%	9.7%	7.0%	11.5%	0.3%	0.4%
Tulare	4,933.9	81.2%	4.9%	5.2%	4.7%	3.7%	0.1%	0.1%
Statewide	278,927.1	82.5%	4.3%	2.2%	6.0%	4.6%	0.1%	0.3%

*Teacher Assignment Monitoring

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2023-24 TAMO* - Sycamore Valley Academy

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Sycamore Valley Academy	23.2	56.9%	3.1%	17.2%	5.5%	17.2%	0.0%	0.0%
Tulare	4,933.9	81.2%	4.9%	5.2%	4.7%	3.7%	0.1%	0.1%
Statewide	278,927.1	82.5%	4.3%	2.2%	6.0%	4.6%	0.1%	0.3%

*Teacher Assignment Monitoring

Longitudinal TAMO* - BOA & SVA

School	Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
BOA	2020-21	11.5	80.3%	0.0%	8.7%	10.9%	0.0%	0.0%	0.0%
	2021-22	15.5	74.2%	0.0%	6.5%	19.4%	0.0%	0.0%	0.0%
	2022-23	18	77.8%	0.0%	11.1%	11.1%	0.0%	0.0%	0.0%
	2023-24	22	65.1%	0.0%	18.2%	13.6%	3.0%	0.0%	0.0%
SVA	2020-21	16.3	78.5%	6.1%	6.1%	3.1%	6.1%	0.0%	0.0%
	2021-22	21.1	71.6%	0.0%	9.5%	9.5%	7.1%	2.4%	0.0%
	2022-23	21.3	64.2%	0.0%	23.5%	12.2%	0.0%	0.0%	0.0%
	2023-24	23.2	56.9%	3.1%	17.2%	5.5%	17.2%	0.0%	0.0%

*Teacher Assignment Monitoring

Longitudinal TAMO* - Tulare County

School	Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
TCOE	2020-21	4,743.40	81.9%	4.4%	4.8%	4.1%	4.4%	0.2%	0.2%
	2021-22	5,017.20	82.5%	4.2%	4.8%	4.2%	3.8%	0.4%	0.2%
	2022-23	4,931.20	81.3%	4.4%	5.1%	5.1%	3.9%	0.2%	0.1%
	2023-24	4,933.90	81.2%	4.9%	5.2%	4.7%	3.7%	0.1%	0.1%

*Teacher Assignment Monitoring

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Next Steps

Continue to focus on the following Strategic Actions:

- Coordinate a CMO-wide structure to hire new staff
- Implement an integrated approach to retain and develop high caliber staff

Gather additional information to identify:

- Root causes behind trends in teacher assignment data
- Potential strategies to address root causes

Appendix G: State and Local Academic Performance Results

State & Local Academic Performance Results

Spring & Fall 2025

TACMO Board Meeting - December 9, 2025

Vision

We create an inclusive community with access to <u>rigorous</u> and enriching educational experiences that <u>challenge</u> and support individuals to achieve their <u>personal best</u> and realize new opportunities.

Mission

The mission of our school is to engage every student in a manner which cultivates <u>growth</u> and nurtures their curiosity, creativity, and <u>talents</u>. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their <u>gifts</u> to a better, more equitable world.

Guiding Principles for Instruction

1- Multi-age grouping

2- Differentiation

3- Project-based learning ("PBL")

4- Gifted education for all students

5- Development of scholarly habits of mind

6- Enriched curriculum

7- Social and emotional learning ("SEL")

8- <u>Authentic assessment</u> and mastery orientation

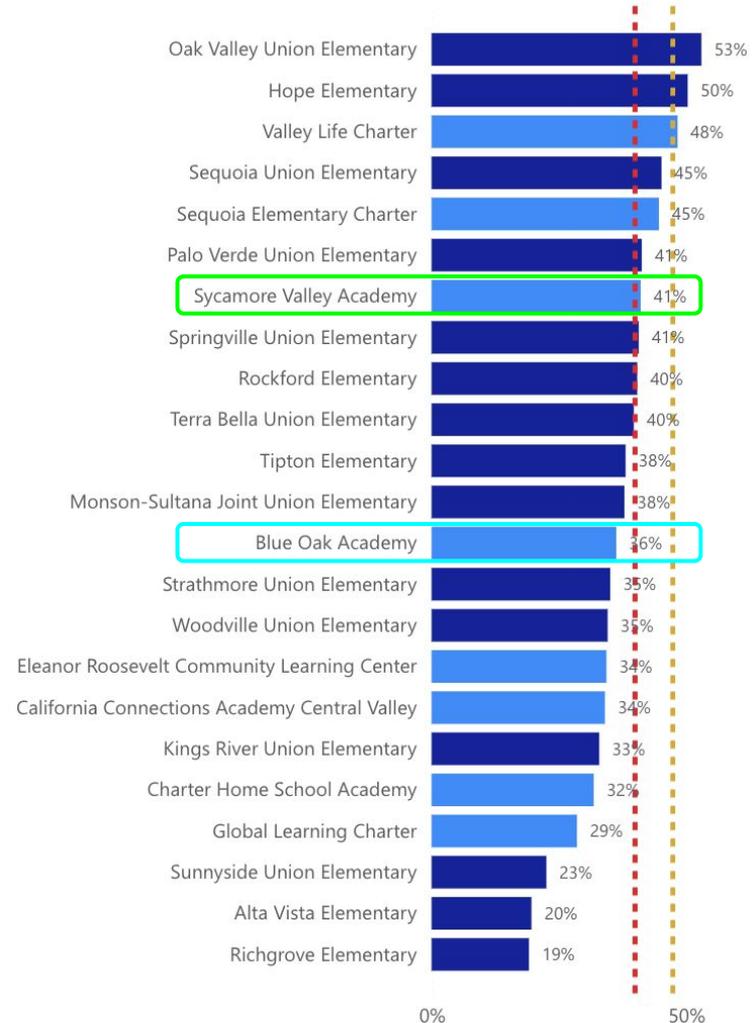9- Collaboration in the whole school community

4

2024-25 CAASPP Performance Comparisons ELA

- % Met or Above Standard
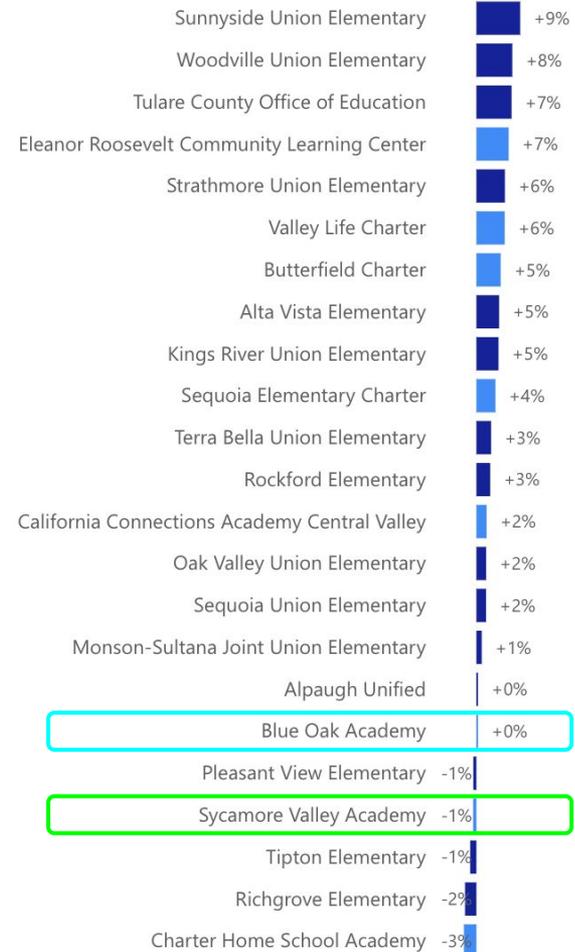- LEA size = 151-500
- Grades = Gr 3-8

VUSD - 44%

Tulare County - 40.0%

California - 47.4%

School	%
Oak Valley Union Elementary	53%
Hope Elementary	50%
Valley Life Charter	48%
Sequoia Union Elementary	45%
Sequoia Elementary Charter	45%
Palo Verde Union Elementary	41%
Sycamore Valley Academy	41%
Springville Union Elementary	41%
Rockford Elementary	40%
Terra Bella Union Elementary	40%
Tipton Elementary	38%
Monson-Sultana Joint Union Elementary	38%
Blue Oak Academy	36%
Strathmore Union Elementary	35%
Woodville Union Elementary	35%
Eleanor Roosevelt Community Learning Center	34%
California Connections Academy Central Valley	34%
Kings River Union Elementary	33%
Charter Home School Academy	32%
Global Learning Charter	29%
Sunnyside Union Elementary	23%
Alta Vista Elementary	20%
Richgrove Elementary	19%

2024-25 CAASPP Growth Comparisons - ELA

- 2023-24 to 2024-25 Year-over-Year (YOY) Growth
- LEA size = 151-500
- Grades = Gr 3-8

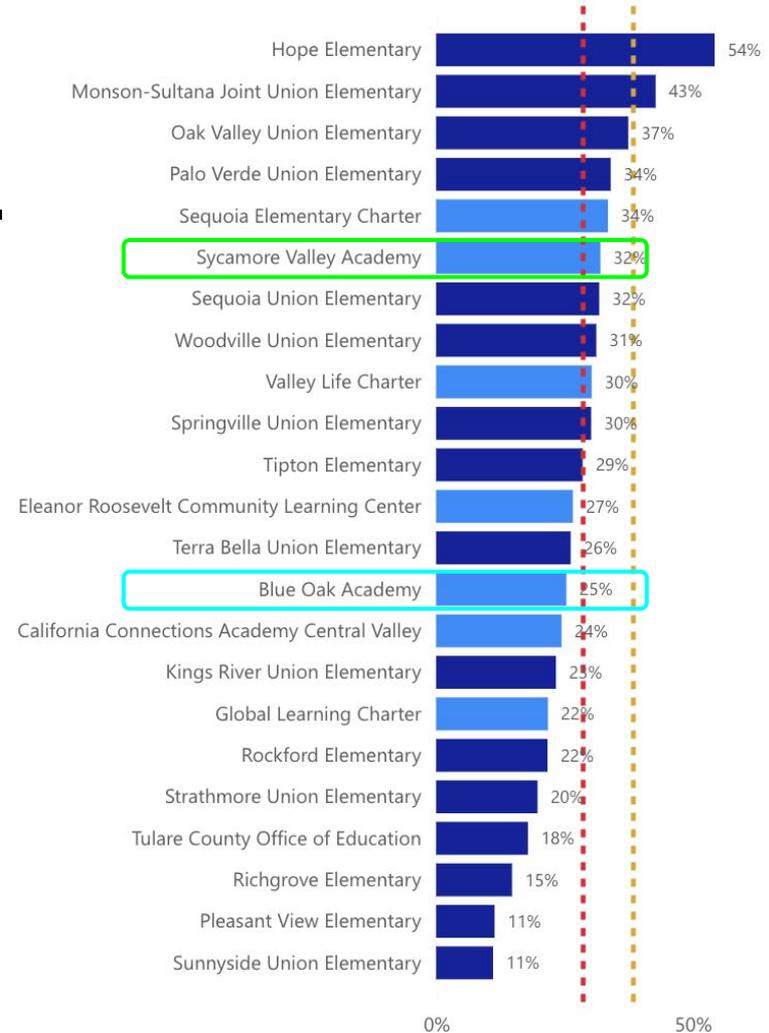| LEA	Growth
Sunnyside Union Elementary	+9%
Woodville Union Elementary	+8%
Tulare County Office of Education	+7%
Eleanor Roosevelt Community Learning Center	+7%
Strathmore Union Elementary	+6%
Valley Life Charter	+6%
Butterfield Charter	+5%
Alta Vista Elementary	+5%
Kings River Union Elementary	+5%
Sequoia Elementary Charter	+4%
Terra Bella Union Elementary	+3%
Rockford Elementary	+3%
California Connections Academy Central Valley	+2%
Oak Valley Union Elementary	+2%
Sequoia Union Elementary	+2%
Monson-Sultana Joint Union Elementary	+1%
Alpaugh Unified	+0%
Blue Oak Academy	+0%
Pleasant View Elementary	-1%
Sycamore Valley Academy	-1%
Tipton Elementary	-1%
Richgrove Elementary	-2%
Charter Home School Academy	-3%

6

2024-25 CAASPP Performance Comparisons - Math

- % Met or Above Standard
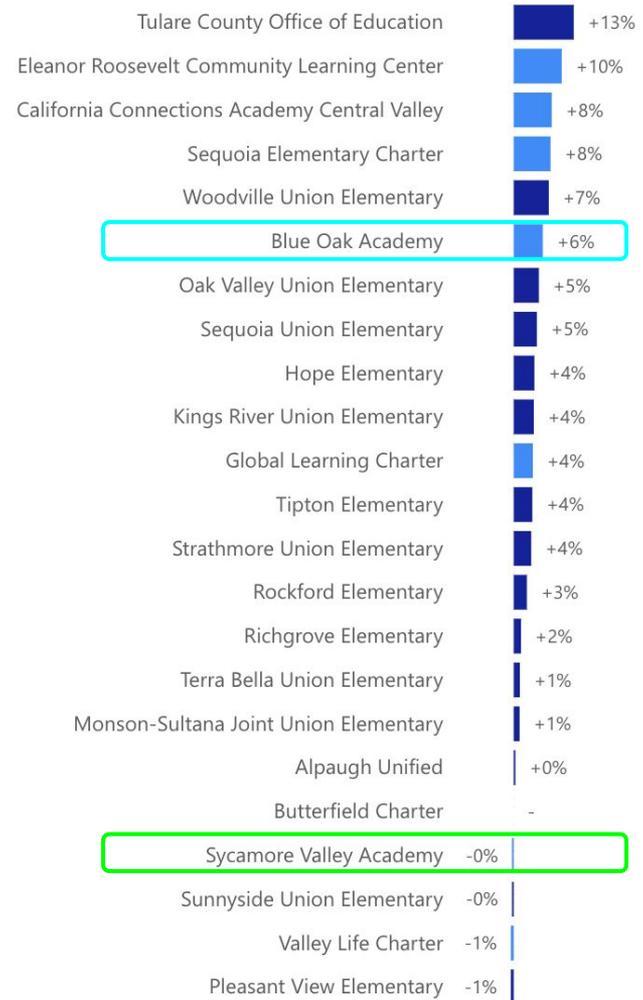- LEA size = 151-500
- Grades = Gr 3-8

VUSD - 31%

Tulare County - 28.7%

California - 38.5%

School	%
Hope Elementary	54%
Monson-Sultana Joint Union Elementary	43%
Oak Valley Union Elementary	37%
Palo Verde Union Elementary	34%
Sequoia Elementary Charter	34%
Sycamore Valley Academy	32%
Sequoia Union Elementary	32%
Woodville Union Elementary	31%
Valley Life Charter	30%
Springville Union Elementary	30%
Tipton Elementary	29%
Eleanor Roosevelt Community Learning Center	27%
Terra Bella Union Elementary	26%
Blue Oak Academy	25%
California Connections Academy Central Valley	24%
Kings River Union Elementary	23%
Global Learning Charter	22%
Rockford Elementary	22%
Strathmore Union Elementary	20%
Tulare County Office of Education	18%
Richgrove Elementary	15%
Pleasant View Elementary	11%
Sunnyside Union Elementary	11%

2024-25 CAASPP Growth Comparisons - Math

- 2023-24 to 2024-25 Year-over-Year (YOY) Growth
- LEA size = 151-500
- Grades = Gr 3-8

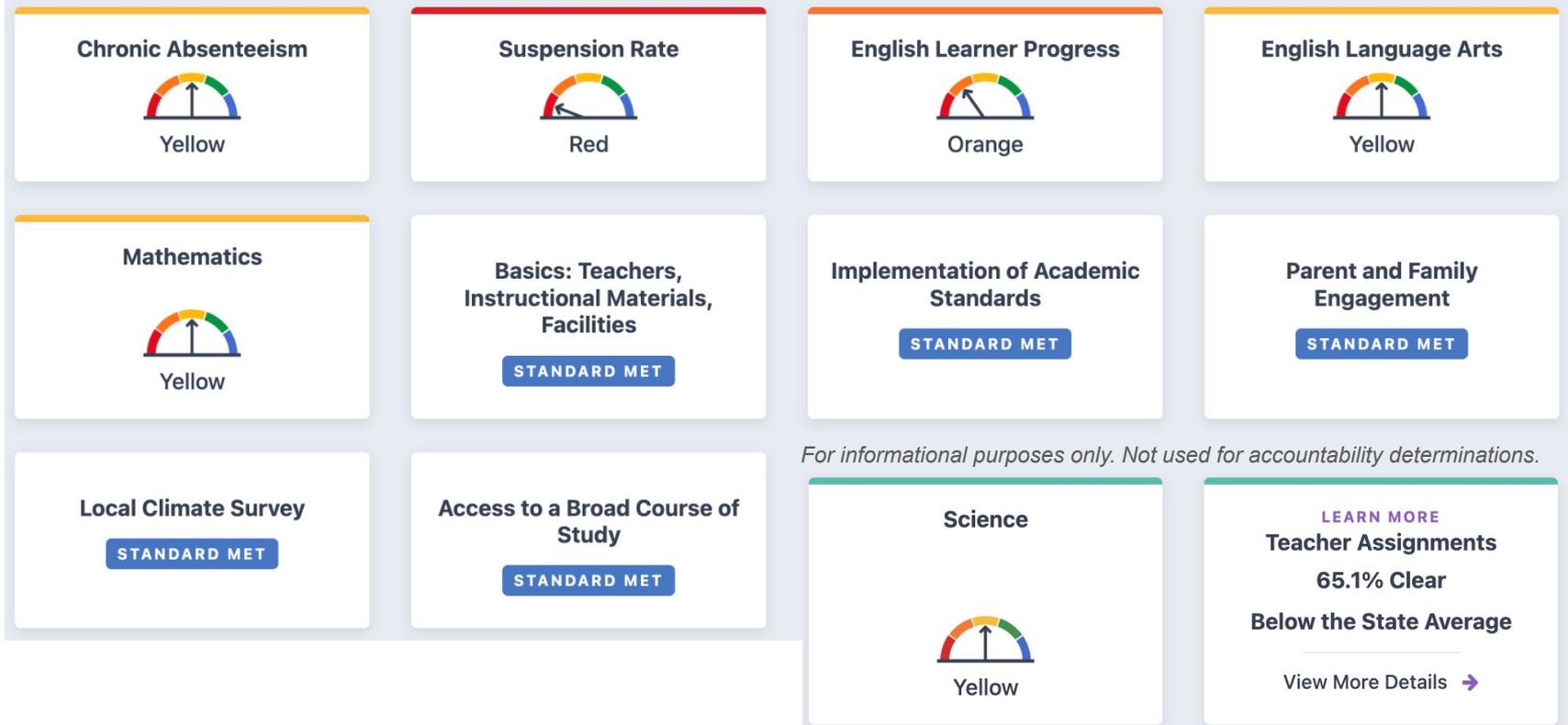|	
Tulare County Office of Education	+13%
Eleanor Roosevelt Community Learning Center	+10%
California Connections Academy Central Valley	+8%
Sequoia Elementary Charter	+8%
Woodville Union Elementary	+7%
Blue Oak Academy	+6%
Oak Valley Union Elementary	+5%
Sequoia Union Elementary	+5%
Hope Elementary	+4%
Kings River Union Elementary	+4%
Global Learning Charter	+4%
Tipton Elementary	+4%
Strathmore Union Elementary	+4%
Rockford Elementary	+3%
Richgrove Elementary	+2%
Terra Bella Union Elementary	+1%
Monson-Sultana Joint Union Elementary	+1%
Alpaugh Unified	+0%
Butterfield Charter	-
Sycamore Valley Academy	-0%
Sunnyside Union Elementary	-0%
Valley Life Charter	-1%
Pleasant View Elementary	-1%

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CA School Dashboard

Status and Change: Performance Levels (or colors) are determined using current year performance (*status*) and the difference from prior year (*change*).

State Indicators: The 5x5 colored tables are used to determine Performance Levels for the following state indicators:
- Chronic Absenteeism
- Suspension Rate
- English Learner Progress
- English Language Arts
- Mathematics

Change

Perf Level	Worsened Significantly	Worsened	Maintained	Improved	Improved Significantly
Very High Performing	Yellow	Green	Blue	Blue	Blue
High Performing	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
Low Performing	Red	Orange	Orange	Yellow	Yellow
Very Low Performing	Red	Red	Red	Orange	Yellow

Status (vertical axis label)

9

2024-25 CA School Dashboard - BOA

Chronic Absenteeism

Yellow

Suspension Rate

Red

English Learner Progress

Orange

English Language Arts

Yellow

Mathematics

Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

For informational purposes only. Not used for accountability determinations.

Science

Yellow

LEARN MORE
Teacher Assignments
65.1% Clear
Below the State Average

View More Details →

2024-25 CA School Dashboard - SVA
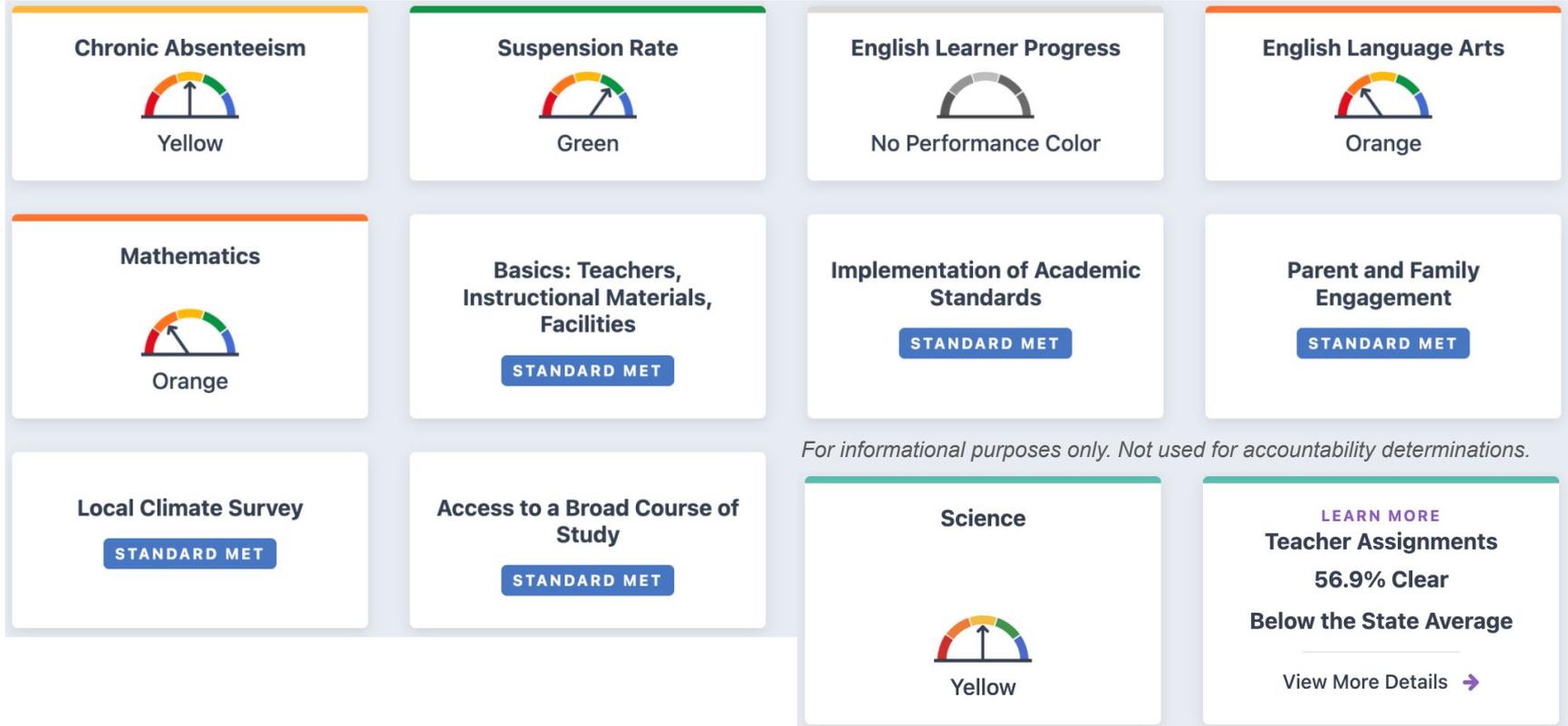
Chronic Absenteeism

Yellow

Suspension Rate

Green

English Learner Progress

No Performance Color

English Language Arts

Orange

Mathematics

Orange

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent and Family Engagement

STANDARD MET

For informational purposes only. Not used for accountability determinations.

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

Science

Yellow

LEARN MORE
Teacher Assignments
56.9% Clear
Below the State Average

View More Details →

2024-25 Chronic Absenteeism

2024-25 English Language Arts & Mathematics

BOA   **SVA**

English Language Arts (BOA)

All Students | State

Yellow

29.7 points below standard

Increased 7 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	3 Yellow
0 Green	0 Blue	

Mathematics (BOA)

All Students | State

Yellow

71.3 points below standard

Increased 8.8 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	2 Orange	2 Yellow
0 Green	0 Blue	

English Language Arts (SVA)

All Students | State

Orange

20.1 points below standard

Maintained 1.8 Points

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	2 Orange	1 Yellow
1 Green	0 Blue	

Mathematics (SVA)

All Students | State

Orange

56.1 points below standard

Declined 6.8 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	3 Orange	1 Yellow
0 Green	0 Blue	

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Longitudinal i-Ready Mid-Above Grade Level - Reading

Mid or Above Grade Level - Reading				
School	Test	2023-24	2024-25	2025-26
BOA	Diag 1 (Fall)	12%	12%	11%
	Diag 2 (Wtr)	21%	19%	
	Diag 3 (Spr)	30%	26%	
	BOY to EOY	18 pp. gain	14 pp. gain	
SVA	Diag 1 (Fall)	14%	18%	16%
	Diag 2 (Wtr)	28%	27%	
	Diag 3 (Spr)	36%	36%	
	BOY to EOY	22 pp. gain	18 pp. gain	
TACMO	Diag 1 (Fall)	13%	15%	14%
	Diag 2 (Wtr)	25%	23%	
	Diag 3 (Spr)	33%	31%	
	BOY to EOY	20 pp. gain	16 pp. gain	

Source: 2023-24 and 2024-25 BOA/SVA Whole School Report Cards. 2025-26 i-Read platform.

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Longitudinal i-Ready Mid-Above Grade Level - Math

Mid or Above Grade Level - Math				
School	Test	2023-24	2024-25	2025-26
BOA	Diag 1 (Fall)	2%	3%	2%
	Diag 2 (Wtr)	8%	8%	
	Diag 3 (Spr)	16%	15%	
	BOY to EOY	14 pp. gain	12 pp. gain	
SVA	Diag 1 (Fall)	5%	7%	4%
	Diag 2 (Wtr)	15%	15%	
	Diag 3 (Spr)	27%	21%	
	BOY to EOY	22 pp. gain	14 pp. gain	
TACMO	Diag 1 (Fall)	4%	5%	3%
	Diag 2 (Wtr)	12%	11%	
	Diag 3 (Spr)	22%	18%	
	BOY to EOY	18 pp. gain	13 pp. gain	

Source: 2023-24 and 2024-25 BOA/SVA Whole School Report Cards. 2025-26 i-Read platform.

2025-26 On-Demand Writing Scores

Overall Change in Performance from Pre- to Post-Test (All Students) - BOA					
	Statement of Purpose/Focus	**Organization**	**Elaboration of Evidence**	**Language & Vocabulary**	**Conventions**
Improved	41.2%	41.7%	42.3%	45.5%	41.6%
Stayed the same	31.9%	39.6%	42.0%	35.4%	38.9%
Decreased	26.9%	18.7%	15.7%	19.0%	19.5%

Grade	BOA
Gr K	Opinion
Gr 1	Narrative
Gr 2	Narrative
Gr 3	Narrative
Gr 4/5	Opinion
Gr 6/7	Explanatory
Gr 7/8	Explanatory

Overall Change in Performance from Pre- to Post-Test (All Students) - SVA					
	Statement of Purpose/Focus	**Organization**	**Elaboration of Evidence**	**Language & Vocabulary**	**Conventions**
Improved	38.8%	39.7%	40.9%	40.0%	38.8%
Stayed the same	47.0%	46.1%	45.2%	48.5%	50.3%
Decreased	14.2%	14.2%	13.9%	11.5%	10.9%

Grade	Genre
Gr K	Narrative
Gr 1	Narrative
Gr 2/3	Information/ Explanatory
Gr 4/5	Information/ Explanatory
Gr 6	Narrative
Gr 7	Narrative
Gr 8	Narrative

75

Findings

State		Local	
24-25 CAASPP	**CA Dashboard**	**i-Ready**	**On-Demand Writing**
Among Tulare County schools with the same grade-levels and similar size… ● SVA ranked 7th in performance in ELA ● SVA ranked 6th in performance in Math ● BOA grew by 6 pp in Math	Results by color: Color BOA SVA **Blue** 0 0 **Green** 0 1 **Yellow** 3 1 **Orange** 1 2 **Red** 1 0 Both schools decreased chronic absenteeism by 2 or more pp.	The percent of students "Mid or Above Grade Level" on end-of-year (EOY) expectations at the beginning of this academic year… ● Remained flat over 3 years in Reading ● Decreased slightly over 3 years in Math	The percent of students who improved from the pre- to post- on-demand writing assessment was similar at both schools: ● BOA - 42% ● SVA - 40%

Appendix H: **2024-25 EOY Academic Performance Results**

EOY Student Academic Performance 2024-25

TACMO Board Meeting - August 19, 2025

Vision

We create an inclusive community with access to <u>rigorous</u> and enriching educational experiences that <u>challenge</u> and support individuals to achieve their <u>personal best</u> and realize new opportunities.

Mission

The mission of our school is to engage every student in a manner which cultivates <u>growth</u> and nurtures their curiosity, creativity, and <u>talents</u>. Our collaborative community empowers students to grow into self-directed thinkers and virtuous citizens, equipped with a love of learning and a love of life; eager to contribute their <u>gifts</u> to a better, more equitable world.

3

Guiding Principles for Instruction

1- Multi-age grouping
2- Differentiation
3- Project-based learning ("PBL")
4- Gifted education for all students
5- Development of scholarly habits of mind
6- Enriched curriculum
7- Social and emotional learning ("SEL")
8- Authentic assessment and mastery orientation
9- Collaboration in the whole school community

4

Charter Petition: #8 Local Assessments

We use computer-adaptive, nationally normed interim assessments and a Report Card to track and monitor that student progress is continual. We are then able to address stagnation or declines as quickly as possible. See Appendix E, "Sample NWEA MAP Reports" and see Appendix I, "Sample Student Report Card." In addition to the local assessment, students will experience the following authentic assessments as well:

- <u>Evaluation via projects, performances, collaborative work, teacher observation, Socratic seminars, art, and drama in addition to paper and pencil outputs</u>.
- Student portfolios, a collection of work samples from content areas for the duration of the school year that also include a reflection piece to each work sample provided. With reflection provided to each piece throughout the year, families and teachers can see evidence of growth over the year.

(2023 BOA/SVA Charter Petitions, p.45/47)

Not everything that can be counted counts, and not everything that counts can be counted.

- Albert Einstein (maybe)

Longitudinal CAASPP Meeting/Exceeding Standard - ELA

ELA Smarter Balanced Summative - % Met or Exceeded
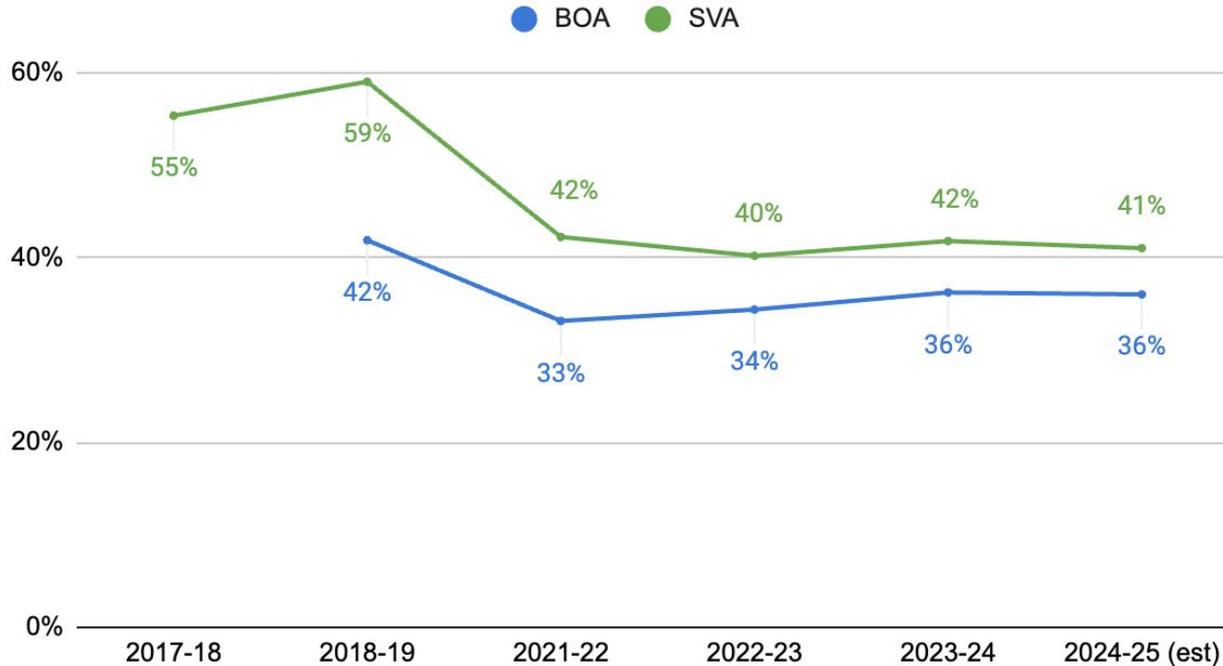
Source: 2017-28 through 2023-24 from CA School Dashboard, 2024-25 estimate from TOMS
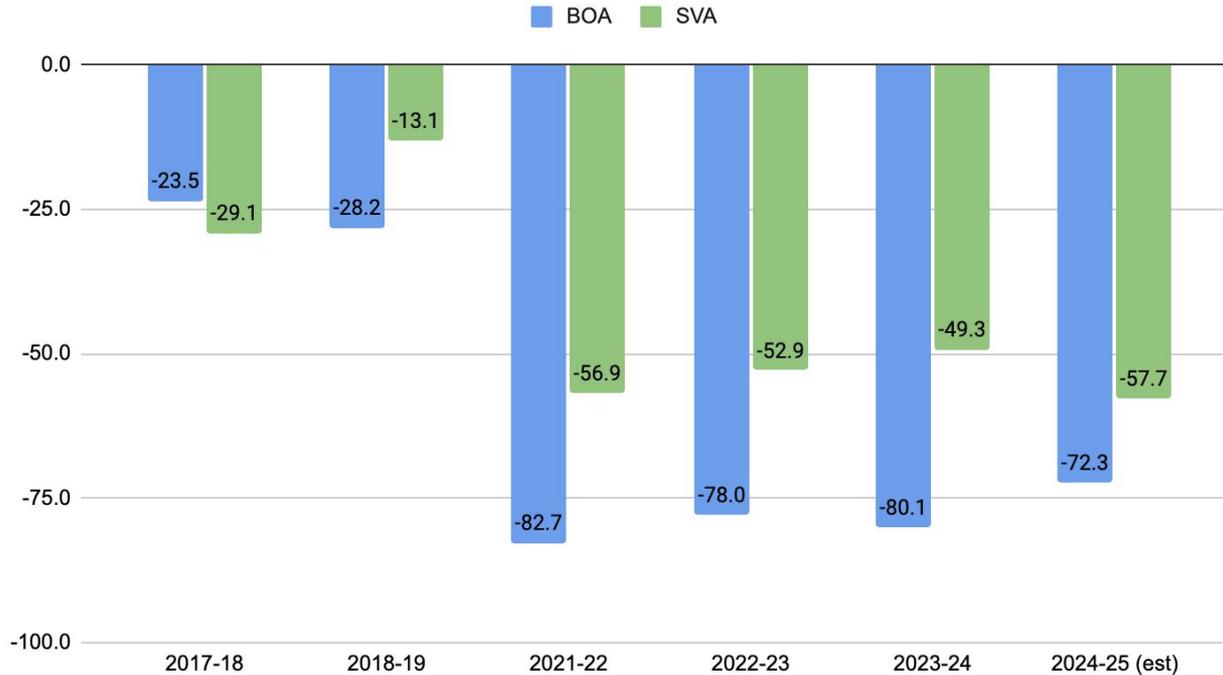
Longitudinal CAASPP Meeting/Exceeding Standard - Math

Math Smarter Balanced Summative - % Met or Exceeded
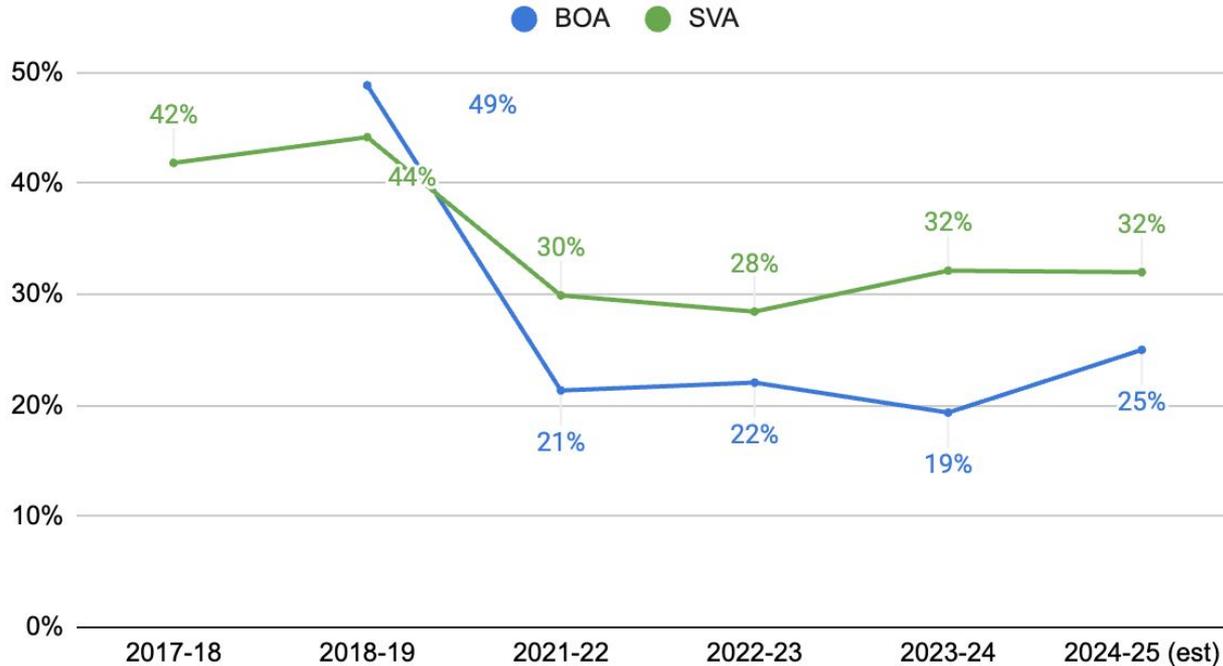
Source: 2017-28 through 2023-24 from CA School Dashboard, 2024-25 estimate from TOMS

Longitudinal CAASPP Distance from Standard - ELA

ELA Smarter Balanced Summative - Distance From Standard (DFS)
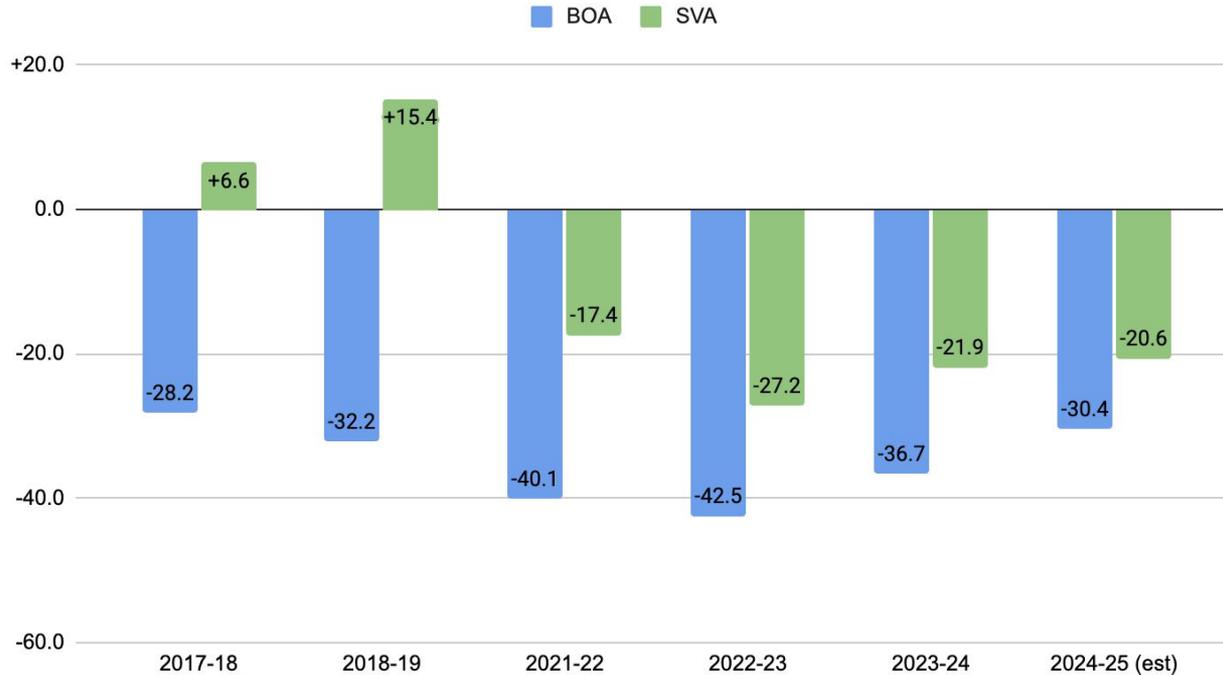
Legend: ■ BOA ■ SVA

Year	BOA	SVA
2017-18	-28.2	+6.6
2018-19	-32.2	+15.4
2021-22	-40.1	-17.4
2022-23	-42.5	-27.2
2023-24	-36.7	-21.9
2024-25 (est)	-30.4	-20.6

Source: 2017-28 through 2023-24 from CA School Dashboard, 2024-25 estimate from TOMS

Longitudinal CAASPP Distance from Standard - Math

Math Smarter Balanced Summative - Distance From Standard (DFS)

■ BOA ■ SVA

Year	BOA	SVA
2017-18	-23.5	-29.1
2018-19	-28.2	-13.1
2021-22	-82.7	-56.9
2022-23	-78.0	-52.9
2023-24	-80.1	-49.3
2024-25 (est)	-72.3	-57.7

Source: 2017-28 through 2023-24 from CA School Dashboard, 2024-25 estimate from TOMS

Longitudinal i-Ready Mid-Above Grade Level - Reading

Mid or Above Grade Level - Reading			
School	Test	2023-24	2024-25
BOA	Diag 1	12%	12%
	Diag 2	21%	19%
	Diag 3	29%	27%
	BOY to EOY	17 pt gain	15 pt gain
SVA	Diag 1	15%	19%
	Diag 2	28%	27%
	Diag 3	36%	36%
	BOY to EOY	21 pt gain	17 pt gain

Source: 2023-24 and 2024-25 BOA/SVA Whole School Report Cards

Longitudinal i-Ready Mid-Above Grade Level - Math

Mid or Above Grade Level - Math			
School	Test	2023-24	2024-25
BOA	Diag 1	2%	3%
	Diag 2	9%	8%
	Diag 3	17%	15%
	BOY to EOY	15 pt gain	12 pt gain
SVA	Diag 1	5%	7%
	Diag 2	15%	15%
	Diag 3	26%	22%
	BOY to EOY	21 pt gain	15 pt gain

Source: 2023-24 and 2024-25 BOA/SVA Whole School Report Cards

Findings

CAASPP

- Performance fell from 2019 to 2022 in ELA and Math
- % of students meeting/exceeding standard in ELA increased by 1 pp since 2022
- % of students meeting/exceeding standard in Math increased by 3 pp since 2022
- DFS improved in ELA by 3.3 points since 2022
- DFS improved in Math by 4.8 points since 2022

i-Ready

- BOY baseline performance increased in Reading and Math over 2 years
- EOY performance decreased in all areas except SVA Reading
- BOY to EOY gains were higher in 2023-24 than in 2024-25

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Appendix I: **Strategic Action Mid-Year Report, 2025-26**

STRATEGIC PLANNING PROGRESS MONITORING

Diligence	Foundation	Progress Monitoring	Formative Evaluation	Progress Monitoring	Summative Evaluation
July Solidify action plans to inform evaluations and annual work planning	**August - October** Establish problem solving and coordinate action plans	**November-December** Adjust hypothesis and identify needs for next year's budget	**January-February** Mid year board work study to evaluate action plans	**March-May** Adjust hypothesis and confirm needs for next year's budget	**June** Complete evaluations, reflect on year, initiate action planning for next year
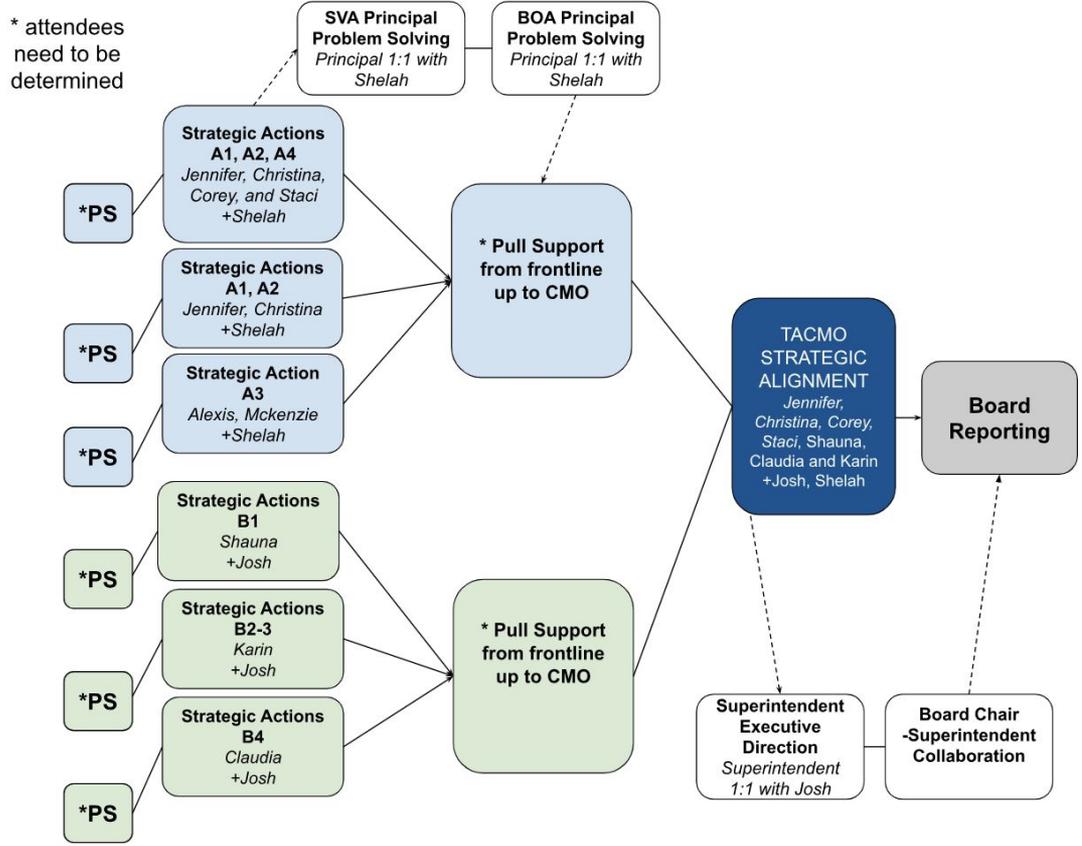
* attendees need to be determined

SVA Principal Problem Solving
Principal 1:1 with Shelah

BOA Principal Problem Solving
Principal 1:1 with Shelah

Strategic Actions A1, A2, A4
Jennifer, Christina, Corey, and Staci
+Shelah

Strategic Actions A1, A2
Jennifer, Christina
+Shelah

Strategic Action A3
Alexis, Mckenzie
+Shelah

Strategic Actions B1
Shauna
+Josh

Strategic Actions B2-3
Karin
+Josh

Strategic Actions B4
Claudia
+Josh

*PS
*PS
*PS
*PS
*PS
*PS

* Pull Support from frontline up to CMO

* Pull Support from frontline up to CMO

TACMO STRATEGIC ALIGNMENT
Jennifer, Christina, Corey, Staci, Shauna, Claudia and Karin
+Josh, Shelah

Board Reporting

Superintendent Executive Direction
Superintendent 1:1 with Josh

Board Chair -Superintendent Collaboration

95   3

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.
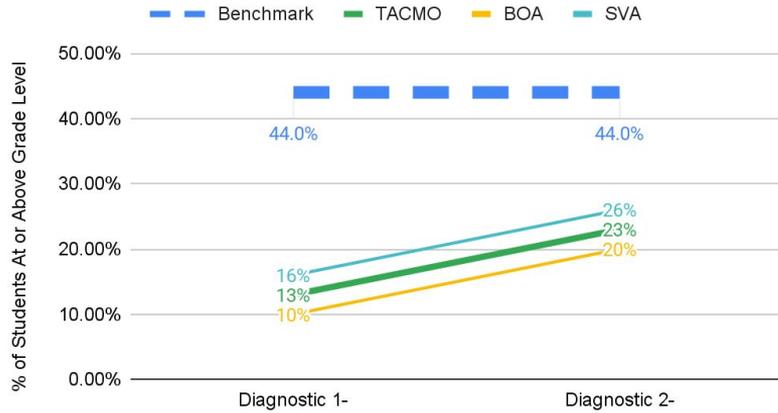
Strategic Actions

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
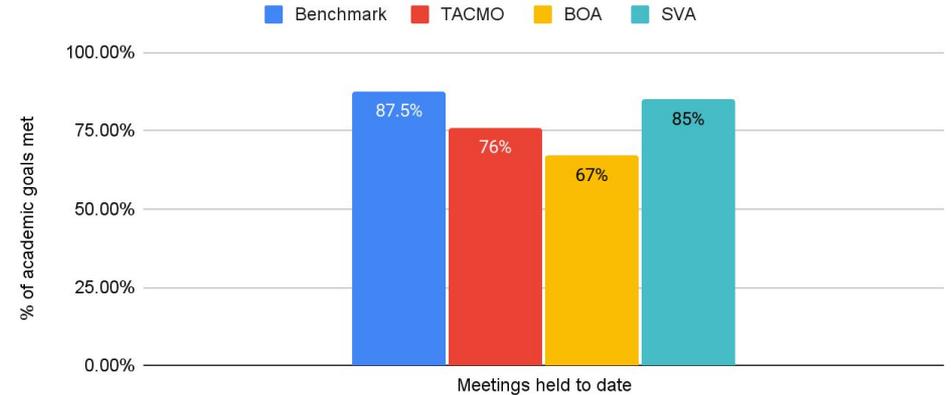
Organizational Goals

Pillar A - **Provide Quality Education for All**

Pillar B - **Invest in People**

I-Ready Math Proficiency Per Diagnostic Window

Legend: Benchmark, TACMO, BOA, SVA

Y-axis: % of Students At or Above Grade Level (0.00% – 50.00%)

Benchmark: 44.0% / 44.0%

Diagnostic 1-: SVA 16%, TACMO 13%, BOA 10%
Diagnostic 2-: SVA 26%, TACMO 23%, BOA 20%

I-Ready Reading Proficiency Per Diagnostic Window: CMO, BOA, SVA

Legend: Benchmark, TACMO, BOA, SVA

Y-axis: % of Students At or Above Grade Level

Benchmark: 56.0% / 56.0%

Diagnostic 1-: SVA 33%, BOA 25%, TACMO 29%
Diagnostic 2-: SVA 42%, BOA 36%, TACMO 39%

Annual Academic Goals Met for Students with Exceptional Needs

Legend: Benchmark, TACMO, BOA, SVA

Y-axis: % of academic goals met (0.00% – 100.00%)

X-axis: Meetings held to date

Benchmark 87.5%, TACMO 76%, BOA 67%, SVA 85%

Aggregated scores suggest foundational skills gap in math and reading, though may be impacted by student sub group disparities

76% exceptional needs goal achievement indicates intervention gaps

98   6

SVA, BOA and TACMO Retention Rates for Certificated
Longitudinal over 4 Years
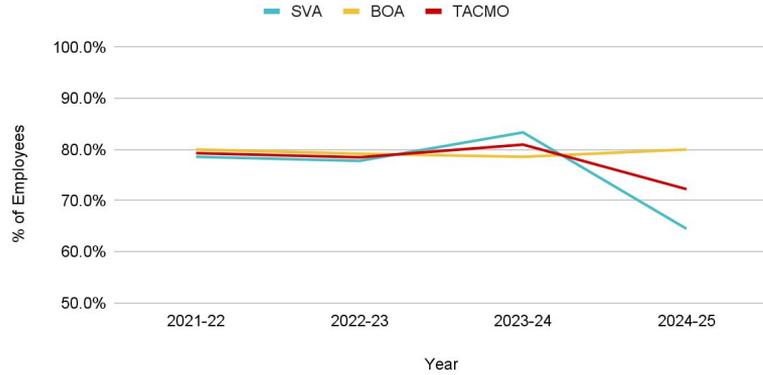
73% certificated retention threatens continuity

Teachers Fully Credentialed for Grade and Subject Area
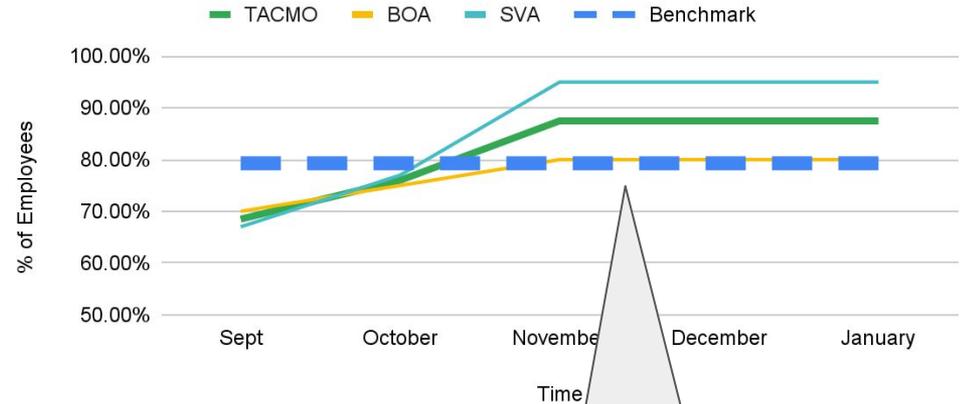
87% teacher credentialing exceeds 80.5% organizational target

SVA, BOA, TACMO Classified Retention Rates -
Longitudinal over 4 Years
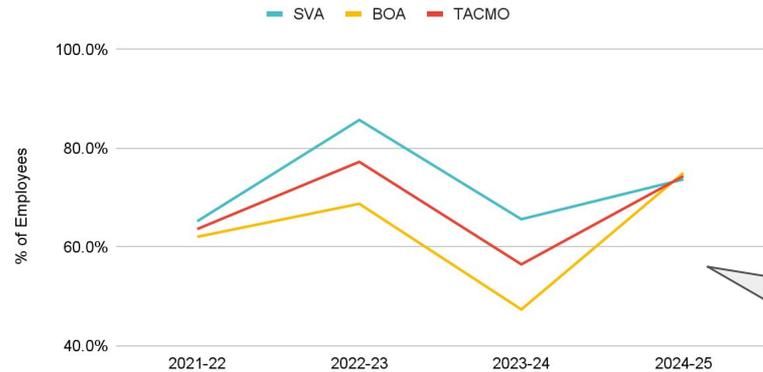
Variable classified retention (50-75%) disrupts operational consistency

Enrolled Students

Benchmark — SVA — BOA
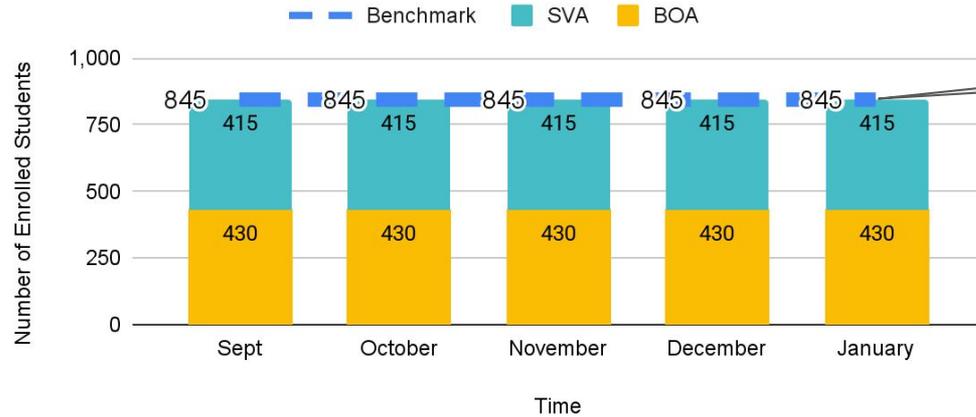
845 enrollment target met, supporting stable budget projections

Number of Students on Waitlist

Benchmark — SVA — BOA
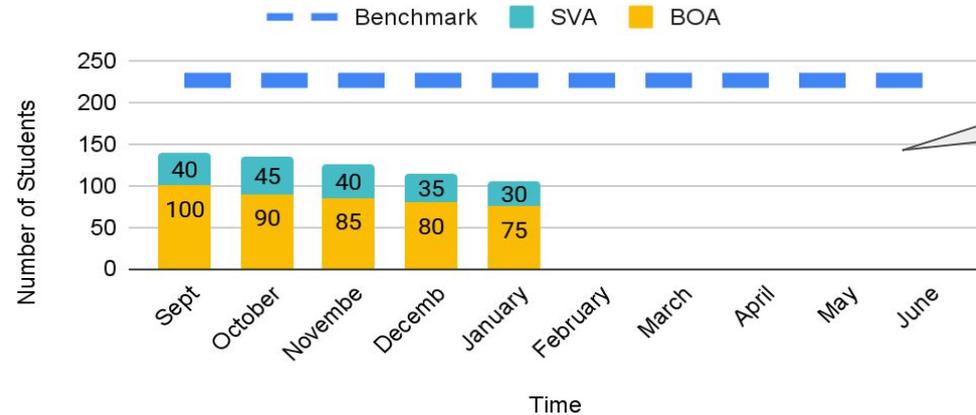
Waitlist declining as expected until February lottery and spring enrollment complete

100   8

Strategic Actions

Pillar A - **Provide Quality Education for All**

Strategic Action A1: Student Discourse
Annual Focus: Socratic Seminar

Implementation Actions
- Socratic Seminars occur at least twice a month
- Teachers are signing up so admin/coaches can attend, support

Successes
- Reliability: it's happening!
- Student enjoy it (observed)
- Teachers growing in their confidence
- Depth and explicit connection to content

Challenges
- November is challenging when multiple demands converge (report cards, on-demand writing assessments, holidays)

Next Steps
- Quality: improve teachers ability to lead Socratic Seminars really well:
  - Tie in other literacy and content connections

Students Socratic Seminars Twice A Month or More
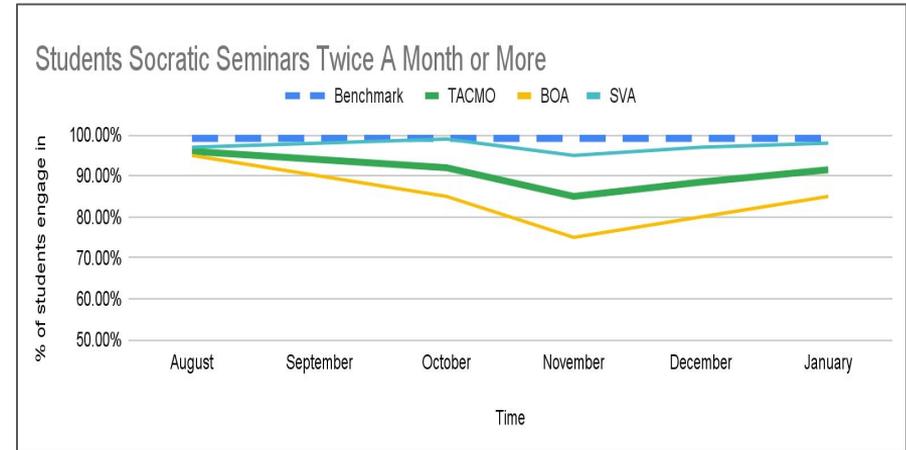
Strategic Action A2: Writing
Annual Focus: On-Demand Writing

Implementation Actions
- Using rubric data to identify writing focus for improvement
- Grade levels choosing an evidence-based strategy to improve that area

Successes
- Using data to inform instructional tier 1 instruction

Challenges
- PLC follow up time is commonly spread thin

Next Steps
- Looking at trimester 2 data to see if specific focus areas move

Overall Change in Performance from Pre- to Post-Test (All Students) - SVA					
	Statement of Purpose/ Focus	Organization	Elaboration of Evidence	Language & Vocabulary	Conventions
Improved	38.8%	39.7%	40.9%	40.0%	38.8%
Stayed the same	47.0%	46.1%	45.2%	48.5%	50.3%
Decreased	14.2%	14.2%	13.9%	11.5%	10.9%

Overall Change in Performance from Pre- to Post-Test (All Students) - BOA					
	Statement of Purpose/Focus	Organization	Elaboration of Evidence	Language & Vocabulary	Conventions
Improved	41.2%	41.7%	42.3%	45.5%	41.6%
Stayed the same	31.9%	39.6%	42.0%	35.4%	38.9%
Decreased	26.9%	18.7%	15.7%	19.0%	19.5%

Strategic Action A3: Behavior System
Annual Focus: Tiered Behavior Support System

Implementation Actions
- In order to address behaviors of repeat offenders, focus students have been selected and will be continuously monitored for intensive supports.

Successes
- Several focus students have demonstrated meaningful progress and no longer require intensive supports; as a result, they have exited focus status.
- Behavioral incidents are generally decreasing, reflecting the effectiveness of targeted and intensive supports implemented for focus students.

Challenges
- A subset of focus students is not progressing at the expected rate despite intensive supports. At least two students at BOA and one student at SVA have been referred for Special Education assessment to further evaluate underlying needs and determine appropriate next steps.

Next Steps
- Continue to implement intensive supports for students who are repeat offenders.
- As focus students demonstrate skill application they are replaced with new focus students who meet criteria.
- Launching a new MBA plug in through PS- to efficiently analyze data and create one space for incident reporting.

BOA - Students with at least one behavior Incident

SVA - Students with at least one behavior Incident
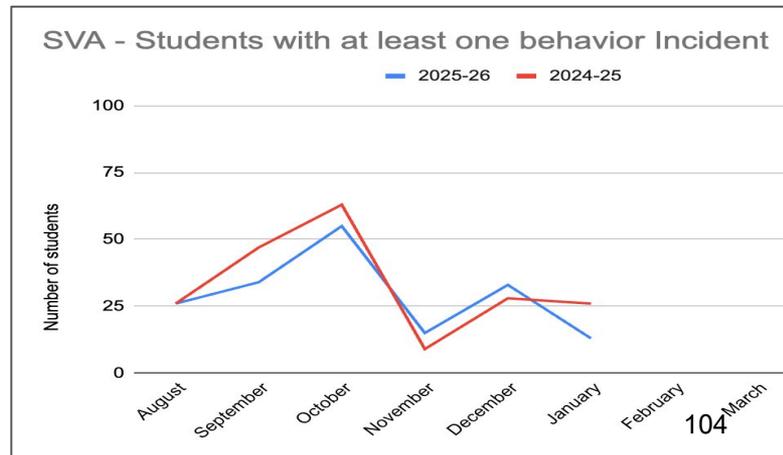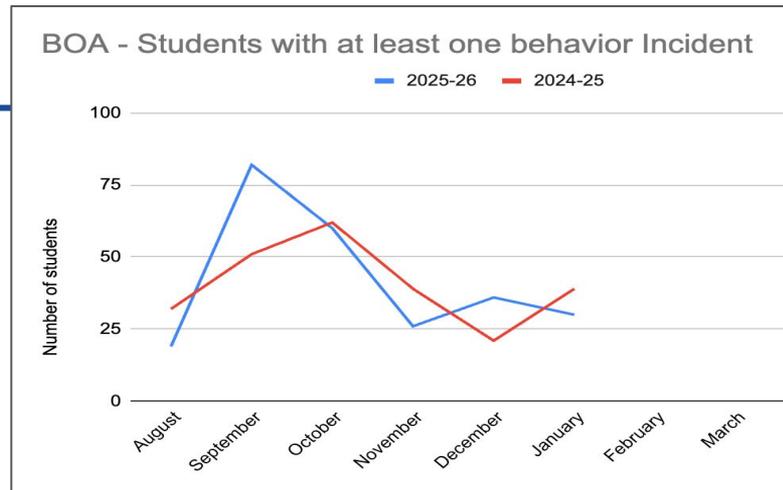
Strategic Action A4: COST
Annual Focus: Identifying Need for Math Intervention

Implementation Actions
- Launched a COST process to identify students' needs and align resources
- Refine teacher-referral process
- Refine family communication regarding assigned resources and progress

Successes
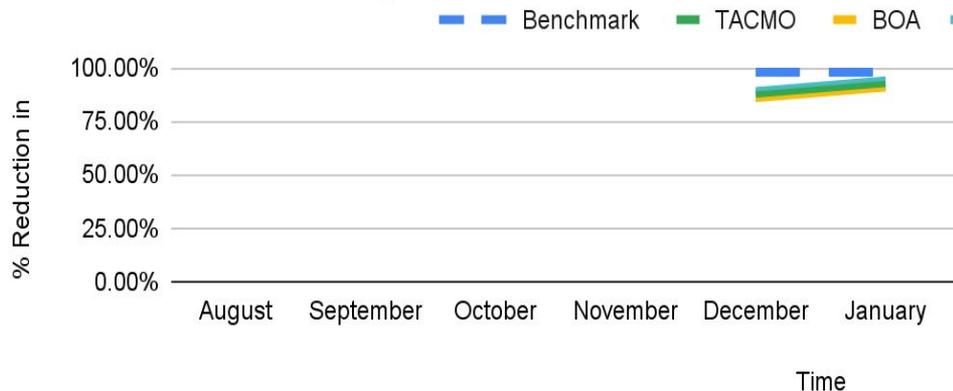- 100% of referred students have received support through follow-up and/or connection to resources

Challenges
- We lack solid math intervention support

Next Steps
- Working with TCOE math consultant to pilot a math intervention program
- Need resource for this next year

COST Team Referring Students to Math Intervention

Strategic Actions

Pillar B - **Invest in People**

Strategic Action B1: Hire New Staff
Annual Focus: Hiring Process

Implementation Actions
- Revise existing hiring process in collaboration with Leadership Team
- Implement the revised process during the Spring 2025-26 hiring period

Successes
- Robust review and thoughtful suggestions by the Leadership Team
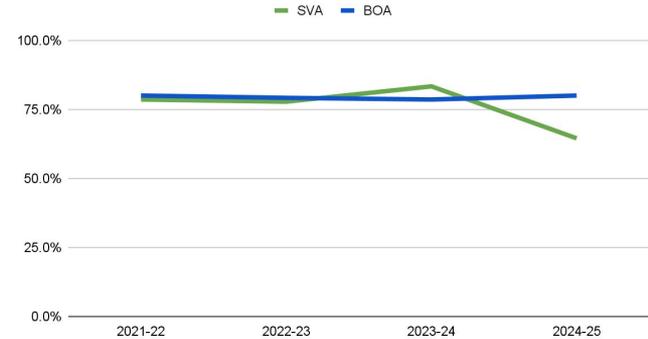- Qualifications of 2025-26 certificated staff expected to improve

Challenges
- Ensuring changes to the hiring process support quality and retention not just timeliness
- Interim hold in the process

Next Steps
- Review suggestions to hiring process and determine which support the strategic plan goals

Certificated Staff Retention Rate - Longitudinal

Classified Staff Retention Rate - Longitudinal
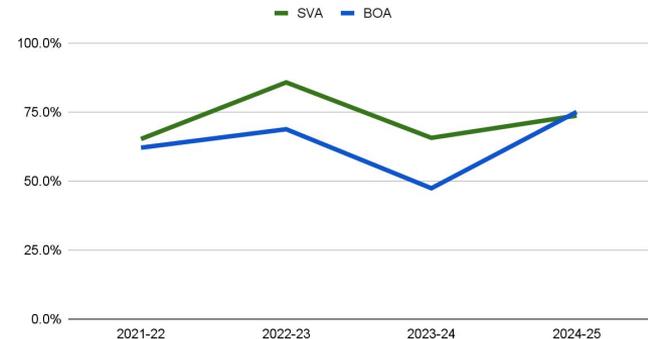
Strategic Action B2: Staff Retention
Annual Focus: Building Staff Connections and Understanding Staff Experience

Implementation Actions
- Presence and visibility on school sites
- Participation in staff development
- Leader Rounding
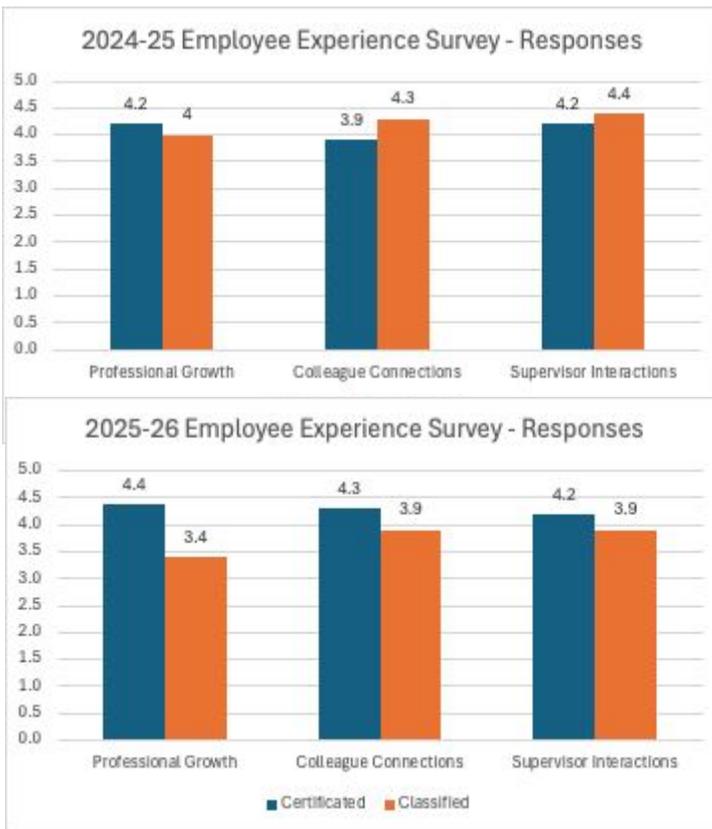- Administration of Employee Engagement Survey

Successes
- Constructing understanding from first-hand experiences
- Building relationships with staff
- Improved Certificated Employee Experience ratings

Challenges
- Teachers lack focused instructional resources
- Different grade-level and enrichment structures inhibits collaboration and support
- Decreased Classified Employee Experience ratings

Next Steps
- Develop focused instructional resources for teachers
- Explore methods to increase alignment within grade-level and enrichment structures
- Exit interviews with classified staff who have resigned

2024-25 Employee Experience Survey - Responses

	Professional Growth	Colleague Connections	Supervisor Interactions
Certificated	4.2	3.9	4.2
Classified	4	4.3	4.4

2025-26 Employee Experience Survey - Responses

	Professional Growth	Colleague Connections	Supervisor Interactions
Certificated	4.4	4.3	4.2
Classified	3.4	3.9	3.9

Strategic Action B3: Student Retention

Annual Focus: Connecting with Families

Implementation Actions
- Planning and facilitating monthly Parent Forums
- Attending monthly parent events at each site
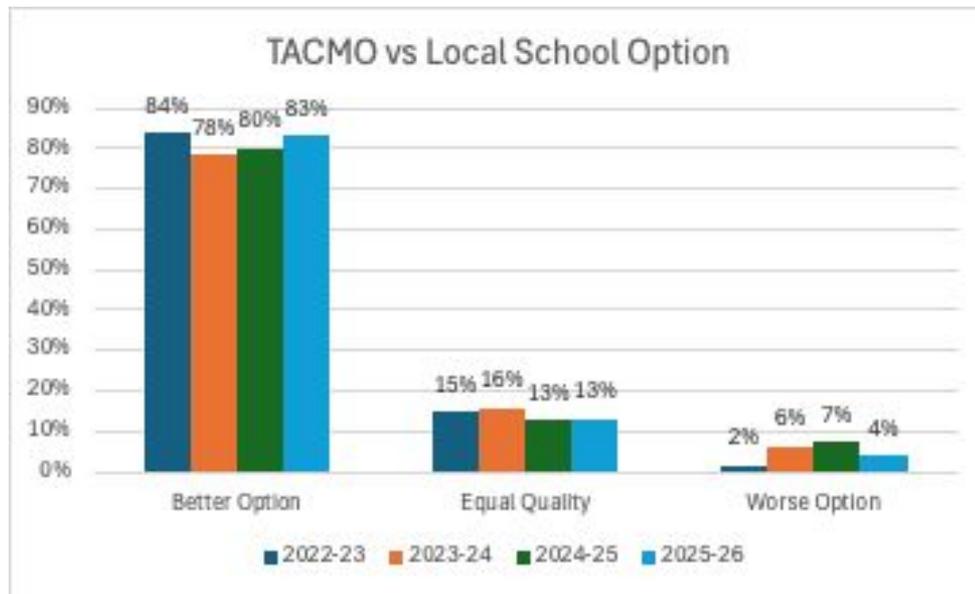- Sharing a monthly Letter to TACMO Families

Successes
- Consistent attendance at Parent Forums
- Connecting with parents at events
- Improved comparative school option rating

Challenges
- Low attendance at Parent Forums
- Nearly 1 in 5 families choose TACMO due to dissatisfaction with neighborhood school

Next Steps
- Review methods to address family interest in more regular communication
- Explore methods to increase family engagement and participation

TACMO vs Local School Option

Better Option: 84% (2022-23), 78% (2023-24), 80% (2024-25), 83% (2025-26)
Equal Quality: 15% (2022-23), 16% (2023-24), 13% (2024-25), 13% (2025-26)
Worse Option: 2% (2022-23), 6% (2023-24), 7% (2024-25), 4% (2025-26)

■ 2022-23 ■ 2023-24 ■ 2024-25 ■ 2025-26

Strategic Action B4: Student Recruitment

Annual Focus: Increase SVA Applications

Implementation Actions
- Outreach Committee reconvened to engage staff authentically about the value of The Academies
- Developed revised internal and external outreach materials with focus on founding principles

Successes
- Valuable input from instructional staff via committee
- Engaged staff (many new) with our founding principles and core programmatic elements
- Increased staff participation in outreach efforts

Challenges
- Need dedicated staff to achieve the in-depth authentic storytelling we really want to show the public

Next Steps
- Share materials and messaging with Board, who have and ambassadorial role for our organization
- Community outreach event at Visalia Rawhide, May 3
- Assess volunteer participation and stipend allocation

**# of SVA Applicants**

Cumulative
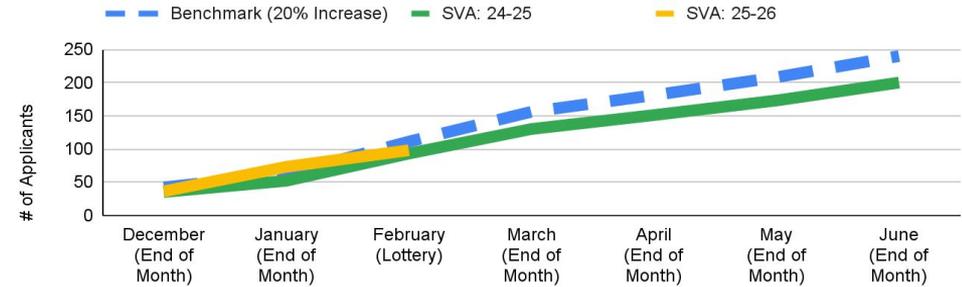
	Benchmark (20% Increase)	SVA: 24-25 Cumulative	SVA: 25-26 Cumulative	YTD Cumulative Change (+/-)
December (End of Month)	42	35	36	+ 1.00
January (End of Month)	62	52	73	+21.00
February (Lottery)	111	93	98	+5.00

Appendix J: **Understanding the relationship between i-Ready and CAASPP**
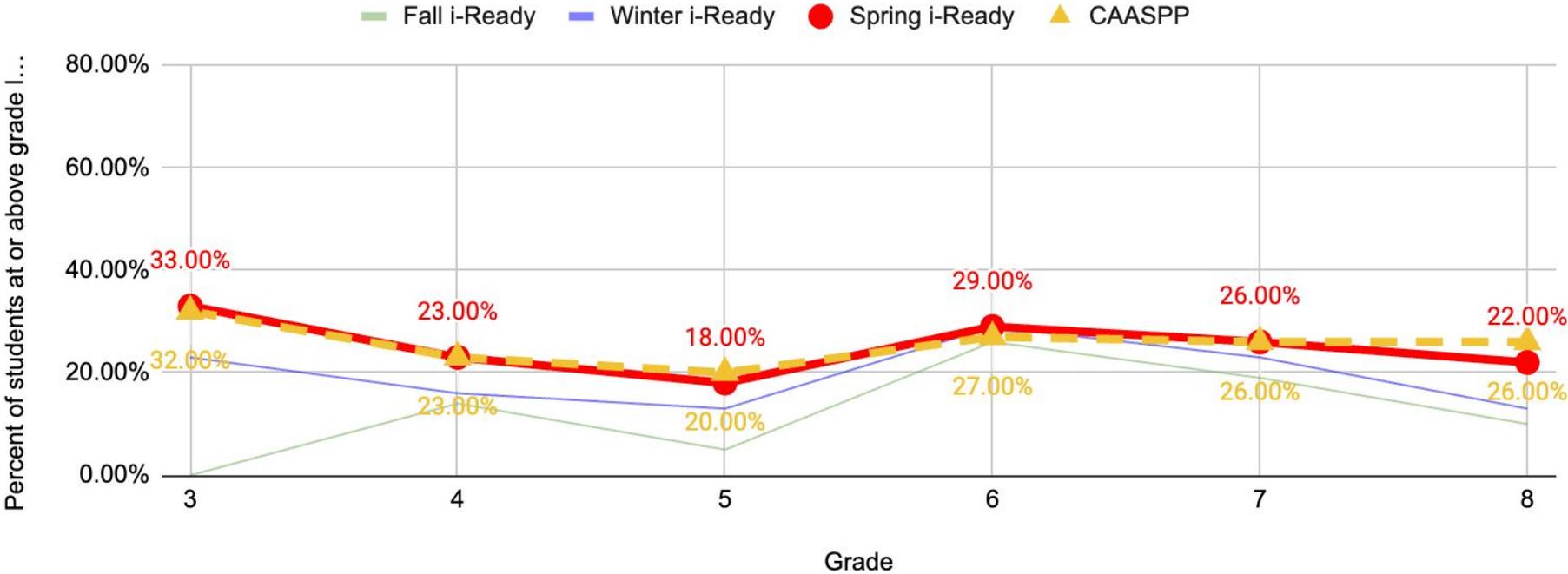
SVA Math: Spring i-Ready consistently over-predicts CAASPP math proficiency by 8-18 percentage points across most grades, with Grade 5 showing the largest gap (18%)
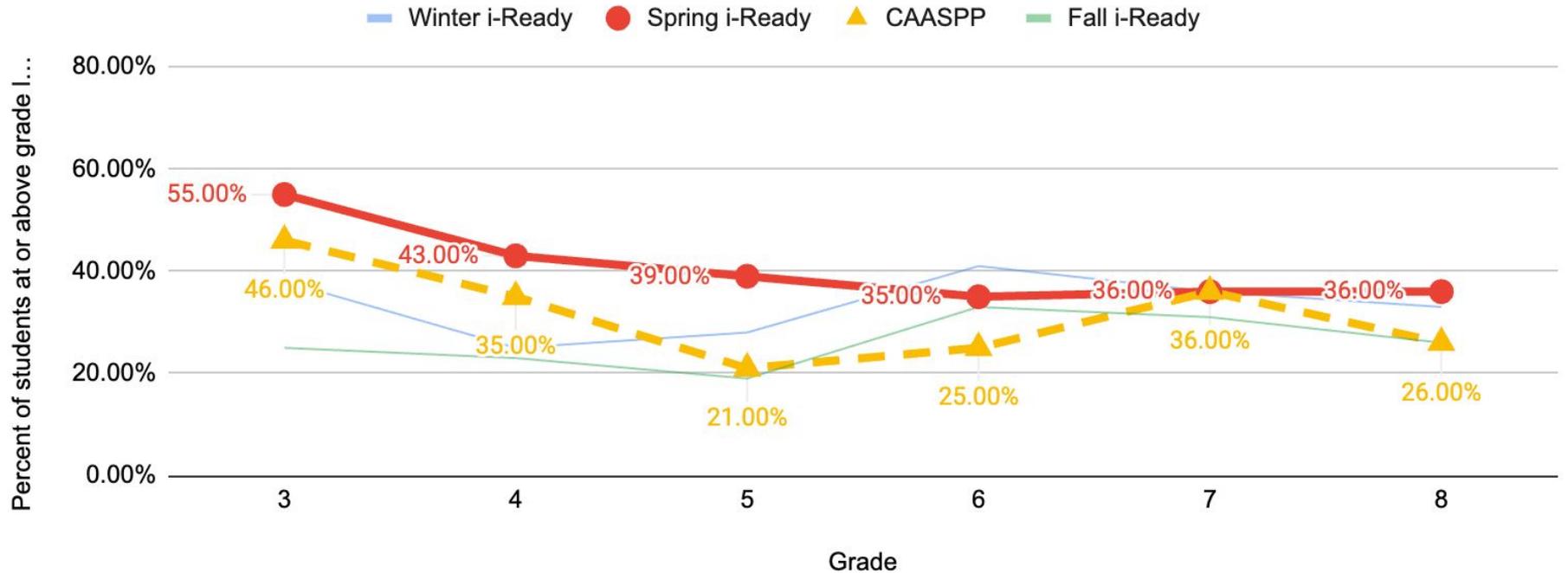
BOA Math: Spring i-Ready and CAASPP math scores align closely (within 5%).

BOA Math: I-Ready to CAASPP

Legend: Fall i-Ready, Winter i-Ready, Spring i-Ready, CAASPP

Y-axis: Percent of students at or above grade l...

Spring i-Ready values: 33.00%, 23.00%, 18.00%, 29.00%, 26.00%, 22.00%

CAASPP values: 32.00%, 23.00%, 20.00%, 27.00%, 26.00%, 26.00%

X-axis: Grade (3, 4, 5, 6, 7, 8)

SVA Reading: Spring i-Ready over predicts CAASPP reading proficiency in Grades 3, 5, and 8 (ranging from 7-22 percentage points), with Grade 3 showing a 22% gap.

SVA Reading: i-Ready to CAASPP
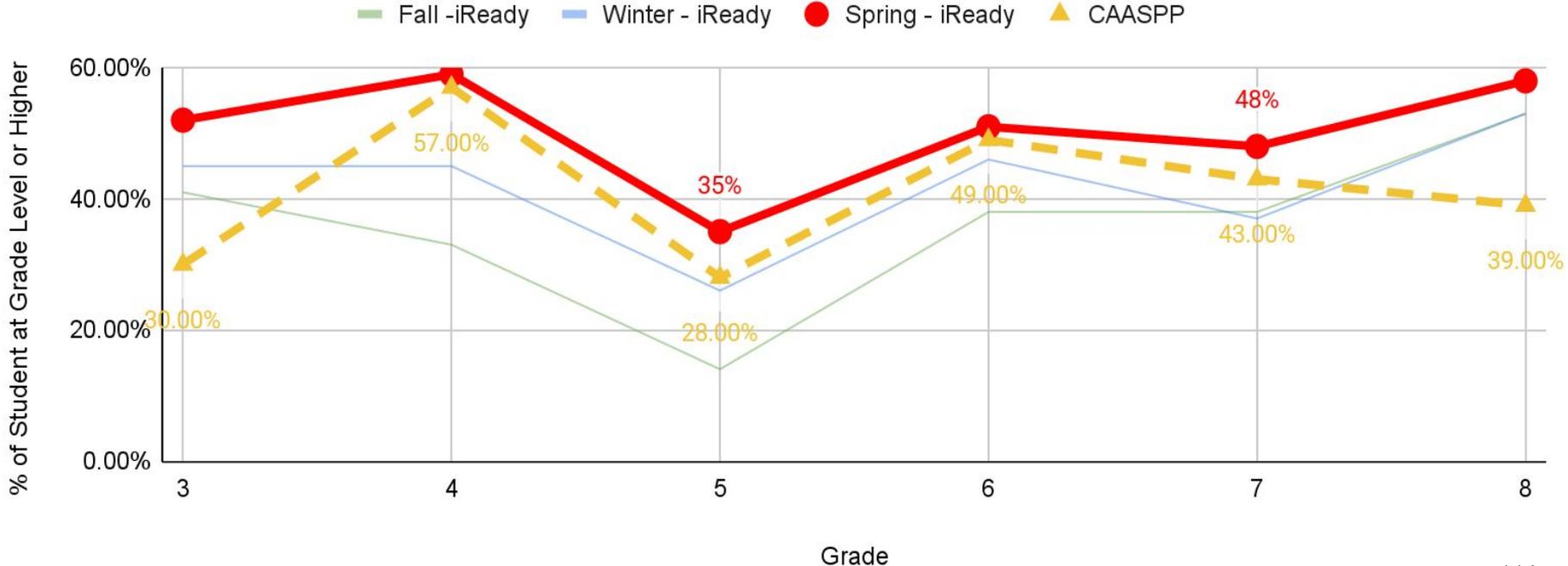
BOA Reading: Spring i-Ready over predicts CAASPP reading proficiency in Grades 3 (34% gap) and Grade 4 (17% gap).