



## TACMO Board Meeting - January 20, 2025 Agenda

January 20, 2026 6:30pm - 8:30pm PST

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](mailto: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 Karin Aure 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 (kaure@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. Approval of Minutes of the board meeting on December 9, 2025 (Enc. No. 1)

 [TACMO BOD 12092025 Meeting Minutes DRAFT.pdf](#)

2.2. Approval of the December 2025 Check Register Report (Enc. No. 2)

**2.3. Donation Recognition (Enc. No. 3)**

 [Donor IN KIND Receipt\\_12082025.pdf](#)

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

 [Month 5 Attendance Report BOA.pdf](#)

 [Month 5 SVA Attendance Report.pdf](#)

**3. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION**

- 3.1. Proclamation Honoring the Service & Dedication of Harold Rollin, Esq.**

**4. COMMUNITY REPORTS**

Presentation/Public Hearing/Public Comment/Board Discussion

**4.1. Teacher Representative Report**

**4.1.1 Blue Oak Academy**

**4.1.2 Sycamore Valley Academy**

**4.2. Principal Report**

**4.2.1 Blue Oak Academy (Enc. No. 5)**

 [Principal Report\\_Jan 2026\\_BOA.pdf](#)

**4.2.2 Sycamore Valley Academy (Enc. No. 6)**

 [Principal Report\\_Jan 2026\\_SVA.pdf](#)

**4.3. Operations Director Report**

**4.3.1 Admission Season Outreach**

**4.4. Human Resources Director Report**

**4.5. Board Member Report**

#### **4.6. Superintendent Report**

##### **4.6.1 Local Academic Performance Results: Update (Enc. No. 7)**

 [Local Academic Performance Results - Update.pdf](#)

##### **4.6.2 February Board Work Study Session: Planning and Suggestions**

#### **5. BOARD DEVELOPMENT**

Presentation/Public Hearing/Public Comment/Board Discussion

##### **5.1. Board Resources**

**5.1.1 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 Mid-Year Report for the 2025-26 LCAP for Blue Oak Academy (Enc. No. 8)**

 [2025-26 LCAP Mid-Year Report\\_BOA.pdf](#)

**7.1.2 Mid-Year Report for the 2025-26 LCAP for Sycamore Valley Academy (Enc. No. 9)**

 [2025-26 LCAP Mid-Year Report\\_SVA.pdf](#)

**7.1.3 LCAP Mid-Year Presentation for Blue Oak Academy and Sycamore Valley Academy (Enc. No. 10)**

## 7.2. ACTION ITEMS

### 7.2.1 Annual TACMO Board Governing Election (Enc. No. 11) ACTION

 [Cover letters and Resumes for Board Member Applicants.pdf](#)

 [CMO Governing Board\\_Board Terms and Titles.pdf](#)

### 7.2.2 Board Resolution 26-001 Annual Reorganization of Board Officers (Enc. No. 12) ACTION

 [BR 26-001 Annual Reorganization of Board Offices.pdf](#)

### 7.2.3 Monthly Financials with Multi-Year Projections (Enc. No. 13) ACTION

 [TACMO January 2026 Board Package- December 2025 Financials.pdf](#)

### 7.2.4 Audit Reports from Christy White for 2024-2025 (Enc. No. 14) ACTION

 [2024-25 Audit\\_Board Communication Letter\\_Christy White.pdf](#)

 [2024-25 Audit\\_Final Report\\_Christy White.pdf](#)

### 7.2.5 Vertex Education Partnership Proposal for Human Resources Support (Enc. No. 15) ACTION

 [Vertex Education Partnership Proposal for Human Resources Support\\_26 01 14.pdf](#)

### 7.2.6 BP 26-001 Referral Protocols for Addressing Pupil Behavioral Health Concerns (Enc. No. 16) ACTION

 [BP 26-001 Referral Protocols for Addressing Pupil Behavioral Health Concerns\\_DRAFT.pdf](#)

### 7.2.7 SP 13-001 Education for Homeless Children and Youth Policy (Enc. No. 17) ACTION

 [SP 13-001 Education for Homeless Children and Youth Policy\\_REVISED DRAFT with mark-ups\\_01-11-26.pdf](#)

### 7.2.8 2024-2025 School Accountability Report Card for Blue Oak Academy (Enc. No. 18) ACTION

**7.2.9 2024-2025 School Accountability Report Card for  
Sycamore Valley Academy Academy (Enc. No. 19)  
ACTION**

 [2025 School Accountability Report Card\\_SVA.pdf](#)

**7.2.10 Board Resolution 26-002 Authorizing Superintendent  
to Apply for Grants in 2026 (Enc. No. 20) ACTION**

 [BR 26-002 Authorizing Superintendent to apply for grants in 2026 school year.pdf](#)

**7.3. FIRST READS**

**7.4. PUBLIC HEARINGS**

**8. CLOSED SESSION**

**8.1. ADJOURN TO CLOSED SESSION**

**8.2. 8.1 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: General Activities Aide, Behavior Technician Aide, After School Program Aide, School Bus Monitor, Paraprofessionals-Special Education, TK Support**

**8.3. PERSONNEL (Government Code §54957). It is the intention of this governing body to meet in closed session to consider the public employee performance evaluation for the position of: Superintendent.**

**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: February 17,  
2026 at 6:30 PM.

END  
8:30pm



## ENCLOSURE #11

### ENCLOSURE SUMMARY

Consideration of Approval of Annual TACMO Board Governing Election

**FROM:** Harold Rollin and Stacey Nelson

**DATE:** 1/20/2026

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**BACKGROUND:** Cover letters and resumes for Board Member applications from the nominating committee. Terms and Titles enclosed so we know who is up for term expiration/renewal.

**SUPERINTENDENT'S RECOMMENDATION:** Approve.



Joanna Cremers  
1609 W Kaweah Ave.  
Visalia, CA 93277  
jcremers@vusd.org  
(559) 300-3963  
September 29th, 2025

Dear Mr. Rollin and the TACMO Board,

I am writing to express my interest in serving on the Board of Directors at TACMO. As a parent of Lewis (4th grade) and Betsy (TK) at Sycamore Valley Academy, I care deeply about the environment my children are in each day and want to help ensure that TACMO schools continue to thrive as a small, supportive community.

For the past five years, I have worked as a school counselor with Visalia Unified School District, supporting students, families, and staff through both academic and personal challenges. This experience has fueled my passion for student mental health and social-emotional learning, areas I believe are essential to the success of every child. I am also in the process of obtaining my Administrative Services Credential so I can continue to grow professionally and eventually serve in an administrative role. I would bring this perspective and commitment to the Board, helping to keep student well-being at the heart of decision-making.

I value collaboration, open communication, and strong partnerships between families, staff, and the community. Serving on the Board would allow me to contribute both my professional experience and my dedication as a parent to support TACMO's continued growth and success.

Thank you for considering my application. I would be honored to serve and contribute to maintaining the special environment that makes Sycamore Valley Academy and Blue Oak Academy such wonderful places for children to learn and grow.

Warm regards,  
Joanna Cremers



# JOANNA CREMERS, M.A., PPS

## DISTRICT SCHOOL COUNSELOR



(559) 300-3063



jcremers@vusd.org



1609 West Kaweah Avenue  
Visalia, CA 93277

### KEY SKILLS

- Student Achievement Monitoring
- Assessment and Evaluation
- Stakeholder Engagement
- Professional Development
- Technology Integration
- Crisis Management
- Conflict Resolution
- Data Analysis

### EDUCATION

#### PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

Madera County Office of Education - Present

#### MASTER OF ARTS, COUNSELING

Brandman University - 2020

#### PUPIL PERSONNEL SERVICES CREDENTIAL

Brandman University - 2020

#### MASTER OF ARTS, LEADERSHIP DEVELOPMENT

Fresno Pacific University - 2015

#### BACHELOR OF ARTS, ORGANIZATIONAL LEADERSHIP

Fresno Pacific University - 2012

### REFERENCES

#### ROY OROSCO, ASSISTANT PRINCIPAL

Visalia Unified, La Joya Middle School

(559) 595-4557

rorosco@vusd.org

#### HOLLIE TISTHAMMER, WORK-BASED LEARNING COORDINATOR

Visalia Unified, CTE Department

(559) 972-2995

htisthammer@vusd.org

#### LORI NARAHARA, COLLEGE AND CAREER ENGAGEMENT SPECIALIST

Tulare County Office of Education

(559) 280-6705

lori.narahara@tcoe.org

### PROFESSIONAL PROFILE

Dedicated and highly experienced School Counselor with experience in supporting students' academic, social, and emotional development. Expertise in crisis intervention, discipline, restorative practices, and collaboration with teachers, parents, and community resources to create comprehensive support systems. Skilled in conducting assessments, developing individualized education plans, and facilitating workshops on topics such as mental health, addiction, and academic success. Strong communicator with a deep commitment to equity and empowering students to overcome challenges and achieve their full potential.

### EXPERIENCE

#### DISTRICT SCHOOL COUNSELOR

Visalia Unified School District | 2021 - present

- Provide social-emotional, academic and behavioral support to Linked Learning Academy and Career Technical Education Pathway students.
- Work closely with Assistant Principals from all four Visalia Unified School District comprehensive school sites to ensure Linked Learning Academies run smoothly.
- Advocate for students in disciplinary, crisis and behavioral intervention situations to ensure they receive equitable support and resources.
- Collaborate with all Linked Learning Academy and Career Technical Education teachers to ensure students are meeting academy and pathway requirements.
- Provide crisis-intervention to all four comprehensive sites in the event of an emergency.
- Facilitate professional learning communities for Linked Learning Academy teachers to share best practices for tier one support.

#### DISTRICT PARTNERSHIPS MANAGER

California College Guidance Initiative (CCGI) | 2018 - 2020

- Trained assistant principals, counselors, teachers and support staff on the use of CaliforniaColleges.edu.
- Worked with Assistant Principals of Curriculum and Instruction on corrective course coding in the University of California A-G Course Management Portal.
- Facilitated professional learning communities for site administration, counselors and teachers.
- Monitored student A-G progress and University of California and California State University eligibility.
- Facilitated trainings for the Tulare County Office of Education TK College + Career Collaborative.

#### MANAGER OF COMMUNITY AND CORPORATE RELATIONS

Brandman University | 2015 - 2018

- Served as a spokesperson for the university and represented them in Visalia and surrounding communities.
- Led leadership development workshops, new student orientations and organized student events.
- Assisted community colleges on articulation agreements and transfer guides.
- Presented to high school students about college readiness and post-secondary planning.

Omar Abraham Faris  
PO Box 3821  
Visalia, CA 93278  
oafaris@yahoo.com

Sycamore Valley Academy  
6832 Avenue 280  
Visalia, CA 93277

I am writing to express my interest in joining the Sycamore Valley Academy School Board. With a deep passion for my community and over fifteen years of private sector experience, I am excited about the opportunity to contribute to SVA's commitment to academic excellence. As a first generation American, lifelong Central Valley resident, and prior school site council member, I would love the opportunity give back and help cultivate the next generation of local learners.

I am passionate about SVA's commitment to providing accessible education and fostering a sense of community among students and faculty. I am eager to contribute to this mission and support SVA's efforts to empower students from various backgrounds to achieve their academic goals.

My commitment to education and youth development is reflected in my years of service as a parent board member for the Central Valley Recreational Swim League and as an assistant coach for the Sequoia Youth Football League's Goshen Bears. These roles have allowed me to work directly with students, families, and fellow volunteers to foster teamwork, resilience, and a sense of belonging.

As a parent to two SVA students, I am excited for the prospect of making a meaningful impact on our institution.

Respectfully,

Omar Abraham Faris

# OMAR ABRAHIM FARIS

PO Box 3821

Visalia, Ca. 93278

Mobile (559) 936-4660

oafaris@yahoo.com

## SUMMARY OF SKILLS

A lifelong Tulare County resident with more than fifteen years of professional experience in the private sector, specializing in leadership, stakeholder engagement, and organizational development. Demonstrated advanced abilities in public speaking, effective communication, team leadership, conflict resolution, and strategic problem solving. Brings over a decade of expertise in managing complex customer relationships, implementing clean energy projects, and overseeing initiatives focused on sustainability and electrical resiliency. Committed to fostering collaborative environments and supporting community advancement through education and service.

## EDUCATION

**Master of Arts** –Leadership and Organizational Studies, May 2019

Fresno Pacific University School of Business

**Bachelor of Science** - Business Administration-Management/Production and Logistics Management, May 2009

California State University, Fresno – Craig School of Business

**Associate of Arts** - Liberal Arts, December 2006

College of the Sequoias

## WORK EXPERIENCE

### SENIOR ADVISOR – FEDERAL GOVERNMENT

Southern California Edison

Tulare, Ca

January 2025 – Present

Southern California Edison (SCE) is the nation's third largest electric utility and covers approximately 50,000 square miles of service territory throughout Central and Southern California. I currently manage SCE's relationship with the United States Government. My current responsibilities include:

- Serve as single point of contact for federal accounts including Department of Defense, Department of Justice, and Department of the Treasury.
- Federal contract management and regulatory compliance.
- Customer outage communication and coordination.
- Technical consultations related to electric service.

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## CLEAN ENERGY SOLUTIONS ADVISOR

Southern California Edison

Tulare, Ca

January 2021 – December 2024

In this role, I managed customer engagement and communications for SCE's electric vehicle charging infrastructure programs. SCE's current clean energy objectives place a premium on equity and focus on progress in disadvantaged communities. My responsibilities included:

- Led training and education initiatives for internal stakeholders.
- Corporate goal forecasting and goal allocation.
- Lead customer consultations and presentations to determine optimal infrastructure deployments while ensuring regulatory compliance.
- Developed internal and external communications related to programs and regulatory updates.
- Optimized internal processes to ensure projects are completed expeditiously.

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## ACCOUNT MANAGER – GOVERNMENT, INSTITUTIONS, AND AGRICULTURE

Southern California Edison

Tulare, Ca

August 2013 –December 2020

I managed a portfolio of 188 customers in SCE's Government, Institutions, Agriculture, and Water segment in the Customer Engagement Division. My responsibilities included:

- Served as a single point of contact for some of SCE's largest and most politically active customers in the San Joaquin Region.
- Provided demand side management solutions to various customer types including agricultural, K-12 schools, and local governments.
- Served on Incident Management Team (IMT) in Agency Representative Role (AREP). Most notably, activated during Kern County Erskine Fire (2016) and Shaver Lake Creek Fire (2020).
- Performed energy audits and assessments of client facilities to identify inefficiencies in energy consumption.

Notable local customers served:

- Kaweah Delta Hospital, Visalia Unified School District, Tulare County Office of Education, Tulare Joint Union High School District, Kings County, City of Hanford, and the City of Porterville.

## COMMUNITY INVOLVEMENT

- Central Valley Recreational Swim League – Visalia Seahawks parent board member
- Sequoia Youth Football League – Assistant coach for the Goshen Bears
- Cottonwood Creek Elementary School - School Site Council (2018-2023)

Cynthia Padilla-Nowakowski  
2238 S. Cotta St.  
Visalia, Ca 93292  
CNowakowski@LSEnt.com  
559-308-3183  
November 14, 2025

Harold Rollin  
TACMO Board  
Sycamore Valley Academy  
6832 Avenue 280  
Visalia, CA 93277

Dear Mr. Rollin,

I am writing to express my sincere interest in joining the Board of Sycamore Valley Academy. My close involvement with the school community through my children has given me a deep appreciation for SVA's impact, and I am eager to help continue the Board's important work. As a parent of two children in first and second grade—both of whom have attended SVA since Kindergarten—I have witnessed firsthand the profound impact our school has on its students and families.

My motivation to serve is especially personal, as my daughter Remedy is on the spectrum. This experience has strengthened my commitment to fostering an inclusive, supportive environment for all students and families. Professionally, I have developed strong leadership skills both through my role as a multi-unit leader and by observing how effective leaders inspire and guide their teams. I also currently serve as a board member of the Visalia Convention and Visitors Bureau, where I collaborate with diverse stakeholders to promote our community and drive shared goals. These experiences have given me valuable insights into organizational dynamics, strategic planning, and advocacy.

I am dedicated to championing programs and resources that address the needs of students with diverse abilities, ensuring every child has the opportunity to thrive at SVA. I believe in bringing new perspectives while honoring the core values that define our school. My combined experiences as a parent, professional, and board member position me to contribute meaningfully to the Board's work.

It would be an honor to be considered for this position and to help shape the future of Sycamore Valley Academy. Thank you for your consideration. I look forward to the opportunity to discuss how I can support our shared vision for the school.

Warm Regards,

Cynthia Padilla-Nowakowski

# CYNTHIA

# PADILLA-NOWAKOWS

# KI

SR. DISTRICT MANAGER

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[cpadillanowakowski@gmail.com](mailto:cpadillanowakowski@gmail.com)



559- 308-3183



Central California

## EXPERIENCE

### **Lucky Strike Entertainment - Sr. District Manager**

*Central & Silicon Valley • 02/2015 - Present*

Oversee the operations of 10 bowling locations and one Family Entertainment Center across Central and Northern CA, successfully generating over \$50 million in annual revenue.

My approach focuses on driving sustainable revenue and cash flow growth by actively recruiting, hiring, and nurturing management teams that embrace an ownership mentality. I conduct regular quality checks to ensure that our employees not only excel in guest service but also maintain high standards in food and beverage operations and loss prevention practices. My mission is to create a welcoming and inclusive environment for both guests and team members, fully aligned with our brand's mission and core values, fostering a culture of excellence and collaboration.

### **Chili's Grill and Bar - Restaurant Manager**

*Tulare • 05/2011 - 02/2015*

My responsibilities included handling daily deposits with accuracy, creating well-structured schedules to optimize staff coverage and operational flow, and effectively managing inventory to minimize waste and ensure we are always well-stocked. I was dedicated to recruiting exceptional talent who embody our restaurant's values. Additionally, I regularly assessed the performance of my team members and bartenders, providing constructive feedback that encourages growth and excellence.

As the District Safety Champion, Responsible for analyzing safety reports for each restaurant periodically. I conducted audits to identify potential hazards and recommend proactive measures, fostering a safe and secure environment for both our staff and valued patrons.

### **Lowe's - Assistant Store Manager**

*Tulare • 04/2010 - 05/2011*

I managed the daily operations for cashiers, facility service associates, the credit coordinator, and the delivery and receiving team. My tasks includes checking daily deposits and balancing cash. I also oversee the sales production office and handled recruitment, training, and performance evaluations for my team. Additionally, I reviewed monthly financial performance and inventory reports to maximize profits.

### **Jack in the Box - Area Coach**

*Central Valley • 10/1993 - 04/2010*

I oversaw seven thriving multi-million dollar restaurants, focusing on operational and financial performance, quality and service reports, and health compliance. I managed sales, controlled expenses and



payroll budgets, and addressed personnel issues while implementing effective loss prevention strategies.

Committed to exceptional guest experiences, I hired, trained, and developed management staff to support the company's vision. I nurtured internal talent for Restaurant Management and Team Leader positions, collaborating with management to identify development needs and execute targeted improvement plans.

## **ACCOMPLISHMENTS**

- Board Member of the Visalia Convention and Visitors Bureau
- First Female Sr. District Manager for Bowlero Corp
- Bowlero Corp Break Through To Excellence Mentor
- 4 time Lucky Strike Eagle and Falcon Award Recipient
- Co-created Team Leader ongoing development training courses for VTP Enterprises dba. Jack in The Box

## **REFERENCES**

References available upon request

Serina Palomino  
518 N. Peppertree at.  
Visalia, CA 93291  
[Sandpal1987@gmail.com](mailto:Sandpal1987@gmail.com)  
559-750-1651

11/13/25

Dear Members of the Board,

I am writing to express my sincere interest in serving on the Sycamore Valley Academy School Board. I have great admiration for the school's commitment to academic excellence, innovative learning, and the development of well-rounded students. As a community member who values education and youth development, I am eager to contribute my skills, experience, and passion to support the continued success of the academy.

Throughout my professional and volunteer experience, I have developed a strong understanding of collaboration, fiscal responsibility, and community engagement—all essential elements of effective board service. I am dedicated to fostering an inclusive and supportive environment where students, teachers, and families can thrive. I believe in the importance of transparent governance and thoughtful decision-making that reflects the diverse needs of our community.

Serving on the Sycamore Valley Academy Board would be an honor and a meaningful opportunity to help shape the future of our students. I would welcome the chance to bring my perspective, energy, and commitment to this important role.

Thank you for considering my application. I would appreciate the opportunity to discuss how my background and values align with the mission and goals of Sycamore Valley Academy.

Warm regards,  
Serina Palomino

## **SERINA PALOMINO, LPCC, NCC**

LPCC 15660 • NCC 1732183

Visalia, CA • 559-750-1651

Email: sandpal1987@gmail.com

### **PROFILE**

Highly motivated mental health professional with extensive experience in counseling, crisis intervention, and community mental health. Passionate about expanding access to quality mental health services and supporting diverse communities through advocacy, education, and outreach.

A lifelong learner dedicated to continuous growth, skill development, and culturally responsive practice. Known for being warm, compassionate, collaborative, and team-oriented, with strong leadership abilities developed through both professional and academic experiences.

### **EDUCATION**

Ph.D., Developmental Psychology  
Liberty University — Lynchburg, VA  
May 2022 – Present

MS, Counseling / Clinical Mental Health  
University of Phoenix — Phoenix, AZ  
March 2021

Bachelor of Science, Psychology  
University of Phoenix — Phoenix, AZ  
November 2016

### **EXPERIENCE**

#### **Private Practice — LPCC, NCC**

July 2025 – Present

Provide evidence-based psychotherapy, conduct assessments, and deliver trauma-informed care.

#### **Hope Horizon — LPCC, NCC**

November 2021 – June 2025

Delivered individual and group counseling, crisis intervention, and coordinated client care.

#### **Lindsay High School — APCC**

August 2021 – October 2021

Provided school-based mental health support and facilitated SEL development.

**Family Services of Tulare County — APCC Trainee**

May 2020 – July 2021

Conducted intakes, assessments, counseling, and case management.

**Family Services of Tulare County — Sexual Assault Advocate**

November 2019 – May 2020

Provided crisis counseling, advocacy, and safety planning support.

**Licensed Cosmetologist**

November 2015 – October 2021

Built strong client relationships and developed communication and business skills.

**CERTIFICATIONS**

- EMDR Trained — April 2023
- Yoga Teacher Certification — October 2021
- Trauma-Focused CBT Certificate — November 2020
- Telehealth for Mental Health Professionals — August 2020
- Sexual Assault Victim Counselor Certificate — October 2019



## ENCLOSURE #20

### ENCLOSURE SUMMARY

Consideration of Approval of Board Resolution 26-002 Authorizing Superintendent to Apply for Grants in 2026

**FROM:** Karin Aure

**DATE:** 1/20/2026

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**BACKGROUND:** This is an annual approval item enabling the Superintendent to apply for grants in the coming year.

**SUPERINTENDENT'S RECOMMENDATION:** Approve.

**BEFORE THE GOVERNING BOARD**  
**THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION**  
**RESOLUTION 26-002**

IN THE MATTER OF

APPLYING FOR GRANTS IN THE 2026 CALENDAR YEAR

ON BEHALF OF THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION, SYCAMORE VALLEY ACADEMY, AND BLUE OAK ACADEMY

WHEREAS, The Academies Charter Management Organization and schools may benefit from securing additional funding in the form of grants,

THEREFORE BE IT RESOLVED THAT the Governing Board has voted this evening to permit the Superintendent to apply for grants on behalf of the Academies Charter Management Organization, Sycamore Valley Academy and Blue Oak Academy, consistent with the mission and vision for the organization.

Ayes \_\_\_\_\_

Nos \_\_\_\_\_

Abstentions \_\_\_\_\_

Absent \_\_\_\_\_

I, \_\_\_\_\_, Secretary of The Academies Charter Management Organization Board of Directors, do hereby certify that the foregoing is a true account of the Board's voting, and is a true copy of a resolution passed by the Board at a regular meeting of the Board held on January 20, 2026.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary, The Academies CMO Board of Directors



## ENCLOSURE #19

### ENCLOSURE SUMMARY

Consideration of Approval of 2024-2025 School Accountability Report Card for  
Sycamore Valley Academy

**FROM:** Karin Aure

**DATE:** 1/20/2026

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**BACKGROUND:** California public schools are required by state law to publish their School Accountability Report Cards (SARCs) annually on their websites by February 1st, making them accessible online for parents and the community to review student achievement, demographics, school climate, and resources.

**SUPERINTENDENT'S RECOMMENDATION:** Approve.

# Sycamore Valley Academy

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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



### Admission Requirements for the University of California (UC)

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

### Admission Requirements for the California State University (CSU)

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

## 2025-26 School Contact Information

School Name	Sycamore Valley Academy
Street	6832 Avenue 280
City, State, Zip	Visalia, CA 93277
Phone Number	559.622.3236
Principal	Corey Morse
Email Address	cmorse@sycamorevalleyacademy.org
School Website	sycamorevalleyacademy.org
Grade Span	TK-8
County-District-School (CDS) Code	54722560125542

## 2025-26 District Contact Information

District Name	Sycamore Valley Academy
Phone Number	(559) 429-4351
Superintendent	Karin Aure
Email Address	kaure@theacademiescharters.org
District Website	www.sycamorevalleyacademy.org

## 2025-26 School Description and Mission Statement

Sycamore Valley Academy (SVA) is a tuition-free, TK-8 Visalia charter school that opened in August 2012.

The MISSION of The Academies is to engage every student in a manner that 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.

Our VISION: 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.

### LEARNING OUTCOMES:

As a result of receiving their K-8 education with us, our alumni will be...

- Inquisitive & Critical Thinkers
- Virtuous, Courageous & Intelligent Individuals
- Self-motivated, Life-long Learners
- Confident Leaders for the 21st Century
- Creative & Effective Problem Solvers
- Empowered Citizens in a Democratic Society

To achieve these desired learning outcomes, we borrow and merge the best ideas from well-respected educational traditions like Constructivism (including influences such as DeVries, Dewey, Froebel, Montessori, and Steiner) and the Classical Education Model.

We offer a site-based, academically accelerated instructional program with thematic units, project-based learning, and an enriched curriculum (including Spanish language, hands-on science, service-learning, music, and art instruction) to support students who have the desire to work ahead or work deeper in their studies. Our constructivist educational philosophy and program for gifted learners make our school unique in the area.

### About Our School

Sycamore Valley Academy is a special community of educators and parents working together to provide our students with an excellent TK-8 education. It's my pleasure to be the Principal of this school and to share with you some information on our core beliefs and assumptions, and to share with you how these shape our school's instructional program.

First, we believe children find the greatest benefit in their formal education when they are empowered, active participants--students in an environment that responds to their interests, their questions, and their desire to define the world around them. We provide an enriching learning environment (a school with academic breadth, constructivist--hands-on, collaborative--teaching methods, and a whole-child approach). Because of this, Sycamore Valley Academy's motto is, "Accelerating Academics in an Enriching Environment." Here, students grow at their natural pace, and their talents and creativity thrive because our school provides an environment conducive to learning. Since children acquire knowledge and master concepts at varying rates, we work to adjust instructional pacing to keep our students motivated, challenged, and always interested. Students here receive differentiated instruction (are kept challenged). In addition, we know that students are able to show their learning in myriad ways. Our school believes in "authentic assessment," which means learning is assessed in multiple ways (from quizzes and tests to performances, projects, and portfolios), giving students varying ways to demonstrate and apply their learning.

We believe that how we teach is just as important as what we teach. Our school understands that as the body of information grows at an exponential rate, our highest purpose in education is to develop habits of mind that enable students to become independent learners: to learn how to learn. This means we employ a variety of lesson types, from traditional direct instruction to inquiry-based lessons where students are guided to discover the concept/idea themselves.

Our school not only facilitates the child's mastery of the essential disciplines but also provides students with the chance to pursue their particular passions through in-depth studies, projects, and collaboration. Sycamore Valley Academy broadens the school experience to include an enriched curriculum that engages, spurs deeper connection-making, and creates greater opportunities for acceleration. Our students nurture a range of higher-level thinking skills while building meaningful relationships with each other and our caring, passionate staff. Our enriched curriculum includes the Spanish language (with a Spanish specialist), hands-on Science learning (with a Science specialist), art (with an art specialist), music, social-emotional learning, project-based learning, thematic learning, Physical Education (with a PE specialist), and history/social studies. In addition to these, older students in grades 6-8 have the option to select an additional elective course.

Sycamore Valley Academy believes students should be educated in matters of the heart as well as the mind. In addition to our rigorous academic program, a Sycamore Valley Academy education reaches beyond the walls of the classroom through community service. We teach our students to recognize their needs and to mobilize their resources of intellect, compassion, and altruistic action to better the world they live in. Through their learning at Sycamore Valley Academy, our students are equipped to reach their fullest potential, amplify their talents, and improve their world. Visit our school website to learn more!  
[www.sycamorevalleyacademy.org](http://www.sycamorevalleyacademy.org)

2025-26 School Description and Mission Statement

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About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	24
Kindergarten	41
Grade 1	45
Grade 2	43
Grade 3	43
Grade 4	45
Grade 5	43
Grade 6	47
Grade 7	42
Grade 8	43
Total Enrollment	416

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.5
Male	47.3
Non-Binary	0.2
Asian	0.7
Black or African American	0.5
Filipino	0.7
Hispanic or Latino	54.2
Two or More Races	3.8
White	36
English Learners	4.8
Homeless	0.2
Socioeconomically Disadvantaged	38.2
Students with Disabilities	16

A. Conditions of Learning

State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15	71.52	173.8	67.18	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	2	9.48	17.1	6.64	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	9.48	16	6.2	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	7.4	2.89	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2	9.48	44.1	17.08	15831.9	5.67
<b>Total Teaching Positions</b>	21.1	100	258.7	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.6	64.22	169.9	65.02	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	5	23.54	23.7	9.09	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.6	12.24	17	6.53	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4.4	1.69	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	46.1	17.67	14303.8	5.15
<b>Total Teaching Positions</b>	21.2	100	261.3	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.2	56.94	193.1	66.11	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	4	17.24	28.3	9.71	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.2	5.52	20.3	6.95	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.7	3.06	14.4	4.93	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	4	17.24	35.9	12.29	13705.8	4.91
<b>Total Teaching Positions</b>	23.2	100	292.2	100	278927.1	100

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	1.00	0	1
<b>Misassignments</b>	1.00	2.6	0.2
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	2.6	1.2

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0.7
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0.7

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	12.5	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Kindergarten Tara West Science of Reading Guided Phonics Tara West KinderLiteracy Expeditionary Learning Reading Modules Teacher Read Aloud iReady MyPath Personalized Learning Tara West Kinder Writing Writing journals Phonemic Awareness by Michael Heggerty Secret Stories Tara West Guided Phonics Assessments i-Ready Diagnostic Assessment 1:1 Teacher Assessments Tulare County Office of Education Writing Rubrics	0.00 %
	Grade 1 Tara West Science of Reading Guided Phonics Tara West Firstie Literature Modules Secret Stories Word Sorts Teacher Read Aloud iReady MyPath Personalized Learning EPIC (literacy app/website) Poetry PBL Resources Tara West Firstie Writing Units Phonemic Awareness by Michael Heggerty Secret Stories UFLI Tara West Guided Phonics Assessments i-Ready Diagnostic Assessment Scholastic 3 Minute Assessments Tulare County Office of Education Writing Rubrics	
	Grades 2-3	

	<p>Tara West Science of Reading Guided Phonics iReady MyPath Personalized Learning iReady Reading Resources for Small Groups Teacher Read Aloud Whole Class Novels Words Their Way Word Sorts Mentor Sentences Not So Wimpy Teacher Writing Units People Who Make a Difference (integrated into PBL Units) Phonemic Awareness by Michael Heggerty Secret Stories</p> <p>Tara West Guided Phonics Assessments i-Ready diagnostic assessment Scholastic 3 Minute Assessment Tulare County Office of Education Writing Rubrics</p> <p>Grades 4-5 Teacher Read Aloud- Bud Not Buddy, Sign of the Beaver, King George What Was His Problem, and Esperanza Rising. iReady MyPath Personalized Learning iReady Reading Resources for Small Group i-Ready Diagnostic Assessment Scholastic 3 Minute Reading Assessments Tulare County Office of Education Writing Rubrics</p> <p>Grades 6-7-8 Novel Studies with Teacher Created Curriculum Lucy Calkins Units of Study in Writing iReady MyPath Personalized Learning</p> <p>i-Ready Diagnostic Assessment Scholastic 3 Minute Assessment Tulare County Office of Education Writing Rubrics</p>	
<b>Mathematics</b>	<p>Kindergarten- Grade 5 i-Ready Core Math Bridges Number Corner Math manipulatives/ hands-on materials i-Ready My Path Personalized Learning Platform i-Ready Diagnostic Assessment I-Ready Unit Assessments 1:1 Teacher Assessments (Kindergarten)</p> <p>Grades 6-8 i-Ready Core Math i-Ready MyPath personalized learning platform Edgenuity Math (Accelerated 8th grade students) i-Ready diagnostic assessment i-Ready Unit Assessments</p>	0.00 %
<b>Science</b>	<p>Kindergarten- Grade 1 Mystery Science Hands-on materials and experiments Websites NGSS Standards-aligned, teacher-created lessons</p>	0.00 %



	<p>Grades 2-5 Mystery Science National Geographic website (and other web-based sources) Hands-on materials NGSS Standards-aligned, teacher-created lessons</p> <p>Grades 6-8 Project-based Inquiry Science from It's About Time Publishers, New York NGSS Standards-aligned, teacher-created lessons Development &amp; Sexual Health: Planned Parenthood curriculum &amp; instructors</p>	
<b>History-Social Science</b>	<p>Kindergarten Patriotic Songs American Symbols Rules/Procedures Community Helpers/Jobs People Do Holidays and Heroes PBL: Why Trees Are Important to our Community and How Can We Convince Others to Enjoy and Appreciate Trees</p> <p>Grade 1 Little Social Studies Thinkers</p> <p>Grades 2-3 People Who Make a Difference- Family History, Heroes, Economics (2nd grade) Local History (3rd Grade), Visalia, Native Americans, Tulare County</p> <p>Grades 4-5 Looping: California History, American History Grade 4: California: A Changing State Grade 5: Social Studies Alive: America's Past</p> <p>Grades 6-8 TCI History Alive Curriculum Stanford Education Group: Reading Like a Historian, Beyond the Bubble, Civic Online Reasoning Howard Zinn Education Project A Young People's History of the United States-Howard Zinn A Different Mirror: A Young People's History of Multicultural America- Ronald Takaki Various Museum Resources</p>	0.00 %
<b>Foreign Language</b>	<p>Spanish Grades K-8 Variety of Picture Books and literature in Spanish Rockalingua Sonrisas 1 &amp; 2 Duolingo Senderos 1A SOMOS Flex</p>	0.00 %

<b>Health</b>	1-8 Sparks PE units/Teacher created, standards-aligned activities, PFT Prep	0.00 %
<b>Visual and Performing Arts</b>	Art: Deep Space Sparkle  Curricular supplies for band, choir, and classroom music 1. Instruments  Recorders  Ukuleles  Acoustic guitars  Percussive instruments:  Hand drums  Hand percussion   Electronic instruments:  Samplers  Field recording microphones  2. Educational Tools and Materials  Chromebooks  Music books  Music learning card games (for classroom stations)  3. Engagement Resources  Boomwhackers  Jump bands  Drumsticks  Colorful scarves	0.00 %

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

## School Facility Conditions and Planned Improvements

Sycamore Valley Academy facilities are rated as "fair" in its latest Facility Inspection Tool report. Systems, cleanliness, restrooms/fountains, safety, structural, and external are rated as "good".

## School Facility Conditions and Planned Improvements

Sycamore Valley Academy facilities are rated as "fair" in its latest Facility Inspection Tool report. Systems, cleanliness, restrooms/fountains, safety, structural, and external are rated as "good".

Year and month of the most recent FIT report

January 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None
<b>Interior:</b> Interior Surfaces			X	None
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Ceiling tiles reset in rooms 15, 16, and 18 on 8/29/25.
<b>Electrical</b>			X	None
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Boys' primary restroom: Ticket # 166431 entered on 8/27/25 for ceiling tile replacement. Ticket #166994 entered on 8/29/25 to repair sink cap. Girls' primary restroom: Ticket #166431 entered 8/27 for tile replacement. Strip added to water dispenser cord on 9/19/25
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Locks ordered 9/19/25 for under sink cabinets in classrooms.
<b>Structural:</b> Structural Damage, Roofs	X			None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Backpack hooks repaired by custodian 9/5/25. Tools removed from shed area on 8/29/25.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	42	41	31	33	47	48
Mathematics (grades 3-8 and 11)	32	32	20	22	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	265	259	97.74	2.26	41.31
Female	135	131	97.04	2.96	48.09
Male	129	127	98.45	1.55	33.86
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	155	152	98.06	1.94	37.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	41.18
White	86	83	96.51	3.49	46.99
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	88	96.70	3.30	30.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	56	96.55	3.45	8.93

### 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	264	257	97.35	2.65	32.30
Female	134	129	96.27	3.73	28.68
Male	129	127	98.45	1.55	35.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	154	150	97.40	2.60	29.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	35.29
White	86	83	96.51	3.49	37.35
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	90	87	96.67	3.33	19.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	56	96.55	3.45	10.71

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.8	22.22	0	7.93	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	84	81	96.43	3.57	22.22
Female	40	38	95.00	5.00	18.42
Male	44	43	97.73	2.27	25.58
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	50	49	98.00	2.00	18.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	23	21	91.30	8.70	23.81
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	31	30	96.77	3.23	16.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	6.67



B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	90	90	95.6	100
Grade 7	100	94	94	96	96

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
<p>Our school enjoys high parent involvement. We invite parent participation in myriad ways, including the following:</p> <p>1. School Events: SVA and our Parent Teacher Organization sponsor many fun events throughout the school year, including monthly awards assemblies, musical performances (primary grade performances are 1 time per trimester) and middle school choir and band are 2 times per year, a Fall Carnival, parent's night out, field trips for every class, campus beautification days, and sports events.</p> <p>2. Parent Teacher Organization (SVA PTO): The enthusiastic parents and guardians of Sycamore Valley Academy students have formed a PTO to promote the school's mission and support the staff of this school. The SVA PTO organizes and runs a Fall Carnival, a Jog-a-thon, and a Spring fundraiser event. This group meets monthly and the PTO board and subcommittees meet more frequently when working on specific projects.</p> <p>4. Room Parents: Each classroom has a minimum of 1 room parent who organizes classroom parties and teacher appreciation activities.</p> <p>5. Volunteering: Parents, guardians, and grandparents are invited to set up a regular time to volunteer in our classrooms or to chaperone on field trips. Parents help our staff by providing students with more attention and supervision during recess/ lunch, and more support during instructional time.</p> <p>6. Parent Representative on the SVA Board of Directors: The governing board of our school always contains between 1-4 parents of current SVA students.</p> <p>7. Parent Representatives serving on our organization's committees, collaborating with staff on items such as strategic planning, outreach for diversity, and policy updating.</p>

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	434	429	65	15.2
Female	226	225	35	15.6
Male	207	203	30	14.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	241	240	41	17.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	18	18	0	0.0
White	157	153	19	12.4
English Learners	20	20	5	25.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	184	182	34	18.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	85	83	8	9.6

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.83	3.55	2.76	3.25	2.79	1.67	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.23	0	0	0.02	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.76	0.23
Female	3.10	0.00
Male	2.42	0.48
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.90	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.55	0.64
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.17	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.18	0.00

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

2025-26 School Safety Plan

Sycamore Valley Academy has a fully compliant School Safety Plan. The plan was last reviewed and updated in September 2025. Staff receive full training annually regarding safety practices as well as active shooter training by local law enforcement. Our School Safety Plan consists of responses to lockdown, campus disorder, firearm/shooting, hostage/barricaded subject, threatening intruder, shelter in place, drop/cover/hold, earthquake, aircraft accident, fire/explosion, flood, and bomb threat. We run monthly fire drills and have earthquake/drop, cover, hold, and lockdown drills three times per year in accordance with state law. Our plan includes multiple campus maps detailing safe escape routes, emergency shut-off locations, two emergency command center locations, setups, and general campus classroom and facility locations. We include a visual representation of our Incident Command Structure, with staff roles indicated, a listing of all emergency response teams, and a buddy teacher list for emergency situations. There is also a student release plan, complete with the necessary release forms and information.

Further, the SVA Safety Plan includes an assessment of strategies currently in place, and concerns regarding the physical safety of students, school climate, youth development, compliance with laws, and community parenting.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	0	0
1	22	0	2	0
2	15	3	0	0
3	15	3	0	0
4	15	3	0	0
5	14	3	0	0
6	44	0	0	1
Other	0	0	0	0

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	0
1	22	0	2	0
2	15	3	0	0
3	14	3	0	0
4	15	3	0	0
5	15	3	0	0
6	23	0	2	0
Other	0	0	0	0

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	1	
1	23		2	
2	14	3		
3	15	3		
4	15	3		
5	16	2		
6	16	16	6	
Other	13	1		

### 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	.5
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	.5
<b>Social Worker</b>	0
<b>Nurse</b>	0.3
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	0

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$11629	\$2369	9260	81942
<b>District</b>	N/A	N/A	9260	
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	
<b>State</b>	N/A	N/A	\$11,146	
<b>Percent Difference - School Site and State</b>	N/A	N/A	-18.5	

## Fiscal Year 2024-25 Types of Services Funded

Sycamore Valley Academy offers ELA, Mathematics, History, Art, Music, Instrumental Music, Spanish, Project-based learning, Social-emotional learning, service-learning, Science, and PE courses to our students. We also have clubs and teams (both academic, like Reading Revolution and Spelling Bee, and athletics such as flag football, boys and girls basketball, boys and girls soccer, boys and girls track, and baseball) that compete at county and league competitions.

Our disciplinary system is based on Restorative Justice principles and is called our "social contract". The social contract includes the use of mediation and counseling for disciplinary infractions. The focus is on helping students repair what was broken through their misbehavior--whether physical property, the functioning of a classroom, or relationships with peers or staff. This approach takes significant staff time to facilitate, but sends the right message to students and is worth the investment of time in the yield it produces by reducing suspensions and building strong, trusting relationships among students, parents, and staff.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Professional development centered around writing, math, and reading skills.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5



## ENCLOSURE #18

### ENCLOSURE SUMMARY

Consideration of Approval of 2024-2025 School Accountability Report Card for Blue Oak Academy

**FROM:** Karin Aure

**DATE:** 1/20/2026

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**BACKGROUND:** California public schools are required by state law to publish their School Accountability Report Cards (SARCs) annually on their websites by February 1st, making them accessible online for parents and the community to review student achievement, demographics, school climate, and resources.

**SUPERINTENDENT'S RECOMMENDATION:** Approve.



# Blue Oak Academy

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

### Admission Requirements for the University of California (UC)

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

### Admission Requirements for the California State University (CSU)

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

## 2025-26 School Contact Information

School Name	Blue Oak Academy
Street	28050 Rd 148
City, State, Zip	Visalia, Ca, 93292
Phone Number	5597307422
Principal	Staci Soares
Email Address	ssoares@blueoakacademy.org
School Website	<a href="https://www.blueoakacademy.org/">https://www.blueoakacademy.org/</a>
Grade Span	K-8
County-District-School (CDS) Code	54105460135459

## 2025-26 District Contact Information

District Name	Blue Oak Academy
Phone Number	5596223236
Superintendent	Karin Aure
Email Address	kaure@theacademiescharters.org
District Website	<a href="https://www.theacademiescharters.org/">https://www.theacademiescharters.org/</a>

## 2025-26 School Description and Mission Statement

### Our Mission:

The mission of our school 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. We are 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.

### Our Vision:

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

2025-26 School Description and Mission Statement

inclusive community with access to rigorous and enriching educational experiences that challenge and support individuals to achieve their personal best and realize new opportunities.

About Our School:

Blue Oak Academy (BOA) is a tuition-free TK–8 charter school located in Visalia, proudly serving the diverse children of Tulare County since opening in August 2017. Our site-based instructional model emphasizes high-quality instruction through project-based learning, differentiated and individualized supports, and purposeful teaching aligned to grade-level standards. We offer a rich, well-rounded curriculum that includes Spanish, music, and service-learning opportunities to ensure students experience both academic rigor and meaningful enrichment.

At BOA, we are deeply committed to helping every student grow and improve every day. By fostering a supportive and inclusive learning environment, we educate the whole child. Our school culture promotes intellectual risk-taking, resilience, and a growth mindset, empowering students to take ownership of their learning and strive for excellence.

As a school of choice, Blue Oak Academy families partner with us in our shared vision for education. Together, we prioritize strong relationships, high expectations, and continuous improvement. Our staff collaborates intentionally to strengthen instructional practices, ensuring lessons are engaging, rigorous, and responsive to student needs.

The heart of Blue Oak Academy is our unwavering belief that every child deserves equitable opportunities to learn, grow, and thrive. We are building a community where students are inspired to reach their fullest potential, contribute positively to society, and embrace lifelong learning every single day.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	40
Kindergarten	53
Grade 1	42
Grade 2	46
Grade 3	41
Grade 4	44
Grade 5	43
Grade 6	41
Grade 7	49
Grade 8	31
Total Enrollment	430

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.5
Asian	0.2
Black or African American	0.2
Hispanic or Latino	59.1
Two or More Races	1.6
White	37
English Learners	9.3
Homeless	0.7
Socioeconomically Disadvantaged	38.4
Students with Disabilities	11.6

A. Conditions of Learning

State Priority: Basic

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

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.5	74.19	173.8	67.18	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1	6.45	17.1	6.64	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3	19.35	16	6.2	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	7.4	2.89	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	44.1	17.08	15831.9	5.67
<b>Total Teaching Positions</b>	15.5	100	258.7	100	279044.8	100

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14	77.78	169.9	65.02	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	2	11.11	23.7	9.09	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2	11.11	17	6.53	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4.4	1.69	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	46.1	17.67	14303.8	5.15
<b>Total Teaching Positions</b>	18	100	261.3	100	277698	100

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

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	14.3	65.17	193.1	66.11	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	4	18.19	28.3	9.71	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3	13.64	20.3	6.95	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	14.4	4.93	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0.6	3	35.9	12.29	13705.8	4.91
<b>Total Teaching Positions</b>	21.9	100	292.2	100	278927.1	100

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

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	2.00	1	3
<b>Misassignments</b>	1.00	1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	3.00	2	3

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	9	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	7.1	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Transitional Kindergarten- Creative Curriculum Supplementals: -Phonemic Awareness by Michael Heggerty -Nancy Fetzter Reading and Writing Strategies -Rigby, Scholastic, Decodables and Booksource Levelled Readers -Project Based Learning Units</p> <p>Kindergarten- -iReady Diagnostics &amp; Personal Pathway (Curriculum Associates) -Expeditionary Learning (EL Education) Supplemental: -Phonemic Awareness by Michael Heggerty -Nancy Fetzter Reading and Writing Strategies -Rigby, Scholastic, Decodables and Booksource Levelled Readers -High Frequency Word List (kinder words) -Project Based Learning Units -Calkins Units of Study in Writing (Heinemann) -UFLI Foundations (University of Florida Literacy Institute) -Tara West Writing</p> <p>Grades 1-5: -iReady Diagnostics &amp; Personal Pathway (Curriculum Associates) -Expeditionary Learning (EL Education) Supplemental: -Phonemic Awareness by Michael Heggerty -Nancy Fetzter Reading and Writing Strategies -Rigby, Scholastic, Decodables and Booksource Levelled Readers -Project Based Learning Units -Writing journals</p>	0.00 %

	<ul style="list-style-type: none"> <li>-Calkins Units of Study in Writing and Reading (Heinemann)</li> <li>-Tara West Writing (grade 1 only)</li> </ul> <p>Grades 6-8:</p> <ul style="list-style-type: none"> <li>-iReady Diagnostics &amp; Personal Pathway (Curriculum Associates)</li> <li>Expeditionary Learning (EL Education)</li> </ul>	
<b>Mathematics</b>	<p>Transitional Kindergarten:</p> <ul style="list-style-type: none"> <li>-Creative Curriculum</li> </ul> <p>Kindergarten:</p> <ul style="list-style-type: none"> <li>-iReady Diagnostics, Curriculum, &amp; Personal Pathway (Curriculum Associates)</li> </ul> <p>Grades 1-8:</p> <ul style="list-style-type: none"> <li>-iReady Diagnostics, Curriculum, &amp; Personal Pathway (Curriculum Associates)</li> </ul>	0.00 %
<b>Science</b>	<p>Transitional Kindergarten-</p> <ul style="list-style-type: none"> <li>Creative Curriculum</li> <li>-Project Based Units</li> <li>-Generation Genius</li> </ul> <p>K-5:</p> <ul style="list-style-type: none"> <li>-Generation Genius</li> <li>-Project Based Units</li> <li>-Expeditionary Learning Units</li> <li>-NGSS Standards-aligned, teacher created lessons</li> </ul> <p>Grades 6-8:</p> <ul style="list-style-type: none"> <li>-OpenSci Ed.</li> <li>-Expeditionary Learning Units</li> <li>-Project Based Units</li> <li>-NGSS Standards-aligned, teacher created lessons</li> </ul>	0.00 %
<b>History-Social Science</b>	<p>Transitional Kindergarten-</p> <ul style="list-style-type: none"> <li>-Creative Curriculum</li> <li>-Project Based Units</li> </ul> <p>K-5:</p> <ul style="list-style-type: none"> <li>-Expeditionary Learning Units</li> <li>-Project Based Units</li> </ul> <p>Grade 6-8:</p> <ul style="list-style-type: none"> <li>-Expeditionary Learning Units</li> <li>-Project Based Units</li> <li>-TCI History Alive</li> </ul>	0.00 %
<b>Foreign Language</b>	TK-8 units/Teacher Created & Sonrisas	0.00 %
<b>Health</b>	<p>Teacher created:</p> <ul style="list-style-type: none"> <li>-CA standards aligned activities</li> <li>-PFT Prep</li> </ul>	0.00 %
<b>Visual and Performing Arts</b>	<p>Grade TK-5:</p> <ul style="list-style-type: none"> <li>-Classroom based music w/certificated music teacher.</li> </ul> <p>Grade 6-8:</p>	0.00 %



Choir, Band, Advanced Band, and Drum Line available as elective and enrichment options.

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

## School Facility Conditions and Planned Improvements

The Blue Oak Academy school site received an overall "good" rating on the recent FIT report. All deficiencies have been addressed.

Year and month of the most recent FIT report

January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED); FAUCET HANDLES ARE BROKEN.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	36	37	31	33	47	48
Mathematics (grades 3-8 and 11)	19	25	20	22	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	249	249	100.00	0.00	36.55
Female	122	122	100.00	0.00	41.80
Male	127	127	100.00	0.00	31.50
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	147	147	100.00	0.00	32.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	91	91	100.00	0.00	45.05
English Learners	26	26	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	98	100.00	0.00	25.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	17.07

### 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	249	249	100.00	0.00	25.30
Female	122	122	100.00	0.00	25.41
Male	127	127	100.00	0.00	25.20
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	147	147	100.00	0.00	18.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	91	91	100.00	0.00	37.36
English Learners	26	26	100.00	0.00	3.85
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	98	98	100.00	0.00	18.37
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	41	100.00	0.00	7.32

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	32.39	38.36	0	7.93	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	73	73	100.00	0.00	38.36
Female	44	44	100.00	0.00	40.91
Male	29	29	100.00	0.00	34.48
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	42	42	100.00	0.00	40.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	27	100.00	0.00	33.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	36.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement
<p>At Blue Oak Academy (BOA), we are fortunate to have an engaged and supportive parent community. We prioritize family involvement and intentionally create opportunities for meaningful partnership through a variety of initiatives, including:</p> <p>Monthly Parent Forums with the Academies Superintendent</p> <p>Our Academies Superintendent hosts monthly parent forums via Zoom, offering both morning and evening sessions to accommodate family schedules. These forums provide timely updates on school and organizational initiatives and include opportunities for families to ask questions and share feedback with site administrators. Sessions are widely advertised through ParentSquare and social media, and recordings are shared for those unable to attend. Families are also encouraged to participate and share perspectives during monthly TACMO board meetings.</p> <p>School Events</p> <p>BOA hosts a wide range of events designed to strengthen school-family connections, including assemblies, student performances, Open House, literacy nights, and PTO-sponsored family restaurant nights. These events provide meaningful opportunities for families, staff, and students to connect and celebrate learning.</p> <p>Parent Communication</p> <p>Through our primary communication platform, ParentSquare, families receive timely updates about school events, classroom highlights, and student achievements. We also share resources and strategies to support learning at home, strengthening the home-school partnership and supporting student success.</p> <p>Parent-Teacher Organization (PTO)</p> <p>The Blue Oak Academy PTO is an active group of parents committed to supporting our school community. They organize fundraisers and community-building events throughout the year, including the Scholastic Book Fair, food drives, and our Spring Festival. PTO efforts directly support student enrichment and campus initiatives.</p> <p>English Learner Advisory Council (ELAC)</p>

2025-26 Opportunities for Parental Involvement

Our English Learner families meet three times a year to discuss programs, services, and opportunities for their children. These meetings provide a collaborative space for families to share feedback and ensure our English Learner students and families feel supported and informed.

Volunteering Opportunities

Parents are encouraged to volunteer in classrooms, support field trips, assist with school events, and participate in enrichment activities. Family involvement plays a vital role in building a positive and connected school culture.

Parent Representation on the Board of Directors

Two parents of current BOA students serve on our governing board, ensuring that family perspectives are represented in schoolwide decision-making processes.

Committee and Survey Participation

Parents serve on organizational committees related to strategic planning, charter renewal, and policy development. Families are also invited to provide feedback through LCAP forums, wellness surveys, and other site-based surveys throughout the year. This input is instrumental in guiding school improvement efforts and strengthening our community.

Through these efforts, Blue Oak Academy fosters a culture of collaboration and mutual support that benefits students, staff, and families alike.



2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	441	437	60	13.7
Female	211	210	28	13.3
Male	230	227	32	14.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	263	261	33	12.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	159	157	24	15.3
English Learners	43	43	4	9.3
Foster Youth	--	--	--	--
Homeless	13	13	1	7.7
Socioeconomically Disadvantaged	187	186	38	20.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	69	69	7	10.1

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.76	2.95	5.44	3.25	2.79	1.67	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.44	0.00
Female	1.42	0.00
Male	9.13	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.32	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.03	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	7.69	0.00
Socioeconomically Disadvantaged	5.88	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.80	0.00

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

## 2025-26 School Safety Plan

Blue Oak Academy is committed to ensuring the safety and well-being of all students, staff, and visitors. Our comprehensive School Safety Plan is fully compliant with state requirements and is reviewed and approved annually by the Board of Directors. This plan reflects our ongoing commitment to maintaining a secure, prepared, and responsive school environment.

Staff members receive regular safety training throughout the year, including formal reviews during scheduled staff development meetings. Training covers procedures for a variety of emergency situations, including fire drills, earthquakes, shelter-in-place, and lockdowns. Students also participate in regularly scheduled safety drills to ensure they are familiar with appropriate emergency responses. Fire drills are conducted monthly, while earthquake, drop-cover-hold, shelter-in-place, and lockdown drills are conducted three times per year, in accordance with state law.

The BOA School Safety Plan addresses a broad range of potential emergencies, including lockdowns, campus disturbances, active threats, intruder situations, hostage scenarios, fires or explosions, bomb threats, floods, earthquakes, and aircraft-related incidents.

Key components of the plan include:

- Detailed campus maps identifying evacuation routes, emergency shut-off locations, and two designated emergency command center areas
- A clearly defined Incident Command Structure outlining staff roles and responsibilities
- A buddy teacher system to support coordination during emergencies
- A student release and reunification plan, including required documentation and procedures

## D. Other SARC Information

### Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	2	0
1	21	0	2	0
2	21	1	1	0
3	21	1	1	0
4	19	1	1	0
5	22	1	1	0
6	19	1	1	0
Other	0	0	0	0

### 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	0	2	0
1	22	0	2	0
2	14	3	0	0
3	15	3	0	0
4	14	3	0	0
5	13	3	0	0
6	28	0	2	0
Other	0	0	0	0

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	20	2		
K	18	3		
1	21		2	
2	15	3		
3	14	3		
4	15	3		
5	14	3		
6	17	13	8	1

### 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13,706	3,126	10,580	90,908
District	N/A	N/A	9,544	
Percent Difference - School Site and District	N/A	N/A	10.3	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-5.2	

## Fiscal Year 2024-25 Types of Services Funded

Blue Oak Academy offers English Language Arts, Mathematics, History, Art, Spanish, Project-Based Learning, Social-Emotional learning, Service-Learning, Science, STEAM, Music, and PE courses to our students.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	54,558	
Mid-Range Teacher Salary	112,551	
Highest Teacher Salary	130,905	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

## Professional Development

At Blue Oak Academy, professional development is thoughtfully designed to enhance instructional practices and support student growth across all grade levels. Teachers engage in ongoing training to implement accelerated learning strategies in both Mathematics and English Language Arts, ensuring that all students, including those needing additional challenges, can thrive academically. This professional development is facilitated by consultants from the Tulare County Office of Education (TCOE), providing staff with expert guidance and cutting-edge strategies to ensure instructional excellence.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	5



## ENCLOSURE #17

### ENCLOSURE SUMMARY

Consideration of Approval of SP 13-001 Education for Homeless Children and Youth Policy

**FROM:** Karin Aure

**DATE:** 1/20/2026

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**BACKGROUND:** California Education Code (EC) requires that districts update their homeless education policy at least every three (3) years. Our current policy was last approved in April 2021. Updating this policy will ensure we are prepared for the 2025-26 Homeless Education Policy, Requirements, and Implementation data collection. The only edit made to the previous policy is an update to our current School Liaison for homeless students. Our current liaison is Jackie Jones, our Mental Health Clinician.

**SUPERINTENDENT'S RECOMMENDATION:** Approve.

## **THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION**

### **EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY**

The Academies Charter Management Organization ("TACMO") Board of Directors and its schools, Sycamore Valley Academy and Blue Oak Academy ("School") desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging State academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Sycamore Valley Academy or Blue Oak Academy, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at the school's website.

#### **Definition of Homeless Children and Youth**

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence and includes children and youth who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.



### **School Liaison**

The TACMO Superintendent designates the following staff persons as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

~~The Sycamore Valley Academy Principal, Allan Benton, may be reached at  
abenton@sycamorevalleyacademy.org or 559-622-3236~~

~~The Blue Oak Academy Principal, Dana Stinson, may be reached at  
dstinson@blueoakacademy.org or 559-730-7422.~~

- TACMO Mental Health Clinician, Jackie Jones, may be reached at  
jjones@theacademiescharters.org or 559-622-3236 (Sycamore Valley Academy) or  
559-730-7422 (Blue Oak Academy).

The School Liaison shall ensure that the following requirements are fulfilled by the School (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies.
2. Homeless students enroll in and have a full and equal opportunity to succeed at Sycamore Valley Academy or Blue Oak Academy.
3. Homeless students and families receive educational services for which they are eligible, including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by Sycamore Valley Academy or Blue Oak Academy, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, Sycamore Valley Academy or Blue Oak Academy charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support.

The School liaison will coordinate with and seek support from the local district and county coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liaisons in neighboring districts, and other organizations and agencies. Coordination may include conducting outreach and training through those agencies. Both public and private agencies will be encouraged to support the local liaison and Sycamore Valley Academy and Blue Oak Academy in implementing this policy.

9. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

### **Enrollment**

Sycamore Valley Academy or Blue Oak Academy shall immediately admit/enroll the student for which the School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Sycamore Valley Academy or Blue Oak Academy shall also immediately enroll a homeless youth who seeks to enroll in the School, if the youth would otherwise be eligible to attend and subject to the School's capacity and pursuant to the procedures stated in the Sycamore Valley Academy or Blue Oak Academy charter and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health

records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Superintendent or designee shall refer the parent/guardian to the School Liaison.

The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to the School's capacity and pursuant to the procedures stated in the School's charter and Board policy), pending final resolution of the dispute, including all available appeals. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. The parent/guardian shall also be referred to the School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Sycamore Valley Academy or Blue Oak Academy such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education

- Programs for gifted and talented students
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Sycamore Valley Academy or Blue Oak Academy must submit the student's name to its food service program coordinator for immediate eligibility.

### **Transportation**

In the event that Sycamore Valley Academy or Blue Oak Academy provides transportation services to all Sycamore Valley Academy or Blue Oak Academy students, Sycamore Valley Academy or Blue Oak Academy shall provide comparable transportation services to each homeless child or youth attending Sycamore Valley Academy or Blue Oak Academy, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Sycamore Valley Academy or Blue Oak Academy does not otherwise provide transportation services to all Sycamore Valley Academy or Blue Oak Academy students, Sycamore Valley Academy or Blue Oak Academy shall ensure that transportation is provided for homeless students to and from Sycamore Valley Academy or Blue Oak Academy, at the request of the parent or guardian (or School Liaison), if Sycamore Valley Academy or Blue Oak Academy is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J).) Transportation provided by Sycamore Valley Academy or Blue Oak Academy will be adequate and appropriate for the student's situation, but Sycamore Valley Academy or Blue Oak Academy does not commit to any one method of transportation for all youth.

### **Professional Development**

All administrators, teachers and employees of Sycamore Valley Academy or Blue Oak Academy will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the School Liaison.

### **Acceptance of Course Work**

The School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the School shall not require the student to retake the portion of the course the student completed unless the School, in consultation with the holder of educational

rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

### **Notice**

For any homeless student who seeks enrollment at the School, written notice will be provided to the parent/guardian at the time of enrollment and while the student is enrolled at the School in alignment with the law. (42 U.S.C. § 11432(e)(3)(C).)

### **Annual Policy Review**

The School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

This policy revision was formally adopted at a meeting of The Academies Charter Management Organization Board of Directors on January 20, 2026.

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Cristina Gutierrez, Board Secretary



## ENCLOSURE #16

### ENCLOSURE SUMMARY

#### Consideration of Approval of BP 26-001 Referral Protocols for Addressing Pupil Behavioral Health Concerns

**FROM:** Karin Aure

**DATE:** 1/20/2026

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**BACKGROUND:** Senate Bill 153 modified two sections of California Education Code (EC) leading to the requirement of school governing boards to adopt a policy on referral protocols for addressing pupil behavioral health concerns in grades 7-12 by January 31, 2026. Our policy reflects the Tulare County Office of Education (TCOE) and the California Department of Education (CDE) model policies and has been discussed and reviewed by members of our staff who support behavioral health at our sites, including Principals, our Director of Special Education, our School Psychologist, and our Mental Health Clinician.

**SUPERINTENDENT'S RECOMMENDATION:** Approve.

## **THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION**

### **REFERRAL PROTOCOLS FOR ADDRESSING PUPIL BEHAVIORAL HEALTH CONCERNS**

The Academies Charter Management Organization (“TACMO”) Board of Directors (TACMO Board) hereby adopts the following policy on referral protocols for addressing pupil behavioral health concerns in grades 7-8. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures relating to referrals to behavioral health professionals and support services. (Education Code 49428.2(b)(1))

#### **Addressing the Needs of High-Risk Groups**

The TACMO Board recognizes the importance of ensuring equitable access to behavioral health supports for all students. The TACMO Board hereby adopts this policy to address the needs of high-risk pupil groups, which include but are not limited to the following: (Education Code 49428.2(b)(3))

- Pupils with disabilities, mental illness, or substance use disorders.
- Foster youth and youth placed in out-of-home settings.
- Homeless youth.
- Pupils experiencing bereavement or loss of a close family member or friend.
- Pupils for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning pupils.

The TACMO staff who oversees the mental and behavioral health needs of students is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Special Education (IEP/504), Foster Youth Liaison, Homeless Liaison, and school site administrators.

The TACMO leadership may also identify additional pupil groups at local discretion, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

#### **Student Privacy**

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

## **Referral Protocols and Procedures**

The TACMO Board hereby adopts the following referral protocols and procedures relating to referrals to behavioral health professionals and support services:

### **Needs Assessment**

- The Superintendent or designee shall conduct an annual needs assessment to:
  - Identify behavioral health trends;
  - Review available resources; and
  - Detect service gaps within the school community.
- Each school site shall review referral volume, response times, and outcomes on a quarterly basis and shall submit findings to the Superintendent for continuous improvement.

### **Capacity Building**

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

### **Planning**

- The Superintendent or designee shall:
  - Define referral pathways for crisis and non-crisis concerns;
  - Establish goals and assign responsible roles for each step in the referral process; and
  - Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

### **Implementation**

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

### **Evaluation and Continuous Improvement**



- TACMO shall conduct an annual evaluation of referral protocols that includes:
  - Data collection and analysis;
  - Input from staff, families, and community stakeholders; and
  - Targeted improvements based on results.
- Evaluation monitors outcomes such as:
  - Median time to first contact;
  - Percentage of follow-ups completed within ten school days;
  - Referral closure rates; and
  - Results for the pupil groups identified in Education Code 49428.2(b)(3).
- A summary of results is reported to the TACMO Board annually to support transparency and continuous improvement.

### **Training**

TACMO shall ensure that teachers of pupils in grades 7-8 receive training on pupil behavioral health. Training materials approved by TACMO shall include: (Education Code 49428.2(b)(4), (c)-(e))

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both the school site and within the larger community; and
- When and how to refer pupils and their families to those services.

Optional elements may also include:

- Recognizing the signs and symptoms of youth behavioral health disorders.

Subject to Education Code 49428.2(d), TACMO shall certify, on or before July 1, 2029, to the CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with pupils in grades 7–12 have received youth behavioral health training at least once, in accordance with Education Code 49428.2(c)(1)–(5). (Please note: TACMO may meet the requirements of Education Code 49428.2(c) through an alternative approach by adopting a policy that describes how this approach is consistent with the goals specified in Education Code 49428.2(c) but better meets the needs of pupils.)

### **Authorization and Scope of Practice**

In order to ensure that all school employees act only within the authorization or scope of their credential or license, TACMO shall: (Education Code 49428.2(b)(5))

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credential or license.

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

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

This policy was formally adopted at a meeting of The Academies Charter Management Organization Board of Directors on January 20, 2026.

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Cristina Gutierrez, Board Secretary



## ENCLOSURE #15

### ENCLOSURE SUMMARY

Consideration of Approval of the Vertex Education Partnership Proposal for Human Resources Support

**FROM:** Karin Aure

**DATE:** 1/20/2026

---

**BACKGROUND:** Due to an approved internal Leave of Absence (LOA), our front office staff is taking on additional tasks and new responsibilities associated with Human Resources services. Many regular, ongoing, and predictable tasks are being assumed by current staff during the interim period. However, Human Resources services also include tasks and responsibilities that are above and beyond the experience, skill set, and knowledge of our remaining team. Approval of this short-term contract with Vertex (formerly EdTec) would enable our staff unlimited guidance and training from the Vertex Human Resources team for any needs that fall outside of our current skill set and will help ensure we remain compliant and a highly functioning service during this limited period.

**SUPERINTENDENT'S RECOMMENDATION:** Approve.



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## Vertex Education Partnership Proposal





# Agenda

- Who We Are
- What We Heard
- Human Resources Proposal
- Discuss Next Steps



# Who We Are

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# Vertex Education

Founded in 2007, Vertex Education is proud to partner with schools of various sizes and educational models across the country.

400<sup>+</sup>

EXPERTS

400<sup>+</sup>

SCHOOLS

258,000<sup>+</sup>

STUDENTS





We will be the premier partner for any school, delivering innovative solutions for any problem with unmatched quality and efficiency, enabling schools to focus on their mission.

Learn more about all of our services at [\*\*vertexeducation.com/services\*\*](https://vertexeducation.com/services).

Finance, Accounting, & Payroll

Human Resources

Talent Acquisition

Food Services (NSLP) Administration

Enrollment Marketing

IT Support

# What We Heard – Scope of the Need

- HR Director is going on an unplanned 12-week leave of absence requiring their work to shift elsewhere
- While other staff have agreed to pick up some of those duties, they already close to capacity and hours with current duties
- California is likely the most stringent state when it comes to HR regulations and the school wants to make sure no mistakes are made during LOA
- School likely requires assistance from a partner in areas like personnel file management, review of insurance payments, pulling info for reports, board meeting prep, monitoring credentialing, and potentially other areas
- Should not need assistance with investigations, payroll, or terminations

# Human Resources Partnership Proposal

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# Who We Are & How We Are Different

- Vertex Education provides white-glove HR support, serving as an extension of your school
- We become an integral part of your team, aligning with your mission, vision, and values
- Our HR team tailors solutions to your school's needs, ensuring seamless operations and an exceptional employee experience
- We provide customized and scalable support that grows with your long-term goals
- Full compliance and risk mitigation: meeting all employment legal, regulatory, and compliance standards
- Development of on-site HR teams through partnership, training, and coaching to support future growth



# Partnership Advantages

	Vertex Partnership	Advantages
Team Experience		Partner with a team of over 30+ experienced HR professionals with 50+ years experience in education
HR Bench		Removes the risk of HR employee turnover
Compliance		Team of certified HR professionals with mastery level of compliance and employment law
Talent Acquisition		Access to a recruiter focused on the needs of your organization



# A Team of Experts

When you partner with Vertex, you're not hiring a single HR partner. You are gaining a team of specialized professionals:

Role	What They Do	Est. Salary/Yr
Director of HR	Provide strategic leadership and support with high-level HR projects	\$120,000
People Success Consultant	Act as your primary HR one stop shop, providing tactical guidance with deep subject matter expertise.	\$85,000
HR Coordinator	Manage and support your HR operations and HRIS	\$70,000
Talent Partner	Manages Talent Acquisition process and workflow	\$80,000
Total		\$355,000+



# Consultation & Coaching

## HR Operations & Compliance

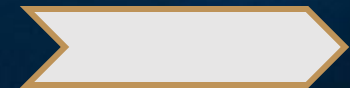
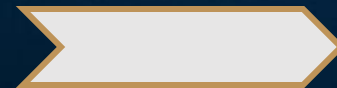
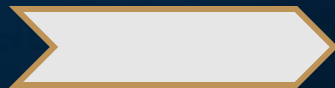
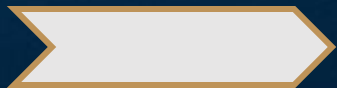
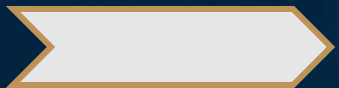
- Employee separations (layoffs, terminations)
- Employee investigations and issue management
- Employee leave administration and tracking
- Unemployment claims
- Personnel file management and recordkeeping
- Credential tracking and compliance reporting (e.g., LCAP)
- Insurance Inquiries

## Employee Relations

- Employee relations advisory and issue triage
- Guidance for employee inquiries routed through designated contacts
- Workload prioritization and capacity management
- Communications with TCOE and external partners

## Governance, Systems & Transition Support

- HR support for three (3) Board Meetings, including January 20
- Closed session personnel materials and executive advisory
- Secure HR systems access (Google Drive, Paylocity)
- Email forwarding, password reset, and data security protocols
- Process documentation and interim decision tracking
- Transition planning and structured handoff upon return



# Human Resources Partnership

Support	Term	Monthly Investment	Total Investment
3 Free Hours: HR Coaching & Consultation	3 Months	\$0	\$0
HR Coaching & Consultation	3 Months	\$3,000	\$9,000
Full-Service HR Support	3 Months	\$7,000	\$21,000

*\*HR Partnerships typically available for 12 month minimum*



# Next Steps

- Review questions and thoughts on our proposal.
- Do you have any concerns with moving forward?
- When should we follow-up with you again?



# Appendix



# Why HR Support Services

## Guidance for Time Off and Leave Policies

Violations or paid sick leave retaliation claims may cost up to \$150 per day per employee of violation.

Not including legal defense costs, should time off policies not be developed correctly and/or administered accurately, a school could be liable for upwards of \$1.3 million dollars for a school size of about 50 people for the duration of a school year.

## Administration of Wage and Hour Classifications

Wage and hour lawsuits are not only prevalent but on the rise. The top 10 settlements of wage and hour class action lawsuits cost \$641.3 million in 2021 and has significantly increased year over year.

Disputes over wages, salaries, and hours are common in school employment.

Are you prepared to respond to a Department of Labor investigator?

## Employee Relations Consultation

Emotions often run high when terminations are taking place. This is also one of the biggest causes of lawsuits.

If a school employee has a contract with the district and is fired in violation of the terms of the contract, the employee might have a cause of action for breach of contract.

The average cost of a wrongful termination claim can range from \$5,000 to \$10,000.

## Let us give you time back in your day

The average amount of time to recruit and screen a candidate is approximately 1 hour per candidate.

In most cases, recruiters have to interview at least 10 people per hire.

In utilizing our services, we can save upwards of 100 hours per backfill.



## ENCLOSURE #14

### ENCLOSURE SUMMARY

Consideration of Approval of the Audit Reports from Christy White for 2024-2025

**FROM:** Karin Aure

**DATE:** 1/20/2026

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**BACKGROUND:** California schools are required by Education Code (EC) to have an annual, independent financial and compliance audit conducted by a licensed public accountant. The audits ensure accountability over public funds and adherence to state regulations.

Completed audit reports for the preceding fiscal year are to be filed with the California Department of Education (CDE) and County Office of Education (COE) by December 15th of each year and reviewed by the Board at a public meeting by January 31st of each year.

This enclosure includes a letter to the Board and a final report from the accounting firm, Christy White.

**SUPERINTENDENT'S RECOMMENDATION:** Approve.

December 12, 2024

To the Board of Directors of  
The Academies CMO  
Visalia, California

We have audited the financial statements of The Academies CMO for the year ended June 30, 2025, and we will issue our report thereon dated December 12, 2025. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our engagement letter to you dated January 28, 2025. Professional standards also require that we communicate to you the following information related to our audit.

### **Significant Audit Matters**

#### **Qualitative Aspects of Accounting Practices**

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by The Academies CMO are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the 2023-24 fiscal year. We noted no transactions entered into by the Organization during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

Management's estimate of the depreciation expense and its impact on accumulated depreciation is based on estimated useful lives of the fixed assets previously purchased. We evaluated the key factors and assumptions used to develop the estimate in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosure affecting the financial statements was:

The disclosure on the operating lease in Note 4 to the financial statements. This is a disclosure related to implementation of ASU 842 in prior year that includes information on the right-of-use asset and related lease liability recorded on the statement of financial position.

The financial statement disclosures are neutral, consistent, and clear.

# THE ACADEMIES

CHARTER MANAGEMENT ORGANIZATION

PO BOX 1189, VISALIA CA 93279 • 559.622.3236



## **Significant Audit Matters (continued)**

### **Difficulties Encountered in Performing the Audit**

We encountered no significant difficulties in dealing with management in performing and completing our audit.

### **Corrected and Uncorrected Misstatements**

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. In this instance, there were no such misstatements to be corrected.

### **Disagreements with Management**

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

### **Management Representations**

We have requested certain representations from management that are included in the management representation letter dated December 12, 2025.

### **Management Consultations with Other Independent Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

### **Other Audit Findings or Issues**

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

### **Other Matters**

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We are not engaged to report on the Local Education Organization Structure, which accompanies the financial statements but is not supplementary information. Such information has not been subjected to auditing procedures applied in the audit of the financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

This information is intended solely for the use of the Board of Directors and management of The Academies CMO and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

A handwritten signature in blue ink that reads "Christy White, Inc." in a cursive script.

Christy White, Inc.  
San Diego, California



## ENCLOSURE #13

### ENCLOSURE SUMMARY

#### Consideration of Approval of Monthly Financials with Multi-Year Projections

**FROM:** Meagan Miller

**DATE:** 1/20/2026

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**BACKGROUND:** Vertex Education's monthly financial report containing FY26 December financial update and State Budget update.

**SUPERINTENDENT'S RECOMMENDATION:** Approve.



# The Academies CMO Board Financial Update

MEAGAN MILLER

JANUARY 20, 2026



# Contents

1. FY26 December Financial Update
2. State Budget Update
3. Exhibits
  - FY26 December Financials

# December Financials

2025-2026



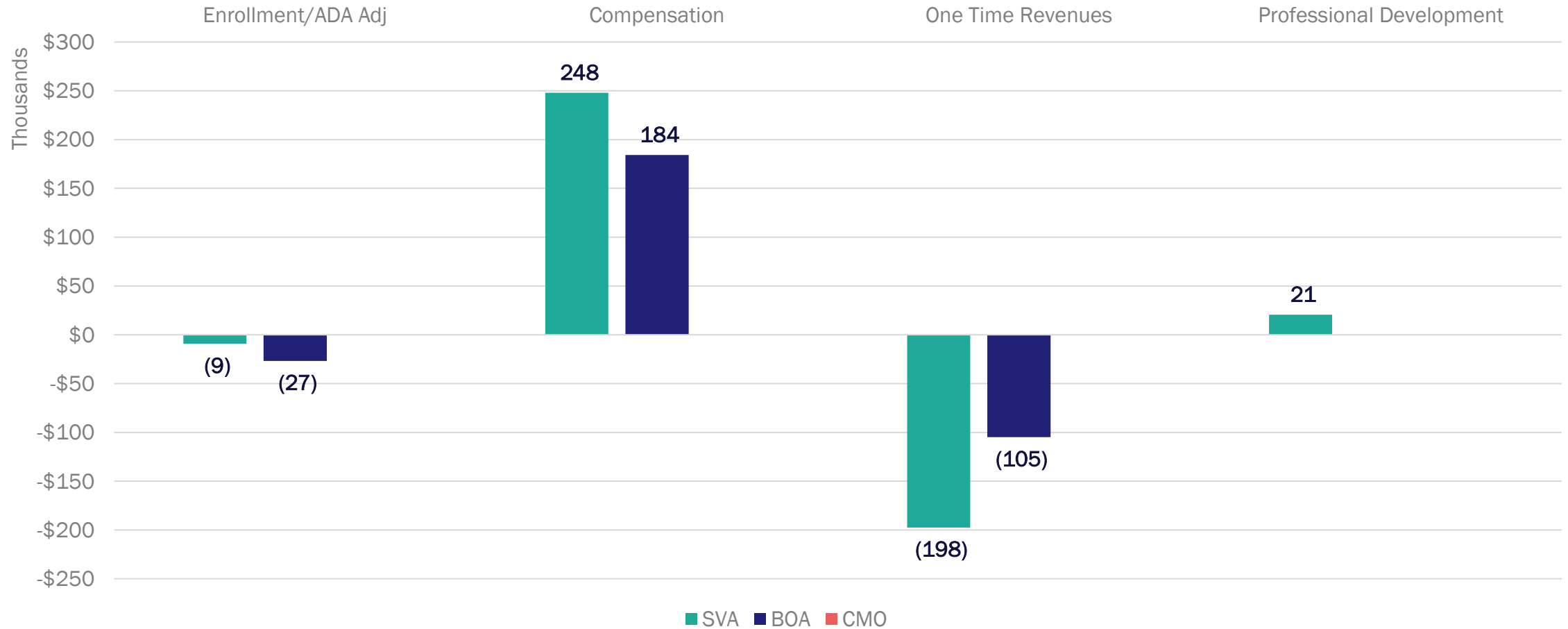
# 2025-26 Forecast Summary

## \$120k decrease to Total Operating Income vs Budget

		SVA	BOA	Total	CMO
Total Revenue	Approved Budget	5,840,538	6,339,444	12,179,983	1,479,656
	Current Forecast	5,850,448	6,285,836	12,136,284	1,383,076
	Increase (decrease)	9,910	(53,608)	(43,699)	(96,580)
Expenses	Approved Budget	5,830,447	6,087,590	11,918,037	1,479,656
	Current Forecast	5,780,414	6,213,729	11,994,143	1,383,076
	Decrease (Increase)	50,033	(126,138)	(76,105)	96,580
Operating Income	Approved Budget	10,091	251,854	261,945	(0)
	Current Forecast	70,034	72,107	142,142	(0)
	Increase (decrease)	59,943	(179,747)	(119,804)	0
Fund Balance	Beg. Balance (Audited)	2,278,357	1,887,090	4,165,447	115
	Operating Income (Loss)	70,034	72,107	142,142	0
Ending Fund Balance (Current Forecast)		2,348,391	1,959,198	4,307,589	0
Ending Fund Balance as % of Expenses		41%	32%	36%	

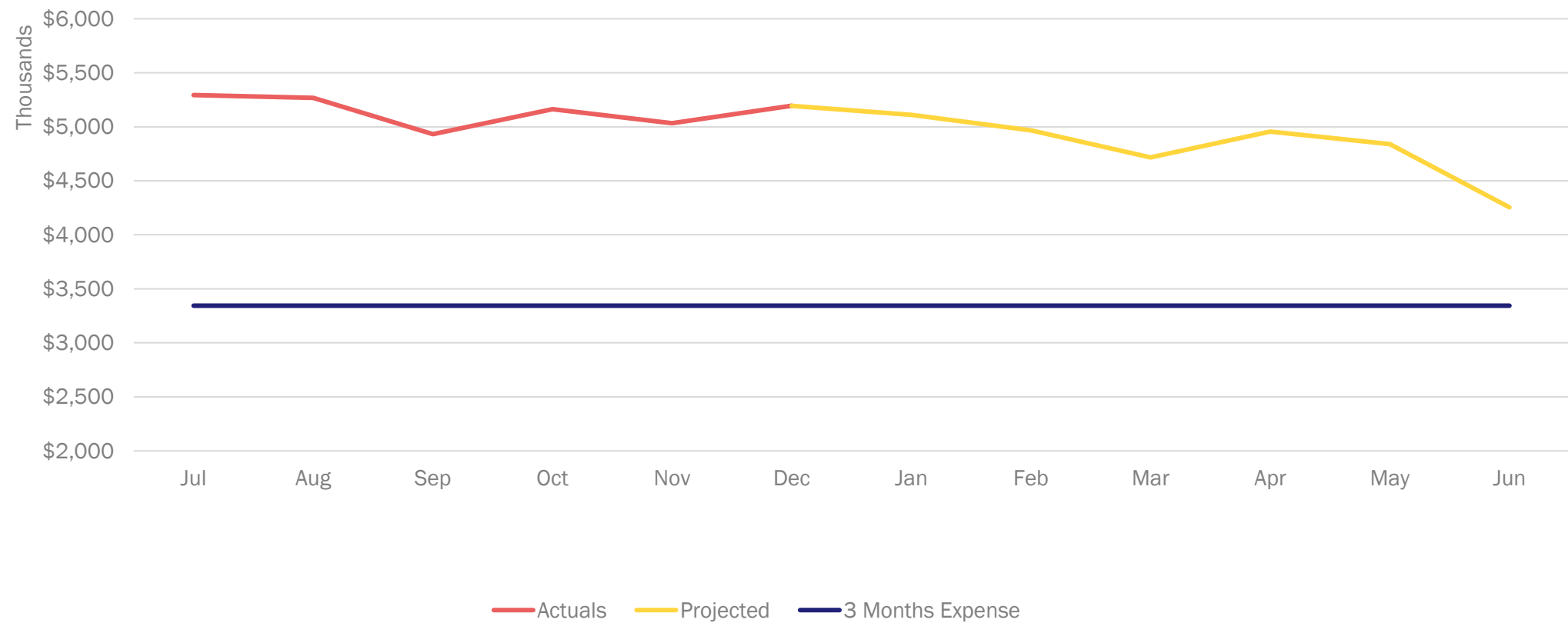
# 2025-26 Current Forecast vs Previous Forecast

## Second Payroll Reconciliation of the year



# Monthly Cash Balance

**As of December, 142 days cash on hand**



# Accounts Payable Aging



**As of 12/31/25, TACMO had \$0k invoices on Aging AP**

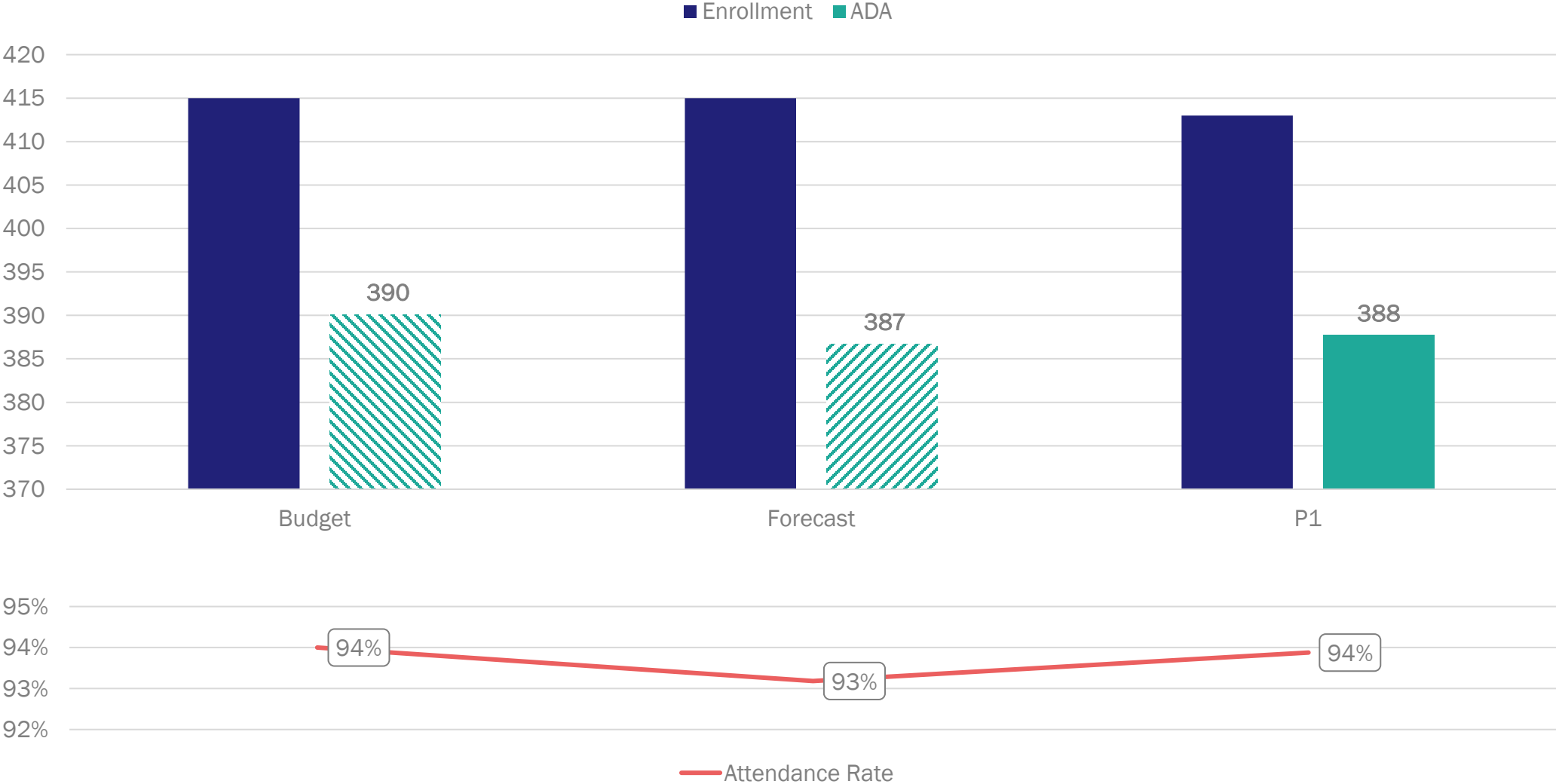


Aging AP represents invoices submitted to EdTec but not paid as of last day of the month

# SVA FY26 Enrollment and Attendance



Forecast adjusted to align with P1 certified ADA

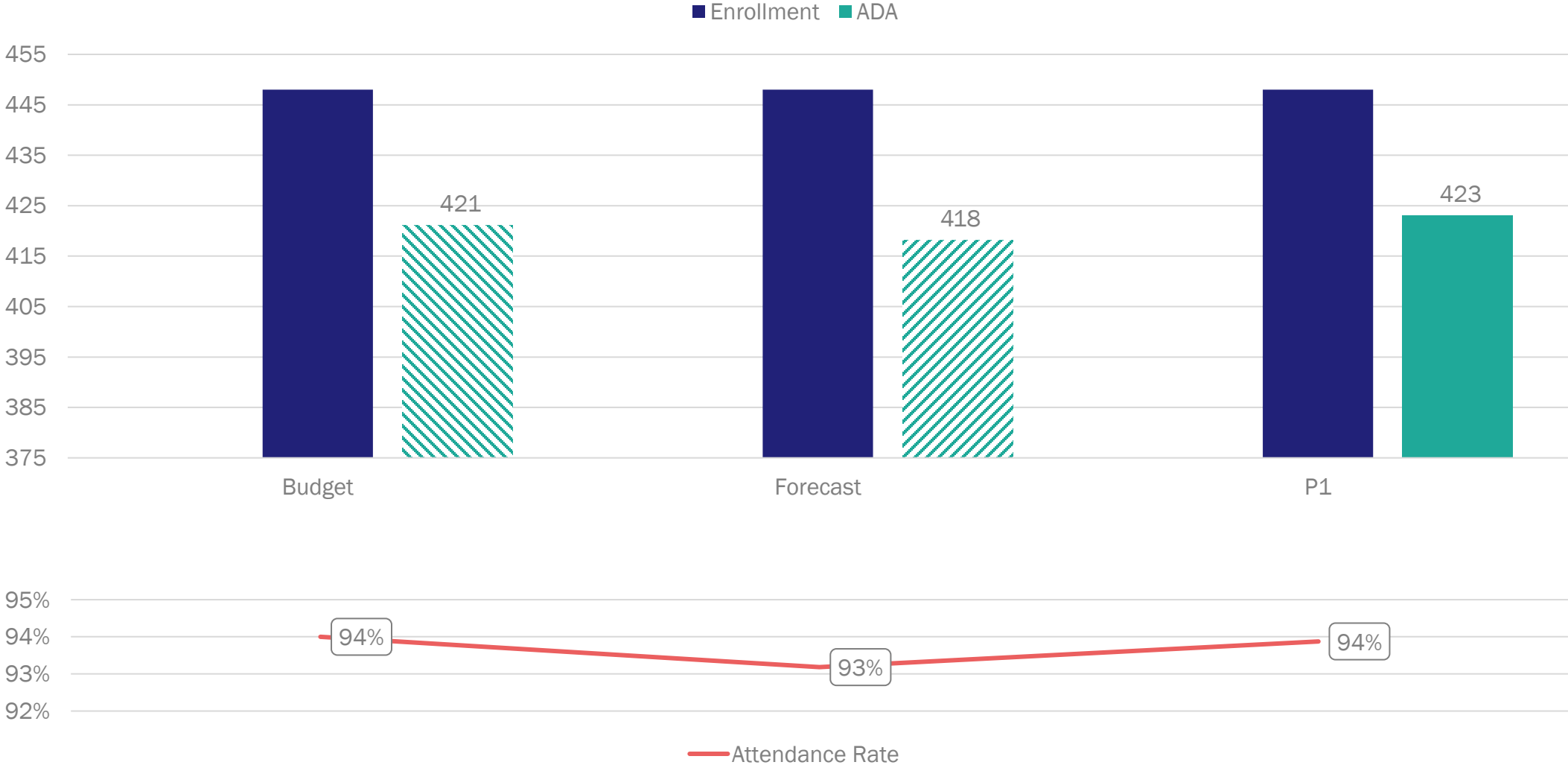




# BOA FY26 Enrollment and Attendance



Attendance at both schools expected to finish at ~93%



# State Budget Updates

January 2026



# Governor's January Budget Proposal – 2026–27

## 2.41% COLA

- 0.6 percentage point less than June estimate
- Affects LCFF, SpEd, MBG, SB740, Nutrition
- For comparison's sake, FY26 COLA was 2.30%

## Improved Funding

- Student Support & PD Discretionary Block Grant – additional ~\$512/FY25 ADA
- Learning Recovery Emergency Block Grant – additional ~\$229/FY22 UP ADA
- Expanded Learning Opportunities Program – Tier 2 increase to \$1,800/PY TK-6 UP ADA
- SpEd –\$509M to 'equalize Base Rates'

## Continued Funding

- Community Schools – \$1B
- Universal Meals – continues to be fully funded
- Additional funds for Kitchen Infrastructure, College/Career Pathways, Reading Screenings

# Exhibits

2025-2026



**SVA**  
**Income Statement**  
**As of Dec FY2026**

	Actual			YTD	Budget & Forecast						
	Oct	Nov	Dec		Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>											
<b>Revenue</b>											
LCFF Entitlement	606,237	327,985	327,985	1,601,906	4,687,754	4,687,754	4,679,619	(8,135)	(8,135)	3,077,713	34%
Federal Revenue	13,505	4,889	-	18,394	184,014	184,014	184,014	-	-	165,620	10%
Other State Revenues	51,624	36,269	115,565	228,402	884,646	1,101,437	902,691	(198,746)	18,045	674,289	25%
Local Revenues	81	7,773	1,704	13,091	76,624	76,624	76,624	-	-	63,533	17%
Fundraising and Grants	636	676	674	3,586	7,500	7,500	7,500	-	-	3,914	48%
<b>Total Revenue</b>	<b>672,083</b>	<b>377,592</b>	<b>445,928</b>	<b>1,865,380</b>	<b>5,840,538</b>	<b>6,057,329</b>	<b>5,850,448</b>	<b>(206,881)</b>	<b>9,910</b>	<b>3,985,068</b>	<b>32%</b>
<b>Expenses</b>											
Compensation and Benefits	402,567	394,535	382,268	2,027,324	4,307,849	4,436,582	4,188,675	247,907	119,174	2,161,351	48%
Books and Supplies	4,119	5,579	1,077	64,645	115,484	118,827	121,933	(3,106)	(6,449)	57,288	53%
Services and Other Operating Expenditures	36,607	47,357	35,205	242,950	1,395,217	1,487,946	1,457,908	30,038	(62,691)	1,214,958	17%
Depreciation	-	-	9,106	9,106	11,897	11,897	11,897	-	-	2,792	77%
Other Outflows & Amortization	-	-	388	388	-	-	-	-	-	(388)	
<b>Total Expenses</b>	<b>443,293</b>	<b>447,471</b>	<b>428,044</b>	<b>2,344,413</b>	<b>5,830,447</b>	<b>6,055,252</b>	<b>5,780,414</b>	<b>274,839</b>	<b>50,033</b>	<b>3,436,001</b>	<b>41%</b>
<b>Net Income</b>	<b>228,790</b>	<b>(69,879)</b>	<b>17,885</b>	<b>(479,033)</b>	<b>10,091</b>	<b>2,076</b>	<b>70,034</b>	<b>67,958</b>	<b>59,943</b>	<b>549,067</b>	
<b>Fund Balance</b>											
Beginning Balance (Unaudited)					2,275,976	2,278,357	2,278,357				
Net Income					10,091	2,076	70,034				
<b>Ending Fund Balance</b>					<b>2,286,067</b>	<b>2,280,433</b>	<b>2,348,391</b>				
Fund Balance as a % of Expenses					39%	38%	41%				
<b>KEY ASSUMPTIONS</b>											
<b>Enrollment Summary</b>											
K-3					196	196	196	-	-		
4-6					141	141	141	-	-		
7-8					78	78	78	-	-		
<b>Total Enrolled</b>					<b>415</b>	<b>415</b>	<b>415</b>	<b>-</b>	<b>-</b>		
<b>ADA %</b>											
K-3					94.0%	94.0%	93.2%	-0.8%	-0.8%		
4-6					94.0%	94.0%	93.2%	-0.8%	-0.8%		
7-8					94.0%	94.0%	93.2%	-0.8%	-0.8%		
<b>Average ADA %</b>					<b>94.0%</b>	<b>94.0%</b>	<b>93.2%</b>	<b>-0.8%</b>	<b>-0.8%</b>		
<b>ADA</b>											
K-3					184.24	184.24	182.64	(1.60)	(1.60)		
4-6					132.54	132.54	131.39	(1.15)	(1.15)		
7-8					73.32	73.32	72.68	(0.64)	(0.64)		
<b>Total ADA</b>					<b>390.10</b>	<b>390.10</b>	<b>386.71</b>	<b>(3.39)</b>	<b>(3.39)</b>		
<b>REVENUE</b>											
<b>LCFF Entitlement</b>											

**SVA**  
**Income Statement**  
**As of Dec FY2026**

		Actual			YTD	Budget & Forecast									
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent			
8011	Charter Schools General Purpose Entitlement - State Aid	259,504	259,504	259,504	1,066,850	3,071,727	2,842,138	2,850,041	7,903	(221,686)	1,783,192	37%			
8012	Education Protection Account Entitlement	244,012	-	-	244,012	744,309	973,898	965,435	(8,463)	221,126	721,423	25%			
8096	Charter Schools in Lieu of Property Taxes	102,721	68,481	68,481	291,044	871,717	871,717	864,142	(7,575)	(7,575)	573,098	34%			
SUBTOTAL - LCFF Entitlement		606,237	327,985	327,985	1,601,906	4,687,754	4,687,754	4,679,619	(8,135)	(8,135)	3,077,713	34%			
Federal Revenue															
8181	Special Education - Entitlement	-	-	-	-	88,440	88,440	88,440	-	-	88,440	0%			
8291	Title I	13,505	-	-	13,505	44,948	44,948	44,948	-	-	31,443	30%			
8292	Title II	-	2,389	-	2,389	8,053	8,053	8,053	-	-	5,664	30%			
8294	Title IV	-	2,500	-	2,500	10,000	10,000	10,000	-	-	7,500	25%			
8296	SRSA Grant	-	-	-	-	32,573	32,573	32,573	-	-	32,573	0%			
8297	PY Federal - Not Accrued	-	-	-	0	-	-	-	-	-	(0)				
SUBTOTAL - Federal Revenue		13,505	4,889	-	18,394	184,014	184,014	184,014	-	-	165,620	10%			
Other State Revenue															
8319	Other State Apportionments - Prior Years	-	-	1,313	1,313	-	-	-	-	-	(1,313)				
8381	Special Education - Entitlement (State	29,173	13,819	-	42,993	175,932	175,932	175,932	-	-	132,940	24%			
8382	Special Education Reimbursement (State	2,986	2,986	2,986	12,277	31,095	32,501	32,218	(282)	1,123	19,942	38%			
8550	Mandated Cost Reimbursements	-	-	-	-	8,023	8,023	8,023	-	-	8,023	0%			
8560	State Lottery Revenue	-	-	-	-	111,232	110,825	109,862	(963)	(1,371)	109,862	0%			
8590	All Other State Revenue	-	-	91,802	91,802	312,797	557,344	359,844	(197,500)	47,047	268,042	26%			
8591	Prop 28 Arts & Music in Schools	5,893	5,893	5,893	24,226	58,847	65,477	65,477	-	6,630	41,251	37%			
8593	ELO-Program	13,571	13,571	13,571	55,792	186,720	151,335	151,335	-	(35,385)	95,543	37%			
SUBTOTAL - Other State Revenue		51,624	36,269	115,565	228,402	884,646	1,101,437	902,691	(198,746)	18,045	674,289	25%			
Local Revenue															
8660	Interest	81	2,147	86	4,233	5,000	5,000	5,000	-	-	767	85%			
8689	FUA Reimbursement	-	-	-	-	71,624	71,624	71,624	-	-	71,624	0%			
8699	All Other Local Revenue	-	5,626	1,618	8,858	-	-	-	-	-	(8,858)				
SUBTOTAL - Local Revenue		81	7,773	1,704	13,091	76,624	76,624	76,624	-	-	63,533	17%			
Fundraising and Grants															
8801	Donations - Parents	-	-	574	574	-	-	-	-	-	(574)				
8802	Donations - Private	-	-	-	20	-	-	-	-	-	(20)				
8803	Fundraising	636	676	100	2,992	7,500	7,500	7,500	-	-	4,508	40%			
SUBTOTAL - Fundraising and Grants		636	676	674	3,586	7,500	7,500	7,500	-	-	3,914	48%			
TOTAL REVENUE					672,083	377,592	445,928	1,865,380	5,840,538	6,057,329	5,850,448	(206,881)	9,910	3,985,068	32%
EXPENSES															
Compensation & Benefits															
Certificated Salaries															
1100	Teachers Salaries	109,231	104,190	104,387	522,048	1,322,987	1,233,914	1,050,421	183,493	272,566	528,372	50%			
1101	Teacher - Stipends	2,240	500	11,770	51,180	71,732	71,732	71,732	-	-	20,552	71%			
1103	Teacher - Substitute Pay	8,844	10,266	8,502	35,510	78,023	78,023	75,000	3,023	3,023	39,490	47%			
1111	Teacher - Specialist	33,071	30,399	26,934	148,769	203,355	324,568	280,353	44,215	(76,998)	131,584	53%			
1148	Teacher - Special Ed	30,662	30,870	30,223	155,897	342,997	353,522	324,276	29,246	18,721	168,379	48%			
1150	Teacher - Intervention	26,194	25,938	26,831	131,380	275,013	295,139	298,650	(3,510)	(23,637)	167,270	44%			

**SVA**  
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		Actual			YTD	Budget & Forecast						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
1300	Certificated Supervisor & Administrator Salaries	23,594	23,594	23,594	141,563	279,478	284,354	284,354	-	(4,876)	142,790	50%
SUBTOTAL - Certificated Salaries		233,836	225,758	232,240	1,186,347	2,573,584	2,641,252	2,384,785	256,466	188,799	1,198,438	50%
Classified Salaries												
2100	Classified Instructional Aide Salaries	33,798	35,591	24,654	145,562	314,161	351,441	312,528	38,913	1,634	166,965	47%
2103	Classified - Special Education	23,456	21,210	14,269	88,505	211,449	212,669	214,519	(1,850)	(3,070)	126,014	41%
2400	Classified Clerical & Office Salaries	15,365	14,592	12,520	76,580	148,808	149,854	149,854	-	(1,045)	73,274	51%
2930	Other Classified - Maintenance/grounds	4,301	4,301	4,106	25,451	48,418	50,835	50,835	-	(2,417)	25,384	50%
2935	Other Classified - Substitute	2,454	2,972	1,596	11,707	15,450	15,450	20,000	(4,550)	(4,550)	8,293	59%
SUBTOTAL - Classified Salaries		79,375	78,666	57,144	347,805	738,287	780,249	747,735	32,513	(9,449)	399,931	47%
Employee Benefits												
3100	STRS	44,102	41,940	44,307	220,272	485,825	498,749	449,764	48,985	36,061	229,492	49%
3300	OASDI-Medicare-Alternative	9,466	9,212	7,657	43,324	95,656	99,847	93,641	6,206	2,015	50,318	46%
3400	Health & Welfare Benefits	32,543	32,569	38,034	207,560	360,408	360,408	460,000	(99,592)	(99,592)	252,440	45%
3500	Unemployment Insurance	606	437	285	2,923	17,741	18,539	18,124	415	(383)	15,201	16%
3600	Workers Comp Insurance	2,499	5,812	2,499	18,302	33,119	34,215	31,325	2,890	1,794	13,023	58%
3900	403b contribution	140	140	102	792	3,230	3,323	3,300	23	(70)	2,508	24%
SUBTOTAL - Employee Benefits		89,356	90,111	92,884	493,172	995,978	1,015,081	1,056,154	(41,073)	(60,177)	562,982	47%
Books & Supplies												
4100	Approved Textbooks & Core Curricula Materials	-	-	-	986	11,000	11,000	11,000	-	-	10,014	9%
4200	Books & Other Reference Materials	1,169	98	244	3,882	6,212	6,212	6,212	-	-	2,331	62%
4300	Materials & Supplies	223	56	183	1,368	2,266	2,276	2,276	-	(10)	908	60%
4320	Educational Software	97	2,250	10	29,532	25,025	27,175	30,241	(3,066)	(5,216)	709	98%
4326	Art	868	794	142	1,850	14,399	14,399	14,399	-	-	12,548	13%
4330	Office Supplies	814	1,355	-	5,302	9,528	9,528	9,528	-	-	4,225	56%
4335	PE Supplies	388	-	323	807	1,900	1,900	1,900	-	-	1,093	42%
4346	Teacher Supplies	263	384	24	7,423	10,400	10,880	10,720	160	(320)	3,297	69%
4355	Science	27	578	151	756	600	600	800	(200)	(200)	44	95%
4410	Classroom Furniture, Equipment & Supplies	-	-	-	530	9,270	9,270	9,270	-	-	8,740	6%
4420	Computers: individual items less than \$5k	21	-	-	9,964	15,000	15,000	15,000	-	-	5,036	66%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	29	-	1,106	8,835	8,835	8,835	-	-	7,729	13%
4710	Student Food Services	-	-	-	-	400	400	400	-	-	400	0%
4720	Other Food	251	35	-	1,139	650	1,353	1,353	-	(703)	214	84%
SUBTOTAL - Books and Supplies		4,119	5,579	1,077	64,645	115,484	118,827	121,933	(3,106)	(6,449)	57,288	53%
Services & Other Operating Expenses												
5215	Travel - Mileage, Parking, Tolls	176	195	102	637	1,250	1,250	1,250	-	-	613	51%
5220	Travel and Lodging	-	-	-	-	4,500	4,500	4,500	-	-	4,500	0%
5225	Travel - Meals & Entertainment	-	173	-	173	659	659	659	-	-	486	26%
5305	Dues & Membership - Professional	-	-	-	1,367	600	1,500	1,500	-	(900)	133	91%
5400	Insurance	-	-	-	-	4,940	4,940	4,940	-	-	4,940	0%
5515	Janitorial, Gardening Services & Supplies	-	1,738	-	4,038	3,500	3,500	4,038	(538)	(538)	0	100%
5525	Utilities - Waste	1,242	1,242	1,242	6,459	11,557	11,557	11,557	-	-	5,098	56%
5610	Rent	352	-	-	352	274,284	274,636	274,636	-	(352)	274,284	0%
5619	Non-Cash Lease Adjustment	-	-	-	-	(6,410)	(6,410)	(6,410)	-	-	(6,410)	0%
5809	Banking Fees	-	47	-	47	1,442	1,442	1,442	-	-	1,395	3%
5812	Business Services	7,219	7,693	7,219	43,787	-	-	90,957	(90,957)	(90,957)	47,170	48%
5820	Non-Instructional Consultants	-	-	206	21,090	2,400	22,149	22,149	-	(19,749)	1,059	95%

**SVA**  
**Income Statement**  
**As of Dec FY2026**

		Actual			YTD	Budget & Forecast						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5824	District Oversight Fees	-	-	-	-	46,878	46,878	46,796	81	81	46,796	0%
5830	Field Trips Expenses	574	-	90	3,064	30,000	30,000	30,000	-	-	26,936	10%
5833	Fines and Penalties	-	-	-	5	721	721	721	-	-	717	1%
5836	Fingerprinting	-	-	-	60	600	600	600	-	-	540	10%
5839	Fundraising Expenses	-	1,219	-	2,554	11,856	11,856	11,856	-	-	9,302	22%
5845	Legal Fees	169	1,128	6,334	7,630	5,000	5,000	10,000	(5,000)	(5,000)	2,370	76%
5851	Marketing and Student Recruiting	58	47	-	483	2,060	2,060	2,060	-	-	1,577	23%
5854	Consultants - CALPADS	446	-	-	1,785	1,030	5,364	5,364	-	(4,334)	3,579	33%
5857	Payroll Fees	639	628	598	3,516	6,600	6,600	6,600	-	-	3,084	53%
5858	CMO Services	-	-	-	-	649,023	688,973	602,086	86,887	46,937	602,086	0%
5860	Printing and Reproduction	2,445	4,057	2,483	13,944	25,510	25,510	25,510	-	-	11,566	55%
5861	Prior Yr Exp (not accrued)	-	-	-	10,803	-	10,803	10,803	-	(10,803)	-	100%
5863	Professional Development	168	3,750	223	5,498	30,683	30,683	10,041	20,642	20,642	4,543	55%
5869	Special Education Contract Instructors	10,025	10,582	6,532	36,968	111,031	111,031	92,108	18,923	18,923	55,140	40%
5875	Staff Recruiting	-	-	-	150	927	927	927	-	-	777	16%
5877	Student Activities	2,029	150	1,268	7,006	7,725	7,725	7,725	-	-	720	91%
5878	Student Assessment	-	-	-	1,181	5,150	5,150	5,150	-	-	3,969	23%
5880	Student Health Services	195	193	-	858	1,100	1,100	1,100	-	-	242	78%
5881	Student Information System	473	919	919	19,753	4,858	21,500	21,500	-	(16,642)	1,747	92%
5887	Technology Services	-	-	-	-	21,285	21,285	21,285	-	-	21,285	0%
5893	Transportation - Student	9,690	13,566	7,958	48,010	114,000	114,000	114,000	-	-	65,990	42%
5910	Communications - Internet / Website Fees	628	30	30	1,128	18,708	18,708	18,708	-	-	17,579	6%
5915	Postage and Delivery	79	-	-	605	1,236	1,236	1,236	-	-	631	49%
5920	Communications - Telephone & Fax	-	-	-	-	515	515	515	-	-	515	0%
SUBTOTAL - Services & Other Operating Exp.		36,607	47,357	35,205	242,950	1,395,217	1,487,946	1,457,908	30,038	(62,691)	1,214,958	17%
Capital Outlay & Depreciation												
6900	Depreciation	-	-	9,106	9,106	11,897	11,897	11,897	-	-	2,792	77%
SUBTOTAL - Capital Outlay & Depreciation		-	-	9,106	9,106	11,897	11,897	11,897	-	-	2,792	77%
Other Outflows & Amortization												
7999	Uncategorized Expense	-	-	388	388	-	-	-	-	-	(388)	
SUBTOTAL - Other Outflows & Amortization		-	-	388	388	-	-	-	-	-	(388)	
TOTAL EXPENSES		443,293	447,471	428,044	2,344,413	5,830,447	6,055,252	5,780,414	274,839	50,033	3,436,001	41%



**BOA**  
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	Actual			YTD	Budget & Forecast						
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs.	Approved Budget v1 vs.	Current	% Current
								Current Forecast	Current Forecast	Forecast Remaining	Forecast Spent
SUMMARY											
Revenue											
LCFF Entitlement	490,899	435,194	435,194	1,819,225	5,216,212	5,216,212	5,190,183	(26,029)	(26,029)	3,370,958	35%
Federal Revenue	13,183	4,839	-	18,022	189,757	189,757	189,757	-	-	171,735	9%
Other State Revenues	55,447	39,838	122,231	246,172	863,975	933,098	826,996	(106,102)	(36,979)	580,823	30%
Local Revenues	2,680	1,777	-	8,300	61,000	61,000	70,000	9,000	9,000	61,700	12%
Fundraising and Grants	1,860	150	355	3,598	8,500	8,500	8,900	400	400	5,302	40%
Total Revenue	564,070	481,797	557,780	2,095,317	6,339,444	6,408,567	6,285,836	(122,731)	(53,608)	4,190,519	33%
Expenses											
Compensation and Benefits	429,376	432,053	412,402	2,176,571	4,530,200	4,757,577	4,573,353	184,224	(43,153)	2,396,782	48%
Books and Supplies	19,912	6,332	1,188	111,278	179,518	173,865	174,275	(410)	5,243	62,996	64%
Services and Other Operating Expenditures	34,264	31,118	21,629	182,994	1,369,434	1,455,573	1,457,662	(2,089)	(88,228)	1,274,668	13%
Depreciation	-	-	(1,063)	(1,063)	8,439	8,439	8,439	-	-	9,501	-13%
Other Outflows & Amortization	-	-	212	561	-	-	-	-	-	(561)	
Total Expenses	483,552	469,503	434,368	2,470,342	6,087,590	6,395,454	6,213,729	181,725	(126,138)	3,743,387	40%
Net Income	80,518	12,295	123,412	(375,025)	251,854	13,114	72,107	58,994	(179,747)	447,132	
Fund Balance											
Beginning Balance (Unaudited)					1,755,087	1,887,090	1,887,090				
Net Income					251,854	13,114	72,107				
Ending Fund Balance											
Fund Balance as a % of Expenses					33%	30%	32%				
KEY ASSUMPTIONS											
Enrollment Summary											
K-3					244	244	244	-	-		
4-6					122	122	122	-	-		
7-8					82	82	82	-	-		
Total Enrolled					448	448	448	-	-		
ADA %											
K-3					94.0%	94.0%	93.6%	-0.4%	-0.4%		
4-6					94.0%	94.0%	93.2%	-0.8%	-0.8%		
7-8					94.0%	94.0%	92.8%	-1.2%	-1.2%		
Average ADA %					94.0%	94.0%	93.3%	-0.7%	-0.7%		
ADA											
K-3					229.36	229.36	228.36	(1.00)	(1.00)		
4-6					114.68	114.68	113.68	(1.00)	(1.00)		
7-8					77.08	77.08	76.08	(1.00)	(1.00)		
Total ADA					421.12	421.12	418.12	(3.00)	(3.00)		
REVENUE											
LCFF Entitlement											

**BOA**  
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		Actual			YTD	Budget & Forecast						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
8011	Charter Schools General Purpose Entitlement - State Aid	364,273	364,273	364,273	1,497,566	4,190,953	4,190,953	4,172,228	(18,725)	(18,725)	2,674,662	36%
8012	Education Protection Account Entitlement	20,245	-	-	20,245	84,224	84,224	83,624	(600)	(600)	63,379	24%
8096	Charter Schools in Lieu of Property Taxes	106,381	70,921	70,921	301,414	941,035	941,035	934,331	(6,704)	(6,704)	632,917	32%
SUBTOTAL - LCFF Entitlement		490,899	435,194	435,194	1,819,225	5,216,212	5,216,212	5,190,183	(26,029)	(26,029)	3,370,958	35%
Federal Revenue												
8181	Special Education - Entitlement	-	-	-	-	91,631	91,631	91,631	-	-	91,631	0%
8291	Title I	13,183	-	-	13,183	50,531	50,531	50,531	-	-	37,348	26%
8292	Title II	-	2,339	-	2,339	8,670	8,670	8,670	-	-	6,331	27%
8294	Title IV	-	2,500	-	2,500	10,000	10,000	10,000	-	-	7,500	25%
8296	SRSA Grant	-	-	-	-	28,925	28,925	28,925	-	-	28,925	0%
SUBTOTAL - Federal Revenue		13,183	4,839	-	18,022	189,757	189,757	189,757	-	-	171,735	9%
Other State Revenue												
8319	Other State Apportionments - Prior Years	-	-	1,370	1,370	-	-	-	-	-	(1,370)	
8381	Special Education - Entitlement (State	29,657	14,048	-	43,706	180,986	180,986	180,986	-	-	137,280	24%
8382	Special Education Reimbursement (State	3,093	3,093	3,093	12,714	33,568	35,085	34,835	(250)	1,268	22,121	36%
8550	Mandated Cost Reimbursements	-	-	-	-	8,309	8,309	8,309	-	-	8,309	0%
8560	State Lottery Revenue	-	-	-	-	120,077	119,637	118,785	(852)	(1,292)	118,785	0%
8590	All Other State Revenue	-	-	95,072	95,072	231,527	336,247	231,247	(105,000)	(280)	136,175	41%
8591	Prop 28 Arts & Music in Schools	6,046	6,046	6,046	24,856	60,188	66,971	66,971	-	6,783	42,115	37%
8593	ELO-Program	16,651	16,651	16,651	68,455	229,321	185,863	185,863	-	(43,458)	117,408	37%
SUBTOTAL - Other State Revenue		55,447	39,838	122,231	246,172	863,975	933,098	826,996	(106,102)	(36,979)	580,823	30%
Local Revenue												
8660	Interest	-	1,777	-	3,743	1,000	1,000	5,000	4,000	4,000	1,257	75%
8689	FUA Reimbursement	-	-	-	-	60,000	60,000	60,000	-	-	60,000	0%
8699	All Other Local Revenue	2,680	-	-	4,557	-	-	5,000	5,000	5,000	443	91%
SUBTOTAL - Local Revenue		2,680	1,777	-	8,300	61,000	61,000	70,000	9,000	9,000	61,700	12%
Fundraising and Grants												
8801	Donations - Parents	-	-	320	320	-	-	400	400	400	80	80%
8803	Fundraising	1,860	150	35	3,278	8,500	8,500	8,500	-	-	5,222	39%
SUBTOTAL - Fundraising and Grants		1,860	150	355	3,598	8,500	8,500	8,900	400	400	5,302	40%
TOTAL REVENUE		564,070	481,797	557,780	2,095,317	6,339,444	6,408,567	6,285,836	(122,731)	(53,608)	4,190,519	33%
EXPENSES												
Compensation & Benefits												
Certificated Salaries												
1100	Teachers Salaries	122,491	118,757	118,676	607,183	1,370,400	1,383,476	1,250,619	132,857	119,781	643,436	49%
1101	Teacher - Stipends	514	1,568	12,505	58,767	55,129	55,129	62,629	(7,500)	(7,500)	3,862	94%
1103	Teacher - Substitute Pay	17,472	21,378	14,586	70,142	107,400	107,400	140,000	(32,600)	(32,600)	69,858	50%
1111	Teacher - Specialist	30,844	30,248	30,248	151,111	265,420	351,934	307,090	44,844	(41,670)	155,978	49%
1148	Teacher - Special Ed	30,732	26,377	26,377	144,737	329,796	339,813	294,813	45,000	34,983	150,076	49%
1150	Teacher - Intervention	13,022	19,718	19,377	86,779	248,206	216,897	181,864	35,033	66,342	95,085	48%
1300	Certificated Supervisor & Administrator Salaries	23,594	23,594	23,594	141,563	283,126	283,127	283,127	-	(0)	141,563	50%
SUBTOTAL - Certificated Salaries		238,668	241,640	245,363	1,260,282	2,659,478	2,737,776	2,520,141	217,635	139,336	1,259,859	50%

**BOA**  
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Actual				YTD	Budget & Forecast							
								Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent	
	Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast					
<b>Classified Salaries</b>												
2100	Classified Instructional Aide Salaries	48,888	47,165	31,057	198,103	460,044	560,250	542,238	18,012	(82,194)	344,136	37%
2103	Classified - Special Education	26,841	26,911	18,958	100,067	232,736	239,109	225,688	13,421	7,048	125,621	44%
2400	Classified Clerical & Office Salaries	13,086	12,878	10,666	64,504	122,127	135,470	135,470	-	(13,343)	70,966	48%
2930	Other Classified - Maintenance/grounds	4,098	4,115	3,816	24,299	48,418	48,418	48,418	-	-	24,119	50%
2935	Other Classified - Substitute	6,055	7,501	7,125	27,331	18,540	18,540	55,000	(36,460)	(36,460)	27,669	50%
<b>SUBTOTAL - Classified Salaries</b>		<b>98,968</b>	<b>98,569</b>	<b>71,622</b>	<b>414,304</b>	<b>881,866</b>	<b>1,001,787</b>	<b>1,006,815</b>	<b>(5,027)</b>	<b>(124,949)</b>	<b>592,511</b>	<b>41%</b>
<b>Employee Benefits</b>												
3100	STRS	45,436	46,084	45,749	234,168	488,920	503,631	467,793	35,838	21,127	233,625	50%
3300	OASDI-Medicare-Alternative	10,998	10,889	8,850	49,257	112,206	122,594	117,963	4,631	(5,757)	68,707	42%
3400	Health & Welfare Benefits	31,969	32,962	37,830	200,578	330,269	330,269	402,000	(71,731)	(71,731)	201,422	50%
3500	Unemployment Insurance	655	465	315	3,151	18,114	20,346	19,784	562	(1,671)	16,633	16%
3600	Workers Comp Insurance	2,673	1,434	2,673	14,796	35,413	37,396	35,270	2,126	144	20,473	42%
3900	403b contribution	10	10	-	36	3,935	3,778	3,588	190	348	3,552	1%
<b>SUBTOTAL - Employee Benefits</b>		<b>91,741</b>	<b>91,844</b>	<b>95,417</b>	<b>501,985</b>	<b>988,857</b>	<b>1,018,014</b>	<b>1,046,397</b>	<b>(28,383)</b>	<b>(57,540)</b>	<b>544,412</b>	<b>48%</b>
<b>Books &amp; Supplies</b>												
4100	Approved Textbooks & Core Curricula Materials	-	366	-	16,228	50,803	38,803	38,803	-	12,000	22,575	42%
4200	Books & Other Reference Materials	1,209	28	64	4,084	5,742	5,742	5,742	-	-	1,658	71%
4300	Materials & Supplies	94	246	267	2,148	4,032	4,032	4,032	-	-	1,884	53%
4320	Educational Software	768	199	-	28,291	25,000	28,500	28,500	-	(3,500)	209	99%
4325	Instructional Materials & Supplies	1,259	452	85	3,441	1,125	3,125	3,441	(316)	(2,316)	0	100%
4326	Art	8,459	1,776	175	13,553	20,000	20,000	20,000	-	-	6,447	68%
4330	Office Supplies	1,039	1,615	313	6,805	15,926	15,926	15,926	-	-	9,121	43%
4335	PE Supplies	-	119	58	177	2,000	2,000	2,000	-	-	1,823	9%
4346	Teacher Supplies	326	861	87	7,606	15,000	15,000	15,000	-	-	7,394	51%
4355	Science	506	-	-	5,493	5,000	5,500	5,500	-	(500)	7	100%
4356	Recess Supplies	54	-	-	223	400	400	400	-	-	177	56%
4410	Classroom Furniture, Equipment & Supplies	808	356	80	5,129	7,500	7,500	7,500	-	-	2,371	68%
4420	Computers: individual items less than \$5k	5,091	151	-	16,103	17,500	17,500	17,500	-	-	1,397	92%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	129	-	707	8,240	8,240	8,240	-	-	7,533	9%
4710	Student Food Services	-	-	-	-	400	400	400	-	-	400	0%
4720	Other Food	299	35	60	1,290	850	1,197	1,291	(94)	(441)	0	100%
<b>SUBTOTAL - Books and Supplies</b>		<b>19,912</b>	<b>6,332</b>	<b>1,188</b>	<b>111,278</b>	<b>179,518</b>	<b>173,865</b>	<b>174,275</b>	<b>(410)</b>	<b>5,243</b>	<b>62,996</b>	<b>64%</b>
<b>Services &amp; Other Operating Expenses</b>												
5210	Conference Fees	-	-	-	-	100	100	100	-	-	100	0%
5215	Travel - Mileage, Parking, Tolls	-	136	-	184	300	300	300	-	-	116	61%
5220	Travel and Lodging	-	-	-	-	2,500	2,500	2,500	-	-	2,500	0%
5225	Travel - Meals & Entertainment	-	212	-	212	515	515	515	-	-	303	41%
5305	Dues & Membership - Professional	-	-	-	1,423	750	1,500	1,500	-	(750)	77	95%
5400	Insurance	-	-	-	-	4,940	4,940	4,940	-	-	4,940	0%
5515	Janitorial, Gardening Services & Supplies	-	-	-	581	2,250	2,250	2,250	-	-	1,668	26%
5610	Rent	352	-	-	352	317,770	317,770	317,770	-	-	317,418	0%
5619	Non-Cash Lease Adjustment	-	-	-	-	(23,876)	(23,876)	(23,876)	-	-	(23,876)	0%
5812	Business Services	7,219	7,712	7,219	43,806	-	-	90,957	(90,957)	(90,957)	47,151	48%
5820	Non-Instructional Consultants	-	-	214	21,128	2,400	22,149	22,149	-	(19,749)	1,021	95%
5824	District Oversight Fees	-	-	-	-	52,162	52,162	51,902	260	260	51,902	0%

**BOA**  
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		Actual			YTD	Budget & Forecast						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5830	Field Trips Expenses	2,812	-	1,504	6,131	51,444	51,444	51,444	-	-	45,313	12%
5836	Fingerprinting	247	147	-	467	453	453	467	(14)	(14)	(0)	100%
5839	Fundraising Expenses	381	-	-	381	7,210	7,210	7,210	-	-	6,829	5%
5845	Legal Fees	2,169	5,713	373	16,148	6,628	12,000	16,148	(4,148)	(9,520)	0	100%
5851	Marketing and Student Recruiting	61	49	-	557	2,000	2,000	2,000	-	-	1,443	28%
5854	Consultants - CALPADS	446	-	-	1,785	500	5,500	5,500	-	(5,000)	3,715	32%
5857	Payroll Fees	701	773	697	3,904	7,407	7,407	7,407	-	-	3,504	53%
5858	CMO Services	-	-	-	-	700,632	743,759	650,990	92,769	49,643	650,990	0%
5860	Printing and Reproduction	2,324	790	1,912	9,914	22,111	22,111	22,111	-	-	12,197	45%
5861	Prior Yr Exp (not accrued	4,836	-	-	5,341	7,500	7,500	7,500	-	-	2,159	71%
5863	Professional Development	390	3,314	1,198	6,299	50,085	50,085	50,085	0	0	43,786	13%
5869	Special Education Contract Instructors	10,434	10,954	6,798	38,417	111,031	111,031	111,031	-	-	72,614	35%
5875	Staff Recruiting	-	-	-	192	618	618	618	-	-	426	31%
5877	Student Activities	1,120	38	212	7,290	15,000	15,000	15,000	-	-	7,710	49%
5878	Student Assessment	-	-	-	1,181	8,659	8,659	8,659	-	-	7,478	14%
5880	Student Health Services	114	314	50	1,358	2,060	2,060	2,060	-	-	702	66%
5881	Student Information System	473	919	919	14,331	4,858	17,000	17,000	-	(12,142)	2,669	84%
5887	Technology Services	-	-	-	-	8,925	8,925	8,925	-	-	8,925	0%
5910	Communications - Internet / Website Fees	32	32	455	613	1,337	1,337	1,337	-	-	724	46%
5915	Postage and Delivery	155	15	78	1,000	1,055	1,055	1,055	-	-	55	95%
5920	Communications - Telephone & Fax	-	-	-	-	110	110	110	-	-	110	0%
SUBTOTAL - Services & Other Operating Exp.		34,264	31,118	21,629	182,994	1,369,434	1,455,573	1,457,662	(2,089)	(88,228)	1,274,668	13%
Capital Outlay & Depreciation												
6900	Depreciation	-	-	(1,063)	(1,063)	8,439	8,439	8,439	-	-	9,501	-13%
SUBTOTAL - Capital Outlay & Depreciation		-	-	(1,063)	(1,063)	8,439	8,439	8,439	-	-	9,501	-13%
Other Outflows & Amortization												
7999	Uncategorized Expense	-	-	212	561	-	-	-	-	-	(561)	
SUBTOTAL - Other Outflows & Amortization		-	-	212	561	-	-	-	-	-	(561)	
TOTAL EXPENSES		483,552	469,503	434,368	2,470,342	6,087,590	6,395,454	6,213,729	181,725	(126,138)	3,743,387	40%

**CMO**  
**Income Statement**  
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	Actual			YTD	Budget & Forecast						
	Oct	Nov	Dec		Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
<b>SUMMARY</b>											
<b>Revenue</b>											
LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	
Federal Revenue	-	-	-	-	-	-	-	-	-	-	
Other State Revenues	-	-	-	-	-	-	-	-	-	-	
Local Revenues	13,436	10,508	10,766	73,493	1,479,656	1,562,731	1,383,076	(179,656)	(96,580)	1,309,583	5%
Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	
<b>Total Revenue</b>	<b>13,436</b>	<b>10,508</b>	<b>10,766</b>	<b>73,493</b>	<b>1,479,656</b>	<b>1,562,731</b>	<b>1,383,076</b>	<b>(179,656)</b>	<b>(96,580)</b>	<b>1,309,583</b>	<b>5%</b>
<b>Expenses</b>											
Compensation and Benefits	92,666	88,635	96,412	556,967	1,041,903	1,120,766	1,116,044	4,722	(74,141)	559,077	50%
Books and Supplies	3,048	974	1,012	24,063	49,410	49,410	50,215	(805)	(805)	26,152	48%
Services and Other Operating Expenditures	24,096	20,939	8,091	140,134	388,343	392,555	216,817	175,738	171,527	76,683	65%
Depreciation	-	-	-	-	-	-	-	-	-	-	
Other Outflows & Amortization	-	-	-	-	-	-	-	-	-	-	
<b>Total Expenses</b>	<b>119,810</b>	<b>110,549</b>	<b>105,515</b>	<b>721,163</b>	<b>1,479,656</b>	<b>1,562,731</b>	<b>1,383,076</b>	<b>179,656</b>	<b>96,580</b>	<b>661,912</b>	<b>52%</b>
<b>Net Income</b>	<b>(106,374)</b>	<b>(100,041)</b>	<b>(94,749)</b>	<b>(647,671)</b>	<b>(0)</b>	<b>(0)</b>	<b>(0)</b>	<b>0</b>	<b>0</b>	<b>647,671</b>	
<b>Fund Balance</b>											
Beginning Balance (Unaudited)					(2,946)	115	115				
Net Income					(0)	(0)	(0)				
<b>Ending Fund Balance</b>					<b>(2,946)</b>	<b>115</b>	<b>115</b>				
Fund Balance as a % of Expenses					0%	0%	0%				
<b>KEY ASSUMPTIONS</b>											
<b>Enrollment Summary</b>											
Total Enrolled					-	-	-	-	-		
<b>ADA %</b>											
Average ADA %											
<b>ADA</b>											
Total ADA					-	-	-	-	-		
<b>REVENUE</b>											
<b>LCFF Entitlement</b>											
SUBTOTAL - LCFF Entitlement	-	-	-	-	-	-	-	-	-	-	
<b>Federal Revenue</b>											
SUBTOTAL - Federal Revenue	-	-	-	-	-	-	-	-	-	-	
<b>Other State Revenue</b>											
SUBTOTAL - Other State Revenue	-	-	-	-	-	-	-	-	-	-	
<b>Local Revenue</b>											

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		Actual			YTD	Budget & Forecast					
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	% Current Forecast Spent
8676	After School Program Revenue	13,436	10,508	10,766	73,437	130,000	130,000	130,000	-	-	56%
8699	All Other Local Revenue	-	-	-	56	-	-	-	-	-	(56)
8721	CMO Fees Revenue	-	-	-	-	1,349,656	1,432,731	1,253,076	(179,656)	(96,580)	0%
<b>SUBTOTAL - Local Revenue</b>		<b>13,436</b>	<b>10,508</b>	<b>10,766</b>	<b>73,493</b>	<b>1,479,656</b>	<b>1,562,731</b>	<b>1,383,076</b>	<b>(179,656)</b>	<b>(96,580)</b>	<b>5%</b>
<b>Fundraising and Grants</b>											
<b>SUBTOTAL - Fundraising and Grants</b>		-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>		<b>13,436</b>	<b>10,508</b>	<b>10,766</b>	<b>73,493</b>	<b>1,479,656</b>	<b>1,562,731</b>	<b>1,383,076</b>	<b>(179,656)</b>	<b>(96,580)</b>	<b>5%</b>
<b>EXPENSES</b>											
<b>Compensation &amp; Benefits</b>											
<b>Certificated Salaries</b>											
1101	Teacher - Stipends	-	-	4,144	14,394	13,524	13,524	15,000	(1,476)	(1,476)	96%
1150	Teacher - Intervention	861	851	851	3,946	8,826	9,361	4,007	5,354	4,819	98%
1300	Certificated Supervisor & Administrator Salaries	15,861	15,861	15,861	96,414	191,754	191,754	191,754	-	-	50%
<b>SUBTOTAL - Certificated Salaries</b>		<b>16,722</b>	<b>16,712</b>	<b>20,855</b>	<b>114,754</b>	<b>214,103</b>	<b>214,639</b>	<b>210,761</b>	<b>3,878</b>	<b>3,343</b>	<b>54%</b>
<b>Classified Salaries</b>											
2100	Classified Instructional Aide Salaries	-	-	335	335	-	-	-	-	-	(335)
2400	Classified Clerical & Office Salaries	25,735	25,524	24,235	152,831	298,939	303,423	303,423	-	(4,484)	50%
2905	Other Classified - After School	31,235	28,428	30,929	177,847	320,512	387,413	387,413	-	(66,901)	46%
<b>SUBTOTAL - Classified Salaries</b>		<b>56,970</b>	<b>53,952</b>	<b>55,500</b>	<b>331,013</b>	<b>619,451</b>	<b>690,836</b>	<b>690,836</b>	<b>-</b>	<b>(71,384)</b>	<b>48%</b>
<b>Employee Benefits</b>											
3100	STRS	3,192	3,192	3,192	21,125	40,894	40,996	40,255	741	638	52%
3300	OASDI-Medicare-Alternative	4,609	4,319	4,518	26,887	50,493	55,961	55,905	56	(5,412)	48%
3400	Health & Welfare Benefits	7,250	7,219	8,499	40,344	64,348	64,348	64,348	-	-	63%
3500	Unemployment Insurance	142	100	74	817	6,671	7,325	7,317	8	(645)	11%
3600	Workers Comp Insurance	639	-	639	3,195	8,336	9,055	9,016	39	(680)	35%
3900	403b contribution	3,142	3,142	3,134	18,832	37,607	37,607	37,607	-	0	50%
<b>SUBTOTAL - Employee Benefits</b>		<b>18,974</b>	<b>17,971</b>	<b>20,057</b>	<b>111,200</b>	<b>208,348</b>	<b>215,292</b>	<b>214,448</b>	<b>844</b>	<b>(6,100)</b>	<b>52%</b>
<b>Books &amp; Supplies</b>											
4330	Office Supplies	504	421	104	2,131	1,326	1,326	2,131	(805)	(805)	100%
4352	After School Program	2,426	470	73	17,936	33,660	33,660	33,660	-	-	53%
4420	Computers: individual items less than \$5k	-	-	-	80	2,754	2,754	2,754	-	-	3%
4430	Non Classroom Related Furniture, Equipment & Supplies	-	-	-	330	1,020	1,020	1,020	-	-	32%
4710	Student Food Services	-	-	-	-	450	450	450	-	-	0%
4720	Other Food	118	83	835	3,585	10,200	10,200	10,200	-	-	35%
<b>SUBTOTAL - Books and Supplies</b>		<b>3,048</b>	<b>974</b>	<b>1,012</b>	<b>24,063</b>	<b>49,410</b>	<b>49,410</b>	<b>50,215</b>	<b>(805)</b>	<b>(805)</b>	<b>48%</b>
<b>Services &amp; Other Operating Expenses</b>											
5210	Conference Fees	-	12,849	-	12,849	12,240	12,240	12,849	(609)	(609)	100%
5215	Travel - Mileage, Parking, Tolls	382	1,001	910	2,824	4,162	4,162	4,162	-	-	68%
5220	Travel and Lodging	398	-	297	975	12,750	12,750	12,750	-	-	8%
5225	Travel - Meals & Entertainment	137	-	1,180	1,317	1,530	1,530	1,530	-	-	86%
5305	Dues & Membership - Professional	1,393	683	683	4,910	10,437	10,437	10,437	-	-	47%

**CMO**  
**Income Statement**  
**As of Dec FY2026**

		Actual			YTD	Budget & Forecast						
		Oct	Nov	Dec	Actual YTD	Approved Budget v1	Previous Forecast	Current Forecast	Previous Forecast vs. Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
5400	Insurance	-	-	-	51,651	50,497	51,651	51,651	-	(1,154)	-	100%
5515	Janitorial, Gardening Services & Supplies	200	100	250	2,159	2,520	2,520	2,520	-	-	361	86%
5535	Utilities - All Utilities	490	44	165	2,173	3,308	3,308	3,308	-	-	1,135	66%
5610	Rent	1,362	1,000	1,000	7,362	12,240	12,603	12,603	-	(363)	5,241	58%
5615	Repairs and Maintenance - Building	-	-	-	-	684	684	684	-	-	684	0%
5619	Non-Cash Lease Adjustment	-	-	-	-	(373)	(373)	(373)	-	-	(373)	0%
5803	Accounting Fees	10,373	-	-	15,559	26,417	26,417	26,417	-	-	10,858	59%
5809	Banking Fees	548	1,549	226	3,292	2,000	2,000	6,000	(4,000)	(4,000)	2,708	55%
5812	Business Services	-	-	-	-	181,913	181,913	-	181,913	181,913	-	-
5820	Non-Instructional Consultants	-	-	297	1,129	2,305	2,305	2,305	-	-	1,176	49%
5830	Field Trips Expenses	789	-	-	1,944	-	2,000	2,000	-	(2,000)	56	97%
5836	Fingerprinting	-	-	-	-	110	110	110	-	-	110	0%
5845	Legal Fees	72	677	745	2,561	20,400	20,400	20,400	-	-	17,839	13%
5848	Licenses and Other Fees	-	-	-	5	27	27	27	-	-	22	19%
5851	Marketing and Student Recruiting	-	-	-	100	765	765	765	-	-	665	13%
5857	Payroll Fees	169	160	195	11,525	16,751	16,751	16,751	-	-	5,226	69%
5860	Printing and Reproduction	364	382	206	1,832	3,308	3,308	3,308	-	-	1,476	55%
5861	Prior Yr Exp (not accrued	553	-	-	734	55	750	750	-	(695)	16	98%
5863	Professional Development	1,160	740	896	5,992	7,140	7,140	7,140	-	-	1,148	84%
5875	Staff Recruiting	-	-	-	17	2,040	2,040	2,040	-	-	2,023	1%
5877	Student Activities	175	1,503	-	1,678	935	935	2,500	(1,565)	(1,565)	822	67%
5910	Communications - Internet / Website Fees	5,495	218	642	6,791	11,967	11,967	11,967	-	-	5,176	57%
5915	Postage and Delivery	4	-	382	590	1,734	1,734	1,734	-	-	1,144	34%
5920	Communications - Telephone & Fax	33	33	17	165	485	485	485	-	-	319	34%
SUBTOTAL - Services & Other Operating Exp.		24,096	20,939	8,091	140,134	388,343	392,555	216,817	175,738	171,527	76,683	65%
Capital Outlay & Depreciation												
SUBTOTAL - Capital Outlay & Depreciation		-	-	-	-	-	-	-	-	-	-	
Other Outflows & Amortization												
SUBTOTAL - Other Outflows & Amortization		-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES		119,810	110,549	105,515	721,163	1,479,656	1,562,731	1,383,076	179,656	96,580	661,912	52%

**The Academies CMO**  
**Monthly Cash Forecast**  
**As of Dec FY2026**

	2025-26													
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	5,570,956	5,293,594	5,266,709	4,932,009	5,163,565	5,034,225	5,193,844	5,109,791	4,965,994	4,716,990	4,954,939	4,840,319		
REVENUE														
LCFF Entitlement	-	346,543	451,094	1,097,137	763,179	763,179	1,027,434	763,179	790,695	1,176,537	784,409	784,409	9,869,802	1,122,009
Federal Revenue	-	-	-	26,688	9,728	-	28,925	33,050	-	-	33,050	180,071	373,771	62,258
Other State Revenue	-	26,800	26,800	107,071	76,107	237,796	86,582	128,294	29,060	80,060	155,224	246,832	1,729,687	529,061
Other Local Revenue	12,752	19,097	14,310	16,197	20,057	12,470	8,353	8,353	8,353	8,353	8,353	1,393,052	1,529,700	-
Fundraising & Grants	-	1,053	1,780	2,496	826	1,029	1,603	1,523	1,523	1,523	1,523	1,523	16,400	-
TOTAL REVENUE	12,752	393,493	493,984	1,249,589	869,897	1,014,474	1,152,896	934,399	829,630	1,266,472	982,558	2,605,887	13,519,360	1,713,328
EXPENSES														
Certificated Salaries	110,804	504,666	474,120	489,226	484,109	498,458	166,503	473,895	473,895	470,237	473,895	495,879	5,115,687	-
Classified Salaries	88,472	122,203	231,680	235,313	231,188	184,266	195,936	238,191	238,191	208,003	263,941	208,003	2,445,386	-
Employee Benefits	111,334	189,109	197,560	200,070	199,926	208,359	162,394	209,032	209,032	202,479	209,297	218,408	2,316,999	-
Books & Supplies	50,713	72,490	33,542	27,079	12,885	3,277	22,275	24,846	25,284	23,454	25,694	24,433	346,423	450
Services & Other Operating Expenses	164,395	46,338	96,040	94,967	99,414	64,924	213,964	120,230	120,230	112,349	112,349	1,771,453	3,132,387	115,734
Capital Outlay & Depreciation	-	-	-	-	-	8,043	6,977	1,695	1,695	1,695	1,695	(1,462)	20,336	-
Other Outflows	-	350	-	-	-	600	(950)	-	-	-	-	-	-	-
TOTAL EXPENSES	525,718	935,156	1,032,941	1,046,655	1,027,522	967,926	767,100	1,067,888	1,068,326	1,018,216	1,086,870	2,716,714	13,377,218	116,184
Operating Cash Inflow (Outflow)	(512,966)	(541,663)	(538,957)	202,934	(157,625)	46,548	385,796	(133,490)	(238,696)	248,256	(104,312)	(110,827)	142,142	1,597,143
Accounts Receivable	939,305	571,338	171,149	45,389	825	-	43,291	301	301	301	301	1,602	-	
Other Current Assets	90,724	-	(400)	-	(450)	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	-	(8,112)	-	8,043	15,089	1,695	1,695	1,695	1,695	(1,462)	-	
ROU Assets	900	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable	(580,951)	(104,887)	9,633	(40,076)	706	79,626	(173,334)	(30,400)	(30,400)	(30,400)	(30,400)	(30,400)	-	
Other Current Liabilities	21,190	21,308	(4,272)	3,677	(327)	294	(372,992)	-	-	-	-	(62,551)	-	
Summer Holdback	(235,564)	27,019	28,146	27,744	27,531	25,107	18,097	18,097	18,097	18,097	18,097	18,097	-	
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(200,000)	-	
ROU Long-Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	(200,000)	-	
Ending Cash	5,293,594	5,266,709	4,932,009	5,163,565	5,034,225	5,193,844	5,109,791	4,965,994	4,716,990	4,954,939	4,840,319	4,254,778		



**The Academies CMO**  
**Balance Sheet**  
**As of Dec FY2026**

	Jun FY25				Dec FY26				Projected Jun FY26			
	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total
<b>ASSETS</b>												
Cash Balance	2,855,241	2,673,981	41,734	5,570,956	2,938,765	2,861,572	(606,493)	5,193,844	1,869,007	2,385,367	404	4,254,778
Accounts Receivable	1,047,781	873,078	61	1,920,920	71,679	121,174	61	192,914	1,127,704	732,440	(0)	1,860,143
Other Current Assets	43,073	47,074	577	90,724	646	204	-	850	646	204	-	850
Fixed Assets	154,372	29,217	-	183,589	145,266	38,392	-	183,658	142,475	20,778	-	163,252
Other Assets	-	-	1,000	1,000	-	-	1,000	1,000	-	-	1,000	1,000
ROU Assets	4,696,462	4,996,918	9,375	9,702,755	4,696,462	4,996,918	8,475	9,701,855	4,696,462	4,996,918	8,475	9,701,855
<b>TOTAL ASSETS</b>	<b>8,796,929</b>	<b>8,620,268</b>	<b>52,748</b>	<b>17,469,944</b>	<b>7,852,818</b>	<b>8,018,259</b>	<b>(596,957)</b>	<b>15,274,121</b>	<b>7,836,293</b>	<b>8,135,707</b>	<b>9,879</b>	<b>15,981,878</b>
<b>LIABILITIES &amp; EQUITY</b>												
Accounts Payable	632,093	295,365	33,825	961,282	219,358	73,167	32,809	325,334	46,734	69,000	450	116,184
Other Current Liabilities	228,156	155,364	10,153	393,674	248,140	178,800	8,603	435,543	-	-	-	-
Summer Holdback	137,938	97,866	(240)	235,564	65,612	69,645	291	135,548	120,784	122,926	419	244,129
Loans Payable (Current)	112,878	130,774	8,895	252,547	112,878	130,774	8,895	252,547	-	-	-	-
ROU Current Liabilities	-	-	-	-	-	-	-	-	112,878	130,774	8,895	252,547
Deferred Revenue	650,851	543,014	-	1,193,865	650,851	543,014	-	1,193,865	450,851	543,014	-	993,865
ROU Long-Term Liabilities	4,756,655	5,510,795	-	10,267,450	4,756,655	5,510,795	-	10,267,450	4,756,655	5,310,795	-	10,067,450
Beginning Net Assets	2,270,993	1,528,860	(2,946)	3,796,907	2,278,357	1,887,090	115	4,165,562	2,278,357	1,887,090	115	4,165,562
Net Income (Loss) to Date	7,364	358,230	3,061	368,655	(479,033)	(375,025)	(647,671)	(1,501,729)	70,034	72,107	(0)	142,142
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b>8,796,929</b>	<b>8,620,268</b>	<b>52,748</b>	<b>17,469,944</b>	<b>7,852,818</b>	<b>8,018,259</b>	<b>(596,957)</b>	<b>15,274,121</b>	<b>7,836,293</b>	<b>8,135,707</b>	<b>9,879</b>	<b>15,981,878</b>

The Academies CMO  
Multi-year Projection  
As of Dec FY2026

	Year 1 2025-26				Year 2 2026-27				Year 3 2027-28				Year 4 2028-29			
	Dec Forecast				Dec Forecast				Dec Forecast				Dec Forecast			
	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total
<b>SUMMARY</b>																
<b>Revenue</b>																
LCFF Entitlement	4,679,619	5,190,183	-	9,869,802	4,925,470	5,408,861	-	10,334,331	5,128,431	5,603,344	-	10,731,775	5,298,132	5,788,972	-	11,087,104
Federal Revenue	184,014	189,757	-	373,771	183,053	192,751	-	375,804	184,758	194,444	-	379,202	184,758	194,444	-	379,202
Other State Revenues	902,691	826,996	-	1,729,687	827,038	835,531	-	1,662,568	771,820	850,650	-	1,622,470	793,888	831,000	-	1,624,889
Local Revenues	76,624	70,000	1,383,076	1,529,700	76,624	65,000	1,424,798	1,566,422	76,624	65,000	1,471,212	1,612,836	76,624	65,000	1,519,373	1,660,997
Fundraising and Grants	7,500	8,900	-	16,400	7,500	8,900	-	16,400	7,500	8,900	-	16,400	7,500	8,900	-	16,400
<b>Total Revenue</b>	<b>5,850,448</b>	<b>6,285,836</b>	<b>1,383,076</b>	<b>13,519,360</b>	<b>6,019,684</b>	<b>6,511,043</b>	<b>1,424,798</b>	<b>13,955,525</b>	<b>6,169,133</b>	<b>6,722,338</b>	<b>1,471,212</b>	<b>14,362,683</b>	<b>6,360,903</b>	<b>6,888,317</b>	<b>1,519,373</b>	<b>14,768,592</b>
<b>Expenses</b>																
Compensation and Benefits	4,188,675	4,573,353	1,116,044	9,878,072	4,364,840	4,807,311	1,152,540	10,324,691	4,520,115	4,972,661	1,190,388	10,683,164	4,682,036	5,144,700	1,229,650	11,056,385
Books and Supplies	121,933	174,275	50,215	346,423	112,499	137,600	50,170	300,269	114,277	138,167	51,164	303,608	116,108	138,745	52,179	307,031
Services and Other Operating Expenditures	1,457,908	1,457,662	216,817	3,132,387	1,455,771	1,465,958	222,088	3,143,817	1,490,926	1,503,000	229,660	3,223,586	1,531,167	1,541,225	237,545	3,309,937
Depreciation	11,897	8,439	-	20,336	11,897	8,439	-	20,336	11,897	8,439	-	20,336	11,897	8,439	-	20,336
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>5,780,414</b>	<b>6,213,729</b>	<b>1,383,076</b>	<b>13,377,218</b>	<b>5,945,007</b>	<b>6,419,308</b>	<b>1,424,798</b>	<b>13,789,113</b>	<b>6,137,215</b>	<b>6,622,267</b>	<b>1,471,212</b>	<b>14,230,694</b>	<b>6,341,208</b>	<b>6,833,108</b>	<b>1,519,373</b>	<b>14,693,689</b>
<b>Net Income</b>	<b>70,034</b>	<b>72,107</b>	<b>(0)</b>	<b>142,142</b>	<b>74,677</b>	<b>91,735</b>	<b>(0)</b>	<b>166,412</b>	<b>31,918</b>	<b>100,071</b>	<b>(0)</b>	<b>131,989</b>	<b>19,694</b>	<b>55,208</b>	<b>(0)</b>	<b>74,903</b>
<b>Fund Balance</b>																
Beginning Balance (Unaudited)	2,278,357	1,887,090	115	4,165,562	2,348,391	1,959,198	115	4,307,704	2,423,068	2,050,933	115	4,474,116	2,454,986	2,151,004	115	4,606,105
Audit Adjustment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Balance (Audited)	2,278,357	1,887,090	115	4,165,562	2,348,391	1,959,198	115	4,307,704	2,423,068	2,050,933	115	4,474,116	2,454,986	2,151,004	115	4,606,105
Net Income	70,034	72,107	(0)	142,142	74,677	91,735	(0)	166,412	31,918	100,071	(0)	131,989	19,694	55,208	(0)	74,903
<b>Ending Fund Balance</b>	<b>2,348,391</b>	<b>1,959,198</b>	<b>115</b>	<b>4,307,704</b>	<b>2,423,068</b>	<b>2,050,933</b>	<b>115</b>	<b>4,474,116</b>	<b>2,454,986</b>	<b>2,151,004</b>	<b>115</b>	<b>4,606,105</b>	<b>2,474,681</b>	<b>2,206,212</b>	<b>115</b>	<b>4,681,008</b>
<b>Total Revenue Per ADA</b>	15,129	15,034		16,798	15,269	15,299		17,022	15,648	15,795		17,519	16,134	16,185		18,014
<b>Total Expenses Per ADA</b>	14,948	14,861		16,621	15,079	15,083		16,819	15,567	15,560		17,358	16,084	16,055		17,922
<b>Net Income Per ADA</b>	181	172		177	189	216		203	81	235		161	50	130		91
<b>Fund Balance as a % of Expenses</b>	41%	32%	0%	32%	41%	32%	0%	32%	40%	32%	0%	32%	39%	32%	0%	32%

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	Year 1 2025-26				Year 2 2026-27				Year 3 2027-28				Year 4 2028-29			
	Dec Forecast				Dec Forecast				Dec Forecast				Dec Forecast			
	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total
<b>Key Assumptions</b>																
<b>Enrollment Breakdown</b>																
TK	20	40	-	60	20	40	-	60	20	40	-	60	20	40	-	60
K	44	48	-	92	44	48	-	92	44	48	-	92	44	48	-	92
1	44	50	-	94	44	50	-	94	44	50	-	94	44	50	-	94
2	44	52	-	96	44	52	-	96	44	52	-	96	44	52	-	96
3	44	54	-	98	44	54	-	98	44	54	-	98	44	54	-	98
4	47	42	-	89	47	42	-	89	47	42	-	89	47	42	-	89
5	49	42	-	91	49	42	-	91	49	42	-	91	49	42	-	91
6	45	38	-	83	45	38	-	83	45	38	-	83	45	38	-	83
7	45	36	-	81	45	36	-	81	45	36	-	81	45	36	-	81
8	33	46	-	79	33	46	-	79	33	46	-	79	33	46	-	79
Total Enrolled	415	448	-	863	415	448	-	863	415	448	-	863	415	448	-	863
<b>ADA %</b>																
K-3	93.2%	93.6%		93.4%	95.0%	95.0%		95.0%	95.0%	95.0%		95.0%	95.0%	95.0%		95.0%
4-6	93.2%	93.2%		93.2%	95.0%	95.0%		95.0%	95.0%	95.0%		95.0%	95.0%	95.0%		95.0%
7-8	93.2%	92.8%		93.0%	95.0%	95.0%		95.0%	95.0%	95.0%		95.0%	95.0%	95.0%		95.0%
Average ADA %	93.2%	93.3%		93.3%	95.0%	95.0%		95.0%	95.0%	95.0%		95.0%	95.0%	95.0%		95.0%
<b>ADA</b>																
K-3	182.6	228.4	-	411.0	186.2	231.8	-	418.0	186.2	231.8	-	418.0	186.2	231.8	-	418.0
4-6	131.4	113.7	-	245.1	134.0	115.9	-	249.9	134.0	115.9	-	249.9	134.0	115.9	-	249.9
7-8	72.7	76.1	-	148.8	74.1	77.9	-	152.0	74.1	77.9	-	152.0	74.1	77.9	-	152.0
Total ADA	386.7	418.1	-	804.8	394.3	425.6	-	819.9	394.3	425.6	-	819.9	394.3	425.6	-	819.9

**The Academies CMO**  
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Year 1 2025-26					Year 2 2026-27					Year 3 2027-28					Year 4 2028-29					
Dec Forecast					Dec Forecast					Dec Forecast					Dec Forecast					
SVA	BOA	CMO	Total		SVA	BOA	CMO	Total		SVA	BOA	CMO	Total		SVA	BOA	CMO	Total		
REVENUE																				
LCFF Entitlement																				
8011	Charter Schools General Purpose Entitlement - State Aid				2,850,041	4,172,228	-	7,022,269	3,036,499	4,372,695	-	7,409,194	3,204,987	4,567,178	-	7,772,165	3,340,182	4,752,806	-	8,092,988
8012	Education Protection Account Entitlement				965,435	83,624	-	1,049,059	1,007,980	85,120	-	1,093,100	1,042,453	85,120	-	1,127,573	1,076,959	85,120	-	1,162,079
8096	Charter Schools in Lieu of Property Taxes				864,142	934,331	-	1,798,473	880,991	951,046	-	1,832,037	880,991	951,046	-	1,832,037	880,991	951,046	-	1,832,037
SUBTOTAL - LCFF Entitlement					4,679,619	5,190,183	-	9,869,802	4,925,470	5,408,861	-	10,334,331	5,128,431	5,603,344	-	10,731,775	5,298,132	5,788,972	-	11,087,104
Federal Revenue																				
8181	Special Education - Entitlement				88,440	91,631	-	180,071	87,479	94,625	-	182,104	89,184	96,318	-	185,502	89,184	96,318	-	185,502
8291	Title I				44,948	50,531	-	95,479	44,948	50,531	-	95,479	44,948	50,531	-	95,479	44,948	50,531	-	95,479
8292	Title II				8,053	8,670	-	16,723	8,053	8,670	-	16,723	8,053	8,670	-	16,723	8,053	8,670	-	16,723
8294	Title IV				10,000	10,000	-	20,000	10,000	10,000	-	20,000	10,000	10,000	-	20,000	10,000	10,000	-	20,000
8296	SRSA Grant				32,573	28,925	-	61,498	32,573	28,925	-	61,498	32,573	28,925	-	61,498	32,573	28,925	-	61,498
SUBTOTAL - Federal Revenue					184,014	189,757	-	373,771	183,053	192,751	-	375,804	184,758	194,444	-	379,202	184,758	194,444	-	379,202
Other State Revenue																				
8381	Special Education - Entitlement (State				175,932	180,986	-	356,918	174,020	186,900	-	360,919	177,413	190,243	-	367,656	177,413	190,243	-	367,656
8382	Special Education Reimbursement (State				32,218	34,835	-	67,054	33,637	36,312	-	69,950	33,637	36,312	-	69,950	33,637	36,312	-	69,950
8550	Mandated Cost Reimbursements				8,023	8,309	-	16,332	8,175	8,840	-	17,015	8,620	9,305	-	17,925	8,905	9,613	-	18,519
8560	State Lottery Revenue				109,862	118,785	-	228,647	112,004	120,910	-	232,914	112,004	120,910	-	232,914	112,004	120,910	-	232,914
8590	All Other State Revenue				359,844	231,247	-	591,091	189,127	145,786	-	334,913	98,750	152,666	-	251,416	98,750	126,763	-	225,513
8591	Prop 28 Arts & Music in Schools				65,477	66,971	-	132,448	68,431	70,259	-	138,689	68,763	70,591	-	139,354	68,763	70,591	-	139,354
8593	ELO-Program				151,335	185,863	-	337,198	241,644	266,524	-	508,168	272,633	270,622	-	543,255	294,416	276,568	-	570,984
SUBTOTAL - Other State Revenue					902,691	826,996	-	1,729,687	827,038	835,531	-	1,662,568	771,820	850,650	-	1,622,470	793,888	831,000	-	1,624,889
Local Revenue																				
8660	Interest				5,000	5,000	-	10,000	5,000	5,000	-	10,000	5,000	5,000	-	10,000	5,000	5,000	-	10,000
8676	After School Program Revenue				-	-	130,000	130,000	-	-	130,000	130,000	-	-	130,000	130,000	-	-	130,000	130,000
8689	FUA Reimbursement				71,624	60,000	-	131,624	71,624	60,000	-	131,624	71,624	60,000	-	131,624	71,624	60,000	-	131,624
8699	All Other Local Revenue				-	5,000	-	5,000	-	-	-	-	-	-	-	-	-	-	-	-
8721	CMO Fees Revenue				-	-	1,253,076	1,253,076	-	-	1,294,798	1,294,798	-	-	1,341,212	1,341,212	-	-	1,389,373	1,389,373
SUBTOTAL - Local Revenue					76,624	70,000	1,383,076	1,529,700	76,624	65,000	1,424,798	1,566,422	76,624	65,000	1,471,212	1,612,836	76,624	65,000	1,519,373	1,660,997
Fundraising and Grants																				
8801	Donations - Parents				-	400	-	400	-	400	-	400	-	400	-	400	-	400	-	400
8803	Fundraising				7,500	8,500	-	16,000	7,500	8,500	-	16,000	7,500	8,500	-	16,000	7,500	8,500	-	16,000
SUBTOTAL - Fundraising and Grants					7,500	8,900	-	16,400	7,500	8,900	-	16,400	7,500	8,900	-	16,400	7,500	8,900	-	16,400
TOTAL REVENUE					5,850,448	6,285,836	1,383,076	13,519,360	6,019,684	6,511,043	1,424,798	13,955,525	6,169,133	6,722,338	1,471,212	14,362,683	6,360,903	6,888,317	1,519,373	14,768,592

**The Academies CMO**  
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Year 1 2025-26					Year 2 2026-27					Year 3 2027-28					Year 4 2028-29				
Dec Forecast					Dec Forecast					Dec Forecast					Dec Forecast				
SVA	BOA	CMO	Total		SVA	BOA	CMO	Total		SVA	BOA	CMO	Total		SVA	BOA	CMO	Total	
EXPENSES																			
Compensation & Benefits																			
Certificated Salaries																			
1100	Teachers Salaries	1,050,421	1,250,619	-	2,301,039	1,129,964	1,349,973	-	2,479,938	1,163,863	1,390,472	-	2,554,336	1,198,779	1,432,187	-	2,630,966		
1101	Teacher - Stipends	71,732	62,629	15,000	149,362	73,884	64,508	15,450	153,842	76,101	66,443	15,914	158,458	78,384	68,436	16,391	163,211		
1103	Teacher - Substitute Pay	75,000	140,000	-	215,000	77,250	144,200	-	221,450	79,568	148,526	-	228,094	81,955	152,982	-	234,936		
1111	Teacher - Specialist	280,353	307,090	-	587,442	262,408	318,134	-	580,542	270,280	327,678	-	597,958	278,389	337,508	-	615,897		
1148	Teacher - Special Ed	324,276	294,813	-	619,090	348,678	303,658	-	652,335	359,138	312,767	-	671,905	369,912	322,150	-	692,062		
1150	Teacher - Intervention	298,650	181,864	4,007	484,521	307,609	187,320	4,127	499,056	316,837	192,940	4,251	514,028	326,343	198,728	4,378	529,449		
1300	Certificated Supervisor & Administrator Salaries	284,354	283,127	191,754	759,234	292,884	291,620	197,506	782,011	301,671	300,369	203,431	805,471	310,721	309,380	209,534	829,635		
SUBTOTAL - Certificated Salaries		2,384,785	2,520,141	210,761	5,115,687	2,492,678	2,659,413	217,083	5,369,174	2,567,458	2,739,195	223,596	5,530,249	2,644,482	2,821,371	230,304	5,696,167		
Classified Salaries																			
2100	Classified Instructional Aide Salaries	312,528	542,238	-	854,766	306,948	558,505	-	865,453	316,156	575,261	-	891,417	325,641	592,518	-	918,160		
2103	Classified - Special Education	214,519	225,688	-	440,207	221,531	232,459	-	453,989	228,177	239,432	-	467,609	235,022	246,615	-	481,637		
2400	Classified Clerical & Office Salaries	149,854	135,470	303,423	588,747	154,349	139,534	312,525	606,409	158,980	143,720	321,901	624,601	163,749	148,032	331,558	643,339		
2905	Other Classified - After School	-	-	387,413	387,413	-	-	399,035	399,035	-	-	411,006	411,006	-	-	423,337	423,337		
2930	Other Classified - Maintenance/grounds	50,835	48,418	-	99,253	52,360	49,871	-	102,231	53,931	51,367	-	105,298	55,549	52,908	-	108,457		
2935	Other Classified - Substitute	20,000	55,000	-	75,000	20,600	56,650	-	77,250	21,218	58,350	-	79,568	21,855	60,100	-	81,955		
SUBTOTAL - Classified Salaries		747,735	1,006,815	690,836	2,445,386	755,788	1,037,019	711,561	2,504,368	778,462	1,068,130	732,908	2,579,499	801,816	1,100,173	754,895	2,656,884		
Employee Benefits																			
3100	STRS	449,764	467,793	40,255	957,812	470,200	493,987	41,463	1,005,649	484,306	508,807	42,707	1,035,819	498,835	524,071	43,988	1,066,893		
3300	OASDI-Medicare-Alternative	93,641	117,963	55,905	267,509	95,877	122,425	57,582	275,885	98,754	126,098	59,310	284,161	101,716	129,881	61,089	292,686		
3400	Health & Welfare Benefits	460,000	402,000	64,348	926,348	496,800	434,160	69,496	1,000,456	536,544	468,893	75,055	1,080,492	579,468	506,404	81,060	1,166,931		
3500	Unemployment Insurance	18,124	19,784	7,317	45,225	17,812	19,647	7,334	44,793	17,837	19,659	7,351	44,846	17,862	19,663	7,369	44,893		
3600	Workers Comp Insurance	31,325	35,270	9,016	75,611	32,485	36,964	9,286	78,735	33,459	38,073	9,565	81,097	34,463	39,215	9,852	83,530		
3900	403b contribution	3,300	3,588	37,607	44,495	3,200	3,695	38,735	45,630	3,296	3,806	39,897	46,999	3,395	3,920	41,094	48,409		
SUBTOTAL - Employee Benefits		1,056,154	1,046,397	214,448	2,316,999	1,116,374	1,110,879	223,896	2,451,149	1,174,195	1,165,336	233,885	2,573,416	1,235,738	1,223,155	244,451	2,703,344		
Books & Supplies																			
4100	Approved Textbooks & Core Curricula Materials	11,000	38,803	-	49,803	-	9,067	-	9,067	-	9,248	-	9,248	-	9,433	-	9,433		
4200	Books & Other Reference Materials	6,212	5,742	-	11,954	6,399	5,914	-	12,313	6,590	6,033	-	12,623	6,788	6,153	-	12,941		
4300	Materials & Supplies	2,276	4,032	-	6,308	2,344	4,032	-	6,376	2,415	4,032	-	6,447	2,487	4,032	-	6,519		
4320	Educational Software	30,241	28,500	-	58,741	31,148	28,500	-	59,648	32,083	28,500	-	60,583	33,045	28,500	-	61,545		
4325	Instructional Materials & Supplies	-	3,441	-	3,441	-	3,544	-	3,544	-	3,615	-	3,615	-	3,687	-	3,687		
4326	Art	14,399	20,000	-	34,399	14,399	20,000	-	34,399	14,399	20,000	-	34,399	14,399	20,000	-	34,399		
4330	Office Supplies	9,528	15,926	2,131	27,585	9,813	15,926	2,174	27,913	10,108	15,926	2,217	28,251	10,411	15,926	2,261	28,598		
4335	PE Supplies	1,900	2,000	-	3,900	1,900	2,000	-	3,900	1,900	2,000	-	3,900	1,900	2,000	-	3,900		
4346	Teacher Supplies	10,720	15,000	-	25,720	10,560	15,000	-	25,560	10,560	15,000	-	25,560	10,560	15,000	-	25,560		
4352	After School Program	-	-	33,660	33,660	-	-	34,333	34,333	-	-	35,020	35,020	-	-	35,720	35,720		
4355	Science	800	5,500	-	6,300	800	5,500	-	6,300	800	5,500	-	6,300	800	5,500	-	6,300		
4356	Recess Supplies	-	400	-	400	-	400	-	400	-	400	-	400	-	400	-	400		
4410	Classroom Furniture, Equipment & Supplies	9,270	7,500	-	16,770	9,548	-	-	9,548	9,835	-	-	9,835	10,130	-	-	10,130		
4420	Computers: individual items less than \$5k	15,000	17,500	2,754	35,254	15,000	17,500	2,809	35,309	15,000	17,500	2,865	35,365	15,000	17,500	2,923	35,423		
4430	Non Classroom Related Furniture, Equipment & Supplies	8,835	8,240	1,020	18,095	8,835	8,487	-	17,322	8,835	8,657	-	17,492	8,835	8,830	-	17,665		
4710	Student Food Services	400	400	450	1,250	400	400	450	1,250	400	400	450	1,250	400	400	450	1,250		
4720	Other Food	1,353	1,291	10,200	12,844	1,353	1,329	10,404	13,086	1,353	1,356	10,612	13,321	1,353	1,383	10,824	13,561		
SUBTOTAL - Books and Supplies		121,933	174,275	50,215	346,423	112,499	137,600	50,170	300,269	114,277	138,167	51,164	303,608	116,108	138,745	52,179	307,031		
Services & Other Operating Expenses																			
5210	Conference Fees	-	100	12,849	12,949	-	100	13,106	13,206	-	100	13,368	13,468	-	100	13,635	13,735		
5215	Travel - Mileage, Parking, Tolls	1,250	300	4,162	5,712	1,250	300	4,245	5,795	1,250	300	4,330	5,880	1,250	300	4,416	5,966		
5220	Travel and Lodging	4,500	2,500	12,750	19,750	4,500	2,500	13,005	20,005	4,500	2,500	13,265	20,265	4,500	2,500	13,530	20,530		
5225	Travel - Meals & Entertainment	659	515	1,530	2,704	659	530	1,561	2,750	659	541	1,592	2,792	659	552	1,624	2,835		
5305	Dues & Membership - Professional	1,500	1,500	10,437	13,437	1,500	1,500	10,958	13,958	1,500	1,500	11,506	14,506	1,500	1,500	12,082	15,082		
5400	Insurance	4,940	4,940	51,651	61,531	5,089	5,089	54,233	64,410	5,241	5,190	56,945	67,376	5,399	5,294	59,792	70,485		
5515	Janitorial, Gardening Services & Supplies	4,038	2,250	2,520	8,808	4,038	2,317	2,646	9,001	xlErrorRef	2,363	2,778	5,142	-	2,411	2,917	5,328		
5525	Utilities - Waste	11,557	-	-	11,557	11,903	-	-	11,903	12,260	-	-	12,260	12,628	-	-	12,628		
5535	Utilities - All Utilities	-	-	3,308	3,308	-	-	3,473	3,473	-	-	3,647	3,647	-	-	3,829	3,829		
5610	Rent	274,636	317,770	12,603	605,009	274,636	317,770	12,855	605,261	274,636	317,770	13,112	605,518	274,636	317,770	13,374	605,780		
5615	Repairs and Maintenance - Building	-	-	684	684	-	-	718	718	-	-	754	754	-	-	792	792		
5619	Non-Cash Lease Adjustment	(6,410)	(23,876)	(373)	(30,659)	(6,410)	(23,876)	(373)	(30,659)	(6,410)	(23,876)	(373)	(30,659)	(6,410)	(23,876)	(373)	(30,659)		
5803	Accounting Fees	-	-	26,417	26,417	-	-	26,945	26,945	-	-	27,484	27,484	-	-	28,034	28,034		
5809	Banking Fees	1,442	-	6,000	7,442	1,485	-	6,000	7,485	1,530	-	6,000	7,530	1,576	-	6,000	7,576		
5812	Business Services	90,957	90,957	-	181,913	95,504	95,504	-	191,009	100,280	100,280	-	200,559	105,294	105,294	-	210,587		
5820	Non-Instructional Consultants	22,149	22,149	2,305	46,603	2,400	2,400	2,420	7,220	2,400	2,400	2,541	7,341	2,400	2,400	2,668	7,468		
5824	District Oversight Fees	46,796	51,902	-	98,698	49,255	54,089	-	103,343	51,284	56,033	-	107,318	52,981	57,890	-	110,871		
5830	Field Trips Expenses	30,000	51,444	2,000	83,444	30,000	52,988												

**The Academies CMO**  
**Multi-year Projection**  
**As of Dec FY2026**

	Year 1 2025-26				Year 2 2026-27				Year 3 2027-28				Year 4 2028-29			
	Dec Forecast				Dec Forecast				Dec Forecast				Dec Forecast			
	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total	SVA	BOA	CMO	Total
5833 Fines and Penalties	721	-	-	721	732	-	-	732	743	-	-	743	754	-	-	754
5836 Fingerprinting	600	467	110	1,177	600	481	113	1,193	600	490	115	1,205	600	500	117	1,217
5839 Fundraising Expenses	11,856	7,210	-	19,066	12,212	7,426	-	19,638	12,578	7,575	-	20,153	12,955	7,726	-	20,682
5845 Legal Fees	10,000	16,148	20,400	46,548	10,000	16,632	20,808	47,440	10,000	16,965	21,224	48,189	10,000	17,304	21,649	48,953
5848 Licenses and Other Fees	-	-	27	27	-	-	27	27	-	-	28	28	-	-	28	28
5851 Marketing and Student Recruiting	2,060	2,000	765	4,825	2,122	2,000	780	4,902	2,185	2,000	796	4,981	2,251	2,000	812	5,063
5854 Consultants - CALPADS	5,364	5,500	-	10,864	5,525	5,500	-	11,025	5,691	5,500	-	11,191	5,861	5,500	-	11,361
5857 Payroll Fees	6,600	7,407	16,751	30,758	6,600	7,629	17,588	31,818	6,600	7,782	18,468	32,850	6,600	7,938	19,391	33,929
5858 CMO Services	602,086	650,990	-	1,253,076	622,643	672,155	-	1,294,798	644,963	696,249	-	1,341,212	668,123	721,250	-	1,389,373
5860 Printing and Reproduction	25,510	22,111	3,308	50,928	26,275	22,774	3,473	52,522	27,063	23,230	3,647	53,939	27,875	23,694	3,829	55,398
5861 Prior Yr Exp (not accrued)	10,803	7,500	750	19,053	-	7,500	765	8,265	-	7,500	780	8,280	-	7,500	796	8,296
5863 Professional Development	10,041	50,085	7,140	67,266	10,342	51,587	7,283	69,212	10,653	52,619	7,428	70,700	10,972	53,672	7,577	72,221
5869 Special Education Contract Instructors	92,108	111,031	-	203,138	94,871	114,361	-	209,233	97,717	116,649	-	214,366	100,649	118,982	-	219,630
5875 Staff Recruiting	927	818	2,040	3,585	955	837	2,081	3,672	983	849	2,122	3,755	1,013	862	2,165	3,840
5877 Student Activities	7,725	15,000	2,500	25,225	7,957	15,450	2,550	25,957	8,195	15,759	2,601	26,555	8,441	16,074	2,653	27,169
5878 Student Assessment	5,150	8,659	-	13,809	5,305	8,919	-	14,223	5,464	9,097	-	14,561	5,628	9,279	-	14,907
5880 Student Health Services	1,100	2,060	-	3,160	1,100	2,122	-	3,222	1,100	2,164	-	3,264	1,100	2,208	-	3,308
5881 Student Information System	21,500	17,000	-	38,500	21,500	17,000	-	38,500	21,500	17,000	-	38,500	21,500	17,000	-	38,500
5887 Technology Services	21,285	8,925	-	30,210	12,731	-	-	12,731	13,113	-	-	13,113	13,506	-	-	13,506
5893 Transportation - Student	114,000	-	-	114,000	117,420	-	-	117,420	120,943	-	-	120,943	124,571	-	-	124,571
5910 Communications - Internet / Website Fees	18,708	1,337	11,967	32,011	19,269	1,377	12,565	33,211	19,847	1,404	13,194	34,445	20,442	1,432	13,853	35,728
5915 Postage and Delivery	1,236	1,055	1,734	4,025	1,273	1,086	1,769	4,128	1,311	1,108	1,804	4,223	1,351	1,130	1,840	4,321
5920 Communications - Telephone & Fax	515	110	485	1,110	530	110	494	1,135	546	110	504	1,160	563	110	514	1,187
<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>1,457,908</b>	<b>1,457,662</b>	<b>216,817</b>	<b>3,132,387</b>	<b>1,455,771</b>	<b>1,465,958</b>	<b>222,088</b>	<b>3,143,817</b>	<b>1,490,926</b>	<b>1,503,000</b>	<b>229,660</b>	<b>3,223,586</b>	<b>1,531,167</b>	<b>1,541,225</b>	<b>237,545</b>	<b>3,309,937</b>
<b>Depreciation Expense</b>																
6900 Depreciation	11,897	8,439	-	20,336	11,897	8,439	-	20,336	11,897	8,439	-	20,336	11,897	8,439	-	20,336
<b>SUBTOTAL - Depreciation Expense</b>	<b>11,897</b>	<b>8,439</b>	<b>-</b>	<b>20,336</b>	<b>11,897</b>	<b>8,439</b>	<b>-</b>	<b>20,336</b>	<b>11,897</b>	<b>8,439</b>	<b>-</b>	<b>20,336</b>	<b>11,897</b>	<b>8,439</b>	<b>-</b>	<b>20,336</b>
<b>Other Outflows</b>																
<b>SUBTOTAL - Other Outflows</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>TOTAL EXPENSES</b>	<b>5,780,414</b>	<b>6,213,729</b>	<b>1,383,076</b>	<b>13,377,218</b>	<b>5,945,007</b>	<b>6,419,308</b>	<b>1,424,798</b>	<b>13,789,113</b>	<b>6,137,215</b>	<b>6,622,267</b>	<b>1,471,212</b>	<b>14,230,694</b>	<b>6,341,208</b>	<b>6,833,108</b>	<b>1,519,373</b>	<b>14,693,689</b>



## ENCLOSURE #12

### ENCLOSURE SUMMARY

Consideration of Approval of Board Resolution 26-001 Annual Reorganization of Board Officers

**FROM:** Stacey Nelson

**DATE:** 1/20/2026

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**BACKGROUND:** An annual approval item where the Board Members decide their terms and titles for the next year.

**SUPERINTENDENT'S RECOMMENDATION:** Approve.

**BEFORE THE GOVERNING BOARD**  
**THE ACADEMIES CHARTER MANAGEMENT ORGANIZATION**  
**RESOLUTION 26-001**

IN THE MATTER OF  
REORGANIZATION OF BOARD OFFICES  
FOR THE BOARD OF DIRECTORS OF THE ACADEMIES CHARTER MANAGEMENT  
ORGANIZATION

WHEREAS, The Academies Charter Management Organization must vote annually upon officers and members of its Board of Directors, pursuant to Article IV, Section 4 of The Academies CMO corporate bylaws,

THEREFORE, BE IT RESOLVED THAT the Governing Board has voted this evening to elect individuals to voting membership in The Academies Charter Management Organization Board of Directors, and to the following positions within the Board:

_____	- Board Chairperson
_____	- Board Vice Chairperson
_____	- Board Secretary
_____	- Board Treasurer
_____	- Board Member
_____	- Board Member
_____	- Board Member

I, \_\_\_\_\_, Secretary of The Academies Charter Management Organization Board of Directors, do hereby certify that the foregoing is a true account of the Board's voting for reorganization, and is a true copy of a resolution passed by the Board at a regular meeting of the Board held on January 20, 2026.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Secretary, The Academies CMO Board of Directors





## ENCLOSURE #1

### ENCLOSURE SUMMARY

Consideration of Approval of Minutes of the board meeting on December 9, 2025.

**FROM:** Stacey Nelson

**DATE:** 1/20/2026

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**BACKGROUND:** Draft board meeting minutes from the December 9, 2025 meeting.

**SUPERINTENDENT'S RECOMMENDATION:** Approve



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# TACMO BOARD MEETING DECEMBER 9, 2025

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## Minutes



TUESDAY, DECEMBER 9, 2025

6:30 PM – 8:30 PM PDT

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

### IN ATTENDANCE:

Mary Aceves, Karin Aure, Sheridyn Blain, Cristina Gutierrez, Marilou Monsivais, Corey Morse,  
Stacey Nelson, Harold Rollin, Staci Soares, Mackenzie Souza, Alex Tietjen, Claudia Van  
Groningen, Craig Wheaton

## **1. OPENING BUSINESS**

Others in attendance: Janell McLaughlin, Megan Miller, Arturo Villasenor

### **1.1. CALL PUBLIC SESSION TO ORDER**

Tietjen 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 Karin Aure 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 (kaure@theacademiescharters.org), and the complete packet will be shared electronically.

### **1.3. IDENTIFY CLOSED SESSION TOPICS OF DISCUSSION**

Tietjen identified items 8.2 & 8.3.

### **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.

There was no public comment on closed session topics this evening.

### **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.

There was no public comment this evening.

## **2. CONSENT AGENDA**

Tietjen identified items 2.1, 2.2, & 2.3. All items approved by general consent.

**2.1.** Approval of Minutes of the board meeting on November 18, 2025 (Enc. No. 1)

**2.2.** Approval of the November 2025 Check Register Report (Enc. No. 2)

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

**3. PUBLIC RECOGNITION/PROCLAMATIONS/ACTION**

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

**4. COMMUNITY REPORTS**

Presentation/Public Hearing/Public Comment/Board Discussion

**4.1. Teacher Representative Report**

**4.1.1. Blue Oak Academy**

Arturo Villaseñor reported on the school's first implementation of student-led conferences at Blue Oak. Students took responsibility for leading their conferences and approached the process seriously, resulting in a successful and valuable experience. While students responded positively overall, second and third graders experienced some challenges, including speaking quietly, limited eye contact, and brief responses. Additional support for these grade levels was identified as a next step for future conferences.

**4.1.2. Sycamore Valley Academy**

Janell McLaughlin reported on the implementation of student-led conferences, noting that this approach has been in place at the middle school level for several years. Feedback indicated that while students demonstrated strong ownership of their learning, attendance was a challenge, highlighting the need to better encourage student participation and help families understand the value of the process. McLaughlin shared that student-led conferences allow students to meaningfully present their work, building confidence and engagement. Middle school students prepare portfolios in advance and are guided through the process without formal rehearsals, allowing for an organic experience; new students performed well with this support.

Board members expressed support for the practice, citing its research-based benefits in promoting student responsibility and confidence. It was noted that future rounds are expected to improve as students become more comfortable. Clarification was provided that families may still request individual conversations without students present, and that middle school student-led conferences have been a longstanding practice.

**4.2. Principal Report**

**4.2.1. Blue Oak Academy (Enc. No. 4)**

Staci Soares highlighted the extensive effort behind recent music performances and praised Mrs. McMahon for her exceptional leadership and dedication. On December 1, students participated in the Candy Cane Lane Parade with the Advanced Band and Color Guard, joined by SVA and Valley Life Charter. On December 5, K–5 students performed in a well-attended concert with over 300 adults present, supported through

coordination with VUSD for chairs and risers, and featuring a Color Guard performance. On December 8, middle school students performed at Gateway Church. Staci emphasized that these events required collaboration from all staff and provided meaningful opportunities for students to shine, particularly those who may not always experience success in traditional classroom settings. She thanked the board for supporting the growth of the music program and noted that the school has begun purchasing its own instruments due to limited availability from VUSD.

#### **4.2.2. Sycamore Valley Academy (Enc. No. 5)**

Corey Morse shared positive feedback regarding student participation in conferences and expressed appreciation to the board for its support during a challenging recent period. She reported on the December 8 minimum-day professional development, which intentionally focused on meaningful learning for staff. A CCLA trainer supported the development of professional learning communities, working closely with grades 4–8 on instructional planning. Additional highlights included cross-collaboration between Spanish and PE teachers using assessment data, foundational reading work in K–2, and strategies for implementing instructional structures to better meet student needs. Morse noted the day was a valuable and impactful opportunity for staff collaboration.

### **4.3. Operations Director Report**

#### **4.3.1. Outreach Update: Taste of the Arts**

Claudia Van Groningen reported that the recent outreach event drew approximately 5,500–6,000 attendees, resulting in significant foot traffic. Due to its success, the team would like to participate again in the future. The next planned outreach event will be at the Visalia Farmers Market in February.

### **4.4. Human Resources Director Report**

Karin Aure reported on behalf of Shauna Dolin regarding the hiring process strategic action. Shauna has revised, simplified, and streamlined the existing hiring and exiting protocols, which were shared at the last leadership meeting. Further collaboration is planned in January to refine the process and move toward implementation training, with a formal program update scheduled for January.

### **4.5. Board Member Report**

Rollin: Reported the nominating committee has interviewed four applicants and has come to a consensus on one candidate. The committee will present the formal nomination at the next meeting.

Monsivais: Reported on attending the CSBA conference, which was informative and provided new content despite overlapping topics. Participated in multiple seminars and plans to share key takeaways with administration. Expressed appreciation for the opportunity, the collaboration with board members, and interest in attending again in the future.

Aceves: Echoed appreciation for the CSBA conference, noting that the new content was timely and relevant to current issues. Shared renewed appreciation for being part of a

charter organization after learning about challenges facing school districts. Also shared excitement about the upcoming Elf Run at SVA.

Blain: Echoed Monsivais and Aceves regarding the CSBA conference, sharing that it was a first-time attendance and found to be informative, inspirational, and well worth the time.

Gutierrez: Shared appreciation for the CSBA conference, noting it raises awareness of federal policy and provides renewed energy and enthusiasm for the board's role.

Wheaton: Shared that this was a first-time CSBA conference experience as a board member and noted it was enjoyable and provided valuable time to build relationships with fellow board members, strengthening the team.

Tietjen: Noted that the CSBA conference is not charter-specific and suggested considering splitting attendance in the future between CSBA and a charter-focused conference. Expressed appreciation to all who attended.

#### **4.6. Superintendent Report**

##### **4.6.1. California School Boards Association (CSBA) Conference**

Aure thanked board members for attending the conference and noted that the content was valuable. She shared plans to gather feedback and planning input through a survey to be included in the next weekly report. Karin also gave a shout-out to the recent BOA performances and noted that SVA's performances are coming up soon.

#### **5. BOARD DEVELOPMENT**

Presentation/Public Hearing/Public Comment/Board Discussion

##### **5.1. Board Resources**

**5.1.1.** 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. State and Local Academic Performance Results (Enc. No. 6)**

Aure presented an update on state and local academic performance data in response to a board request from August. The report reviewed the school vision and mission, guiding principles for instruction, and 2024–25 CAASPP performance and growth comparisons in English Language Arts and Math. Aure also reviewed the 2024–25 California School Dashboard results for both BOA and SVA, noting a decline in chronic absenteeism at both sites, indicating improvement. Academic data showed growth in ELA and Math at both schools.

During discussion, Aure clarified that CAASPP scores are not based on a 100-point scale but a broader scale, and while growth has occurred, continued improvement is

needed. She shared that individual student results are communicated with families. Aure also reviewed Trimester 1 i-Ready data and 2025–26 on-demand writing scores. Aceves requested that the dashboard link be shared with the board.

#### **7.1.2. Local Indicator Teacher Credentialing and Assignment (Enc. No. 7)**

Aure presented a report on the Local Indicator for teacher credentialing and assignments, connecting the topic to the school vision and mission. She provided background on local indicator reporting requirements, defined credentialing categories, and reviewed 2023–24 data for BOA and SVA. The presentation included a five-year trend analysis comparing the schools with Tulare County averages and outlined next steps.

During discussion, Aure explained that the purpose of the analysis is to understand why the schools' trends differ from the county and to identify strategies for moving closer to the county average. Board members noted that the data is dated and requested more current information. Morse and Soares shared updates on current-year hiring status. Board members asked about goals and targets, and Aure confirmed that the schools support teachers in clearing credentials through county office programs. Updated data will be brought back to the board.

### **7.2. ACTION ITEMS**

#### **7.2.1. Monthly Financials Presentation (Enc. No. 8) ACTION**

Meagan Miller of EdTec presented a financial update that included the 2025–26 forecast summary, comparison of the current forecast to the previous forecast, monthly cash balance, accounts payable aging, the First Interim Report overview, and an audit update. During discussion, Blain asked for clarification on differences in “other expenses,” which Miller explained. Tietjen inquired about the impact of compensation changes and the use of one-time funds on the budget; Miller noted this will be addressed in the January presentation. Monsivais also reviewed the general process for how the budget is developed.

Monsivais moved to approved the Monthly Financial Presentation and interim reports; Blain seconded; Approved 7-0.

#### **7.2.2. DRAFT Salary Schedules update for CA Minimum Wage increase effective January 1, 2026 (Enc. No. 9) ACTION**

Aure, on behalf of Shauna Dolin, reported that the minimum wage will increase effective January 1, 2026. The highlighted changes will impact classified aide positions only.

Wheaton moved to approve the DRAFT Salary Schedules update for CA Minimum Wage increase effective January 1, 2026; Gutierrez seconded; Approved 7-0.

#### **7.2.3. 2025-26 TACMO TCOE Agency Agreement for New Teacher & Leadership Development for Intern Support (#260722) (Enc. No. 10) ACTION**

Aure reported on an annual item, noting that the organization is currently supporting one intern enrolled in the TCOE program.

Gutierrez moved to approve the 2025-26 TACMO TCOE Agency Agreement for New Teacher & Leadership Development for Intern Support (#260722); Aceves seconded; Approved 7-0.

**7.2.4. 2026-27 DRAFT Board Meeting Dates (Enc. No. 11) ACTION**

Aure and Stacey Nelson presented the meeting dates for 26-27 board meetings align with our current model of every third Tuesday.

Blain moved to approve the 2026-27 DRAFT Board Meeting Dates; Wheaton seconded; Approved 7-0.

**7.2.5. 2026-27 DRAFT CMO Academic Calendar (Enc. No. 12) ACTION**

Aure reported that the school calendar was developed using the same process as prior years, including a Zoom meeting and survey to gather staff input. She confirmed that the VUSD schedule was consulted for alignment. Blain noted reviewing the calendars side by side for comparison.

Aceves moved to approve the 2026-27 DRAFT CMO Academic Calendar; Gutierrez seconded; Approved 7-0.

**7.2.6. 2026-27 DRAFT Calculation of Instructional Minutes (Enc. No. 13) ACTION**

Aure reported we are above the mandated instructional minutes required for all grades.

Gutierrez moved to approve the 2026-27 DRAFT Calculation of Instructional Minutes; Monsivais seconded; Approved 7-0.

**7.3. FIRST READS**

**7.4. PUBLIC HEARINGS**

**8. CLOSED SESSION**

**8.1. ADJOURN TO CLOSED SESSION**

Tietjen adjourned to closed session at 8:18 PM.

**8.2. PERSONNEL (Government Code §54957). It is the intention of this governing body to meet in closed session to consider the public employee performance evaluation for the position of: Superintendent.**

**8.3. 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.**

**9. REGULAR SESSION RECONVENED**

**9.1. CALL PUBLIC SESSION TO ORDER**

Tietjen called public session back to order at 9:09 PM.

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



Tietjen reported with seven board members present (Harold Rollin, Alex Tietjen, Marilou Monsivais, Christina Gutierrez, Sheridyn Blain, Craig Wheaton, Mary Aceves) the board unanimously voted 7-0 to release an Enrichment Teacher at SVA from their At-Will Employment Agreement effective 12/12/2025.

**10. ADJOURNMENT**

Tietjen adjourned the meeting at 9:12 PM.

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

**10.2.** The next The Academies CMO board meeting: January 20, 2026 at 6:30 PM.



## ENCLOSURE #10

### ENCLOSURE SUMMARY

**Consideration of Approval of the LCAP Mid-Year Presentation for Blue Oak Academy and Sycamore Valley Academy**

**FROM:** Karin Aure

**DATE:** 1/20/2026

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**BACKGROUND:** The purpose of this presentation is to provide the Board and public with an update on the implementation of the current LCAP and to allow the Local Educational Agency (LEA) to be aware of and plan for changes that may need to be made based on revised estimates of revenue, budgeted expenditures, and/or student performance.



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# Local Control Accountability Plan (LCAP)

2025-26 Mid-Year Report

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# Reporting Requirements

California Education Code (EC) sections 47606.5(e), 52062(a)(6), and 52068(a)(6) require LEAs to present a report on the annual update to the LCAP and the Budget Overview for Parents on or before February 28th of each year at a regularly scheduled meeting of the governing board.

## → Contents

The report must include the following relevant to the current year LCAP:

- All available mid-year outcome data related to identified metrics
- All available mid-year expenditure and implementation data on all identified actions

## → Purpose

To provide the public with an update on the implementation of the current LCAP and to allow the LEA to be aware of, and plan for, changes that may need to be made based on revised estimates of revenue, budgeted expenditures and/or student performance.

# Overview

- ▶ The current 3-year LCAP is scheduled through June 2027 with annual updates.
- ▶ The LCAP goals reflect the Strategic Pillars and Actions:
  - Provide Quality Education for All
  - Invest in People
- ▶ Each goal includes:
  - metrics to measure success
  - actions to accomplish the goal
  - a budget for each action



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# Local Control Accountability Plan (LCAP)

2025-26 Mid-Year Report

# Goal 1: Quality Education

## Funding

Allocated: \$804,030

Expended\*: \$377,319

*\* Through First Interim report*

## Actions

1. Integrated gifted education strategies
2. Common literacy instruction
3. Behavior management
4. Coordination of services

# Goal 1 (cont.)

## Annual Measurable Objectives

SBAC English-Language Arts: +7 DFS pts, +0 pp. meet/exceed

SBAC Math: +9 DFS pts, +6 pp. meet/exceed

English Learner (EL) Progress Indicator: -3 pp.

EL Reclassification Rate: 18%

Sufficient Materials: 100% of students

Implementation of Content Standards: 100% of classrooms



# Goal 2: Invest in People

## Funding

Allocated: \$209,972

Expended\*: \$88,224

*\* Through First Interim report*

## Actions

1. Hire Quality Staff
2. Retain Highly Qualified Staff
3. Retain Student Enrollment
4. Student Recruitment

# Goal Two (cont.)

## Annual Measurable Objectives

Teachers Appropriately Assigned: 100% (maintained)

Teachers Fully Credentialed: 100% (increased)

Middle School Drop Out Rate: 0% (maintained)

Expulsion Rate: 0% (maintained)

Chronic Absenteeism Rate: -2.5 pp. (decreased)

Suspension Rate: +2.5 pp. (increased)



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# Local Control Accountability Plan (LCAP)

2025-26 Mid-Year Report

# Goal 1: Quality Education

## Funding

Allocated: \$795,845

Expended\*: \$397,914

*\* Through First Interim report*

## Actions

1. Integrated gifted education strategies
2. Common literacy instruction
3. Behavior management
4. Coordination of services

# Goal 1 (cont.)

## Annual Measurable Objectives

SBAC English-Language Arts: +2 DFS pts, -1 pp. meet/exceed

SBAC Math: -7 DFS pts, -0 pp. meet/exceed

English Learner (EL) Progress Indicator: -17 pp.

EL Reclassification Rate: 5%

Sufficient Materials: 100% of students

Implementation of Content Standards: 100% of classrooms

# Goal 2: Invest in People

## Funding

Allocated: \$281,028

Expended\*: \$78,469

*\* Through First Interim report*

## Actions

1. Hire Quality Staff
2. Retain Highly Qualified Staff
3. Retain Student Enrollment
4. Student Recruitment

# Goal Two (cont.)

## Annual Measurable Objectives

Teacher Assignments: 100% (maintained)

Teachers Fully Credentialed: 96% (increased)

Middle School Drop Out Rate: 0% (maintained)

Expulsion Rate: 0% (maintained)

Chronic Absenteeism Rate: -2 pp. (decrease)

Suspension Rate: -1 pp. (decrease)

# QUESTIONS - COMMENTS







## ENCLOSURE #9

### ENCLOSURE SUMMARY

#### LCAP Mid-Year Presentation for Sycamore Valley Academy

**FROM:** Karin Aure

**DATE:** 1/20/2026

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**BACKGROUND:** The purpose of this presentation is to provide the Board and public with an update on the implementation of the current LCAP and to allow the Local Educational Agency (LEA) to be aware of and plan for changes that may need to be made based on revised estimates of revenue, budgeted expenditures, and/or student performance.



## Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sycamore Valley Academy	Karin Aure Superintendent	kaure@theacademiescharters.org (559) 622-3236

# Goal 1

## Goal Description

**Provide Quality Education for All:** The goal of providing quality education is paramount for the Local Control Accountability Plan (LCAP) because it ensures that all students have equitable access to high-standard academic opportunities that foster their intellectual, social, and emotional development. Quality education supports diverse learning needs, prepares students for future success, and helps close achievement gaps among different student groups. By focusing on rigorous instruction, effective behavior management, and comprehensive support systems, the LCAP aims to create a nurturing and inclusive environment where every student can thrive and reach their full potential. This foundational goal drives all other initiatives within the LCAP, ensuring a holistic approach to student success and well-being.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	SBAC English Language Arts Average Distance from Standard  CA School Dashboard	All Students- 27.2 Points Below  SED- 67.8 Points Below EL- 98.8 Points Below SWD- 143.2 Points Below  Foster Youth- Group size too small for state reporting  2023 Dashboard	All Students- 21.9 Points Below Standard (Increase 5.3 points) White - 12.8 Points Below Standard (decline 8.9 points) Hispanic- 28.9 Points Below Standard (increase 15.5 points) Two or More Races- 32.9 Points below standard (decline 25.2 points)  SED- 55.5 Points Below Standard (increase 12.4 points) EL- 54.9 Points Below Standard (increase 43.9 points) SWD- 125.5 Points Below Standard (increase 18 points)  Foster Youth- Group size too small for state reporting  2024 Dashboard	All Students- 20.1 Points Below Standard (increase 1.8 points) White - 3.6 Points Below Standard (increase 9.2 points) Hispanic- 31 Points Below Standard (decrease 1.1 points) Two or More Races- 5.8 Points below standard (increase 27.1 points)  SED- 39.1 Points Below Standard (increase 16.4 points) EL- 54.9 Points Below Standard (increase 43.9 points) SWD- 105.5 Points Below Standard (increase 20 points)  Foster Youth- Group size too small for state reporting  2025 Dashboard	All Students- 20.1 Points Below Standard (increase 1.8 points) White - 3.6 Points Below Standard (increase 9.2 points) Hispanic- 31 Points Below Standard (decrease 1.1 points) Two or More Races- 5.8 Points below standard (increase 27.1 points)  SED- 39.1 Points Below Standard (increase 16.4 points) EL- 54.9 Points Below Standard (increase 43.9 points) SWD- 105.5 Points Below Standard (increase 20 points)  Foster Youth- Group size too small for state reporting  2025 Dashboard	All Students- 10 Points Below  SED- 45 Points Below EL- 70 Points Below SWD- 110 Points Below  Foster Youth- Group size too small for state reporting
1.2	SBAC Results English Language Arts	All Students- 40.17%	All Students 41.77% (increase of 1.6%)	All Students 41.09% (decrease of .68%)	All Students 41.09% (decrease of .68%)	All Students- 55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Met or exceeded standards <a href="https://caaspp-elpac.ets.org/caaspp/Default">https://caaspp-elpac.ets.org/caaspp/Default</a>	SED- 28.23% EL- 8.33% SWD- 2.5%  Foster Youth- Group size too small for state reporting  2022-23 Data	SED- 30.44% (increase of 2.21%) SWD- 0% (decline of 2.5%)  EL, LTEL, and FY data not reported due to small group size  2023-24 Data	SED- 34.41% (increase of 3.97%) SWD- 7.41% (increase 7.41%)  EL- 0.00%  LTEL, and FY data not reported due to small group size  2024-25 Data	SED- 34.41% (increase of 3.97%) SWD- 7.41% (increase 7.41%)  EL- 0.00%  LTEL, and FY data not reported due to small group size  2024-25 Data	SED- 40% EL-20% SWD-15%  Foster Youth- Group size too small for state reporting
1.3	SBAC Mathematics Average Distance from Standard  CA School Dashboard	All Students- 52.9 Points Below  SED- 88.2 Points Below EL- 149.9 Points Below SWD- 149.8 Points Below  Foster Youth- Group size too small for state reporting  2023 Dashboard	All Students- 49.3 Points Below Standard (Increase 3.6 points)  White - 33 Points Below Standard (decline 2.7 points) Hispanic- 59.6 Points Below Standard (increase 11.9 points) Two or More Races- 79.3 Points below standard (decline 50.7 points)  SED- 90.5 Points Below Standard (decrease 2.6 points) EL- 122.1 Points Below Standard (increase 27.8 points) SWD- 144.5 Points Below Standard (increase 5.3 points)  Foster Youth- Group size too small for state reporting	All Students- 56.1 Points Below Standard (decrease 6.8 points)  White - 44.4 Points Below Standard (decline 11.4 points) Hispanic- 63 Points Below Standard (declined 3.4 points) Two or More Races- 58.8 Points below standard (increase 20.6 points)  SED- 80.7 Points Below Standard (increase 10.1 points)  EL- 98.2 Points Below Standard (increase 23.9 points) SWD- 137.1 Points Below Standard (increase 7.4 points)  Foster Youth- Group size too small for state reporting	All Students- 56.1 Points Below Standard (decrease 6.8 points)  White - 44.4 Points Below Standard (decline 11.4 points) Hispanic- 63 Points Below Standard (declined 3.4 points) Two or More Races- 58.8 Points below standard (increase 20.6 points)  SED- 80.7 Points Below Standard (increase 10.1 points)  EL- 98.2 Points Below Standard (increase 23.9 points) SWD- 137.1 Points Below Standard (increase 7.4 points)  Foster Youth- Group size too small for state reporting	All Students- 30 Points Below  SED- 60 Points Below EL- 110 Points Below SWD- 110 Points Below  Foster Youth- Group size too small for state reporting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			2024 Dashboard	2025 Dashboard	2025 Dashboard	
1.4	SBAC Results Mathematics % Met or exceeded standards  <a href="https://caaspp-elpac.ets.org/caaspp/Default">https://caaspp-elpac.ets.org/caaspp/Default</a>	All Students- 29.45%  SED- 14.12% EL- 0.00 SWD- 2.5%  Foster Youth- Group size too small for state reporting  2022-23 Data	All Students- 32.14% (increase of 2.69%)  SED- 18.28% (increase of 4.16%) SWD- 0%  2023-2024 Data	All Students- 32.03% (decrease .11%)  SED- 21.74% (increase of 3.46%) SWD- 9.26% (increase 9.26%)  2024-25 Data	All Students- 32.03% (decrease .11%)  SED- 21.74% (increase of 3.46%) SWD- 9.26% (increase 9.26%)  2024-25 Data	All Students- 40%  SED- 25% EL- 10% SWD- 15% Foster Youth- Group size too small for state reporting
1.5	English Learner Progress Indicator % increased one proficiency level or more  CA School Dashboard	All English Learners 33.3% increased one proficiency level or more  Long Term English Learners (LTEL) Data not included in CA Dashboard until 2024 when baseline will be established  2023 Dashboard	All English Learners- 45% increased one proficiency level or more  LTEL data not reported due to small group size (n= 2)  2024 Dashboard	All English Learners- 27.8% increased one proficiency level or more  LTEL data not reported due to small group size (n= 2)  2025 Dashboard	All English Learners- 27.8% increased one proficiency level or more  LTEL data not reported due to small group size (n= 2)  2025 Dashboard	All English Learners 50%  Long Term English Learners Establish baseline in 2024 and aim for a 15% increase from the baseline by year 3
1.6	SBAC CAST Grade 5 and 8 Only  CA School Dashboard 2024 and beyond	All Students- 9.4 points below  SED- 20.7 points below EL- N/A- small group size in 2022-23 SWD- N/A- small group size in 2022-23  Foster Youth- Group size too small for state reporting  Locally calculated from ETS results for 2023 Baseline	All Students- 8 points below standard (increase of 1.5 points)  White- 3.7 Points below standard (increase 0.1 point) Hispanic- 11.6 Points below standard (increase 2.4 points)  SED- 12.5 points below (increase 7 points) SWD- 26.7 points below standard	All Students- 51.1 science points (new base line to correspond with CDE reporting change on 2025 dashboard)  White- 54.5 science points (new baseline)  Hispanic- 47.9 science points (new baseline)  SED- 47.3 science points (new baseline)	All Students- 51.1 science points (new base line to correspond with CDE reporting change on 2025 dashboard)  White- 54.5 science points (new baseline)  Hispanic- 47.9 science points (new baseline)  SED- 47.3 science points (new baseline)	All Students- 5 points above standard  SED- 10 points below  EL- Establish baseline in 2024 and aim for 10 points below standard  SWD- Establish baseline in 2024 and aim for 15 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			(increase 1.6 points)  EL, FY, Homeless data not reported due to small group size  2024 Dashboard	SWD- 41.4 science points (new baseline)  EL, FY, Homeless data not reported due to small group size  2025 Dashboard	SWD- 41.4 science points (new baseline)  EL, FY, Homeless data not reported due to small group size  2025 Dashboard	Foster Youth- Group size too small for state reporting
1.7	SBAC CAST % Met or exceeded standards  <a href="https://caaspp-elpac.ets.org/caaspp/Default">https://caaspp-elpac.ets.org/caaspp/Default</a>	All Students- 39.19%  SED- 23.81% EL- N/A- small group size in 2022-23 SWD- 0.0%  Foster Youth- Group size too small for state reporting  2022-23 Data	All Students- 35.81%  SED- 20.0% (decrease 3.81%) SWD- 0%  EL, LTEL and Foster Youth- Data not reported due to small group size  2023-24 Data	All Students- 21.25%  SED- 21.88% (increase 1.88%) SWD- 0%  EL, LTEL and Foster Youth- Data not reported due to small group size  2024-25 Data	All Students- 21.25%  SED- 21.88% (increase 1.88%) SWD- 0%  EL, LTEL and Foster Youth- Data not reported due to small group size  2024-25 Data	All Students- 55%  SED- 40%  EL-Establish baseline in the next assessment and aim for 25% meeting or exceeding standards  SWD- 15%  Foster Youth- Group size too small for state reporting
1.8	English Learner Reclassification % of EL students attaining fluency  CALPADS Report	7.4% (2/ 27) of EL attained fluency  2022-2023	0%  2023-24 CALPADS data	5% 2025-26  CALPADS Data	5% 2025-26  CALPADS Data	20% attained fluency
1.9	Broad Course of Study is offered and available to all students.  The organization has broad offerings in both core subjects and enrichment opportunities.  Annual Local Survey	86% of Parents 96% of Students 97% of Staff  Agree and Strongly Agree  2023-24 Data	Parents: 84% Students: 93% Staff: 91%  2025 Survey Data	Data not available until end of 2025-26 School Year	Data not available until end of 2025-26 School Year	92% of Parents 98% of Students 98% of Staff  Agree And Strongly Agree
1.10	Programs and Services were developed and	83% of parents 83% of students 88% of staff	Parents- 85% Students- 82% Staff- 85%	Data not available until end of 2025-26 School Year	Data not available until end of 2025-26 School Year	89% of Parents 89% of Students 94% of Staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	provided to individuals with exceptional needs including SED gifted learners and SWD.  Annual Local Survey	Agree and Strongly Agree the school provides quality instructional for gifted learners.  92% of parents 91% of students 100% of staff Agree and Strongly Agree the school provides quality instructional for students with disabilities.  2023-24 Data	Gifted Learners  Parents- 95% Students- 87% Staff- 91% Students with Disabilities  2025 Survey			Agree and Strongly Agree the school provides quality instructional for gifted learners.  98% of Parents 97% of Students 100% of Staff  Agree and Strongly Agree the school provides quality instructional for students with disabilities.
1.11	Programs and Services were developed and provided to unduplicated students including English Learners.  Annual Local Survey	94% of parents 87% of students 94% of staff  Agree and Strongly Agree the school provides quality instruction for English Learner students.  2023-24 Data	Parents- 98% Students- 89% Staff- 78%  2025 Survey	Data not available until end of 2025-26 School Year	Data not available until end of 2025-26 School Year	98% of Parents 93% of Students 98% of Staff  Agree and Strongly Agree the school provides quality instruction for English Learner students.
1.12	Student Access to Standards-Aligned Curriculum Materials  Williams Aligned Self Review	100% of Students have access to aligned materials.  Fall 2023 Data	100% of Students have access to aligned materials.  Fall 2024 Data	100% of Students have access to aligned materials.  Fall 2025 Data	100% of Students have access to aligned materials.  Fall 2025 Data	Maintain 100% of students with access to aligned materials
1.13	Student Satisfaction with Academic Progress  Annual Local Survey	71% of students satisfied.  Spring 2023 Data	74% of students satisfied  2024-25 Survey	Data not available until end of 2025-26 School Year	Data not available until end of 2025-26 School Year	80% of students satisfied.



# Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Integrate TK-8 gifted education strategies into differentiated classroom instruction.</b> Integrate TK-8 Grade Level Universal themes into classroom instruction. This includes full day Transitional Kindergarten support with 1 additional full time teacher and 1/2 the salary/benefits of the instructional coach to support these programs.	Yes	Ongoing Implementation	Parent survey results- Data not available until end of 2025-26 School Year		\$176,664.00	\$56,772.00
1.2	<b>Common Literacy Instruction</b> Research, select, and implement common literacy instruction across all grade levels. This includes aligning report cards, reading, and writing instruction across the organization. 1/2 the cost of the instructional coach's salary benefits will be paid to support this work.	Yes	Ongoing Implementation	SBAC English Language Arts Average Distance from Standard-  All Students- 20.1 Points Below Standard (increase 1.8 points) White - 3.6 Points Below Standard (increase 9.2 points) Hispanic- 31 Points Below Standard (decrease 1.1 points) Two or More Races- 5.8 Points below standard (increase 27.1 points)		\$65,235.00	\$21,369.00



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				SED- 39.1 Points Below Standard (increase 16.4 points) EL- 54.9 Points Below Standard (increase 43.9 points) SWD- 105.5 Points Below Standard (increase 20 points)  Foster Youth- Group size too small for state reporting  2025 Dashboard			
1.3	<b>Align behavior management approaches.</b> Research, select, and implement a common behavior management program across both schools. This includes the cost of a vice-principal to continue the implementation of behavioral interventions as part of Multi-Tiered Systems of Support (MTSS) and the cost of PowerSchool Attendance Intervention Suite to increase student attendance to address chronic absenteeism.	Yes	Ongoing Implementation			\$156,364.00	\$55,814.00
1.4	<b>Coordination of Services Team (COST)</b> Develop the Coordination of Services Team (COST). This includes: <ul style="list-style-type: none"> <li>Development and implementation of academic interventions as part of Multi Tiered Systems of Support</li> </ul>	Yes	Ongoing Implementation	SBAC English Language Arts Average Distance from Standard-		\$397,582.00	\$263,959.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>(MTSS) and related instructional aides' salaries/ benefits</p> <ul style="list-style-type: none"> <li>Cost of i-Ready diagnostic assessments annually</li> <li>retainment of full-time school psychologist and school psych intern to conduct assessments and provide psych services. Salaries will be split between both charters so each site will pay .5 FTE of each.</li> <li>Expansion of social emotional services through hiring of a Mental Health Clinician- LMFT</li> </ul> <p>Title I Funding</p>			<p>All Students- 20.1 Points Below Standard (increase 1.8 points)</p> <p>White - 3.6 Points Below Standard (increase 9.2 points)</p> <p>Hispanic- 31 Points Below Standard (decrease 1.1 points)</p> <p>Two or More Races- 5.8 Points below standard (increase 27.1 points)</p> <p>SED- 39.1 Points Below Standard (increase 16.4 points)</p> <p>EL- 54.9 Points Below Standard (increase 43.9 points)</p> <p>SWD- 105.5 Points Below Standard (increase 20 points)</p> <p>Foster Youth- Group size too small for state reporting</p> <p>2025 Dashboard</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>SBAC Mathematics Average Distance from Standard- All Students- 56.1 Points Below Standard (decrease 6.8 points)</p> <p>White - 44.4 Points Below Standard (decline 11.4 points) Hispanic- 63 Points Below Standard (declined 3.4 points) Two or More Races- 58.8 Points below standard (increase 20.6 points)</p> <p>SED- 80.7 Points Below Standard (increase 10.1points)</p> <p>EL- 98.2 Points Below Standard (increase 23.9 points) SWD- 137.1 Points Below Standard (increase 7.4 points)</p>			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Foster Youth- Group size too small for state reporting  2025 Dashboard  English Learner Progress Indicator % increased one proficiency level or more- All English Learners- 27.8% increased one proficiency level or more  LTEL data not reported due to small group size (n= 2)  2025 Dashboard			

## Goal 2

### Goal Description

**Invest in People:** The goal of Investing in People is critical to the development of the LCAP because it directly impacts both staff and student recruitment and retention. For staff, this investment ensures the attraction and retention of highly qualified and motivated educators, leading to quality education and professional development opportunities that keep teachers updated with the latest educational practices. This, in turn, enhances job satisfaction, reduces turnover rates, and fosters a positive school culture, creating a stable and effective learning environment. For students, high-quality staff leads to better academic outcomes and engagement, contributing to the school's reputation and attracting more families to enroll their children. Additionally, a safe and supportive environment, bolstered by counselors and support staff, addresses students' social and emotional needs, aiding retention. Investment in staff also extends to extracurricular programs, which engage students and cater to diverse interests, making the school more attractive to prospective students. Overall, focusing on investing in people through the LCAP creates a sustainable, high-quality educational environment that supports both staff and students, leading to improved educational outcomes, a stronger school community, and long-term organization success.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Teachers Appropriately Assigned SAAS Report	100% Appropriately Assigned  2023 SAAS Report	100% Appropriately Assigned  2024 SAAS	100% Appropriately Assigned  2025 SAAS	100% Appropriately Assigned  2025 SAAS	Maintain 100% compliance with
2.2	Teacher Fully Credentialed in the subject area for the pupils they are teaching.  SAAS Report	71% Fully Credentialed  2023 SAAS Report	67% Fully Credentialed (decline 4%)  2024-2025	96% Fully Credentialed (increased 29%)  2025-26	96% Fully Credentialed (increased 29%)  2025-26	77% Fully Credentialed
2.3	Chronic Absenteeism Rate  CA School Dashboard	All Students- 19.6%  SED- 26.1% EL- 31% SWD- 17.2%  Foster Youth- Groups Size too small for state reporting  2023 Dashboard	All Students- 17.1% (decline 2.4%)  Hispanic- 21.4% (decline 0.7%) Two or more races- 2.9% (decline 7.9%) White- 14.6%- (decline 4.1%)  SED- 26.4% (increase 0.2%) EL- 21.7% (decline 9.3%) SWD- 11.4% (decline 5.8%)	All Students- 15.2% (decline 2%)  Hispanic- 17.1% (decline 4.3%) Two or more races- 8% (increase 5.1%) White- 12.4%- (decline 2.2%)  SED- 18.7% (decline 7.7%) EL- 25% (increased 3.3%) SWD- 9.6% (decline 1.8%)	All Students- 15.2% (decline 2%)  Hispanic- 17.1% (decline 4.3%) Two or more races- 8% (increase 5.1%) White- 12.4%- (decline 2.2%)  SED- 18.7% (decline 7.7%) EL- 25% (increased 3.3%) SWD- 9.6% (decline 1.8%)	All Students- 12%  SED- 18% EL- 22% SWD- 10%  Foster Youth- Groups Size too small for state reporting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			LTEL and Foster Youth- Data not reported due to small group size  2024 Dashboard	LTEL and Foster Youth- Data not reported due to small group size  2025 Dashboard	LTEL and Foster Youth- Data not reported due to small group size  2025 Dashboard	
2.4	Middle School Drop-Out Rate  CALPADS Report	0%  2022-23 CALPADS Report	0%  2023-24 CALPADS Report	0%  2024-25 CALPADS Report	0%  2024-25 CALPADS Report	Maintain 0%
2.5	Suspension Rate  CA School Dashboard	All Students- 4.5%  SED- 6.3% EL- 3.4% SWD- 11.3%  Foster Youth- Groups Size too small for state reporting  2023 Dashboard	All Students- 3.6% (decline 1%)  Hispanic- 3.5% (decline 1.6%) Two or more races- 0% (decline 5.3%) White- 4.6%- (increase 0.7%)  SED- 2.4% (decline 3.9%) EL- 4.3% (increase 0.9%) SWD- 2.5% (decline 8.8%)  LTEL and Foster Youth- Data not reported due to small group size  2024 Dashboard	All Students- 2.8% (decline 0.8%)  Hispanic- 2.9% (decline 0.6%) Two or more races- 0% (maintained 0%) White- 2.5%- (decline 2.1%)  SED- 2.2% (decline 0.3%) EL- 0% (decline 4.3%) SWD- 1.2% (decline 1.3%)  LTEL and Foster Youth- Data not reported due to small group size  2025 Dashboard	All Students- 2.8% (decline 0.8%)  Hispanic- 2.9% (decline 0.6%) Two or more races- 0% (maintained 0%) White- 2.5%- (decline 2.1%)  SED- 2.2% (decline 0.3%) EL- 0% (decline 4.3%) SWD- 1.2% (decline 1.3%)  LTEL and Foster Youth- Data not reported due to small group size  2025 Dashboard	All Students- 3%  SED- 4.5% EL- 2.5% SWD- 7%  Foster Youth- Groups Size too small for state reporting  2023 Dashboard
2.6	Expulsion Rate  CA School Dashboard	0%  2023 Dashboard	0%  2023-24 CALPADS Report	0%  2024-25 CALPADS Report	0%  2024-25 CALPADS Report	Maintain 0%

<b>Metric #</b>	<b>Metric</b>	<b>Baseline</b>	<b>Year 1 Outcome</b>	<b>Year 2 Outcome</b>	<b>Mid-Year Outcome Data</b>	<b>Desired Outcome for 2026-2027</b>
<b>2.7</b>	Facilities Conditions  Facilities Inspection Tool Report (FIT)	Overall Fit Report Rating "Fair"  Spring 2022	Overall Rating "Fair"  Fall 2024-25	Overall Rating "Fair"  Fall 2025-26	Overall Rating "Fair"  Fall 2025-26	Overall Fit Report Rating "Good"
<b>2.8</b>	Comparison of charter program to local educational options. (Neighborhood school)  Local Survey	83% of parents - better option  Spring 2023	81%- better option  Spring 2025 Survey	Data not available until end of 2025-26 school year	Data not available until end of 2025-26 School Year	90% of parents - better option
<b>2.9</b>	Efforts by Charter to engage parent input.  The organization encourages parental involvement.  Local Survey	87% of parents agree and strongly agree  Spring 2023	94% of parents Agree and Strongly Agree  2025 Survey	Data not available until end of 2025-26 school year	Data not available until end of 2025-26 School Year	93% of parents agree and strongly agree
<b>2.10</b>	Parent Participations in local survey.  Locally Calculated	106 Parents completed the local organizational climate survey.  Spring 2023	127 Parents participated  2025 Survey	Data not available until end of 2025-26 school year	Data not available until end of 2025-26 School Year	150 parents completing the survey
<b>2.11</b>	Parent Participation in Monthly Forums  Sign-in Sheets- locally calculated.	52 Parents average attendance at forums  2022-2023	Parents average attendance at forums.  2024-25	Data not available until end of 2025-26 school year	Data not available until end of 2024-25 School Year	60 Parents Average attendance at forums
<b>2.12</b>	Parent, Student and Teacher sense of Safety on Campus  Local Survey	Parents- 94% Students- 71% Staff- 94%  Agree and strongly agree that students and staff are safe at school.  Spring 2023 Survey Results	Parents- 94% Students- 69% Staff- 100%  2025 Survey	Data not available until end of 2025-26 school year	Data not available until end of 2025-26 School Year	Parents- 98% Students- 90% Staff- 98%  Agree and strongly agree that students and staff are safe at school.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.13	Parent, Student and Teacher sense of Connectedness to school.  Local Survey	Parents- 82% Students- 76% Staff- 97%  Agree and strongly agree that the school offers sufficient extra and co-curricular activities.  Spring 2023 Survey Results	Parents- 94% Students- 73% Staff- 82%  2025 Spring Survey	Data not available until end of 2025-26 school year	Data not available until end of 2025-26 School Year	Parents- 90% Students- 85% Staff- 98%  Agree and strongly agree that the school offers sufficient extra and co-curricular activities.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Comprehensive new staff hiring structure</b> Develop and refine a comprehensive structure to hire new staff. This includes: <ul style="list-style-type: none"> <li>Complete competitive compensation analysis, expand recruitment to establishing partnerships with external agencies, and central office participation in all job interviews. 1/2 of HR Director salary will be paid to support this goal</li> </ul>	Yes	Ongoing Implementation	Teacher Fully Credentialed in the subject area for the pupils they are teaching-100% Appropriately Assigned  2025 SAAS  Teacher survey results- connectedness to school- Data not available until the end of 2025-26 school year		\$61,193.00	\$21,002.00
2.2	<b>Retain High Quality Staff</b> Develop and refine a comprehensive structure to retain high quality staff. This includes:	Yes	Ongoing Implementation	Teachers Appropriately Assigned-		\$46,868.00	\$5,070.00



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> <li>Differentiated professional development for classified and certificated staff.</li> <li>Improvements of leadership through administrative and professional development.</li> </ul> <p>Title II Funding</p>			<p>100% Appropriately Assigned</p> <p>2025 SAAS</p> <p>Teacher Fully Credentialed in the subject area for the pupils they are teaching-100% Appropriately Assigned</p> <p>2025 SAAS</p>			
2.3	<p><b>Retain Existing Students</b></p> <p>Develop and refine a comprehensive structure to retain existing students. This includes expansion of co-curricular and extracurricular activities as well as continuation of the music program. A focus for this area will be the Socio-Economically Disadvantaged student suspension rate to keep these students in the program and successfully matriculating to high school.</p>	Yes	Ongoing Implementation	Parent, Student and Teacher sense of Connectedness to school- Data not available until end of 2025-26 school year		\$98,986.00	\$28,179.00
2.4	<p><b>Student Recruitment</b></p> <p>Develop and refine a comprehensive marketing plan for student recruitment. This includes:</p> <ul style="list-style-type: none"> <li>Utilization of common messaging platform and social media to communicate events and important information to families.</li> <li>Update of school website to provide centralized access of resources</li> <li>Continued implementation of monthly parent forums, superintendent video messages</li> </ul>	Yes	Ongoing Implementation	Parent, Student and Teacher sense of Connectedness to school- Data not available until end of 2025-26 school year		\$73,981.00	\$24,218.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>highlighting organization programs and services, and social media advertising.</p> <p>Associated costs include Bloomz or another parent messaging system license fees,, 1/2 of the Operations Director salary to support website services, and 1/2 the cost of Ellie the Editor and Facebook ads (split between the two charter sites.)</p>						



## ENCLOSURE #8

### ENCLOSURE SUMMARY

#### LCAP Mid-Year Presentation for Blue Oak Academy

**FROM:** Karin Aure

**DATE:** 1/20/2026

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**BACKGROUND:** The purpose of this presentation is to provide the Board and public with an update on the implementation of the current LCAP and to allow the Local Educational Agency (LEA) to be aware of and plan for changes that may need to be made based on revised estimates of revenue, budgeted expenditures, and/or student performance.



## Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Blue Oak Academy	Karin Aure Superintendent	kaure@theacademiescharters.org 5597307422

# Goal 1

## Goal Description

**Provide Quality Education for All:** The goal of providing quality education is paramount for the Local Control Accountability Plan (LCAP) because it ensures that all students have equitable access to high-standard academic opportunities that foster their intellectual, social, and emotional development. Quality education supports diverse learning needs, prepares students for future success, and helps close achievement gaps among different student groups. By focusing on rigorous instruction, effective behavior management, and comprehensive support systems, the LCAP aims to create a nurturing and inclusive environment where every student can thrive and reach their full potential. This foundational goal drives all other initiatives within the LCAP, ensuring a holistic approach to student success and well-being.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	SBAC English Language Arts Distance From Standard  CA School Dashboard	All Students- 42.5 Points Below Standard  SED- 60.9 Points below EL- 100.1 SWD- 125.5  FY Not reported on dashboard due to small group size  2023 Dashboard	All Students- 36.7 Points Below Standard (increase 5.8 points)  White Students- 25.4 Points Below standard (increase 3.6 points) Hispanic Students- 42.2 Points Below standard (increase 7.7 points)  SED- 63.2 Points below standard (decline 2.4 points) EL- 91.2 Points below standard (increase 8.9 points)  SWD- 125.8 Points below standard (decrease 0.3 points)  LTEL, Homeless and FY Not reported on dashboard due to small group size  2024 Dashboard	All Students- 29.7 Points Below Standard (increase 7 points)  White Students- 15.1 Points Below standard (increase 10.3 points) Hispanic Students- 38.6 Points Below standard (increase 3.7 points)  SED- 59.2 Points below standard (increase 4 points) EL- 85.1 Points below standard (increase 6 points)  SWD- 87.2 Points below standard (increase 38.6 points)  LTEL, Homeless and FY Not reported on dashboard due to small group size  2025 Dashboard	All Students- 29.7 Points Below Standard (increase 7 points)  White Students- 15.1 Points Below standard (increase 10.3 points) Hispanic Students- 38.6 Points Below standard (increase 3.7 points)  SED- 59.2 Points below standard (increase 4 points) EL- 85.1 Points below standard (increase 6 points)  SWD- 87.2 Points below standard (increase 38.6 points)  LTEL, Homeless and FY Not reported on dashboard due to small group size  2025 Dashboard	All Students- 25 Points Below Standard  SED- 40 Points below EL- 75 SWD- 100  FY Not reported on dashboard due to small group size
1.2	SBAC Results English Language Arts	All Students- 34.36%	All Students 36.21% (increase of 1.85%)	All Students 36.29% (increase of .08%)	All Students 36.29% (increase of .08%)	All Students- 45%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	% of students meeting/exceeding standards <a href="https://caaspp-elpac.ets.org/caaspp/Default">https://caaspp-elpac.ets.org/caaspp/Default</a>	SED- 24.21% EL- 7.70% SWD- 14.29%  FY Not reported on dashboard due to small group size  2022-23 Results	SED- 23.36% (decrease of 0.85%) EL- 0%- (decrease of 7.7%) SWD- 2.86% (decrease of 11.43%)  FY Not reported on dashboard due to small group size  2023-24 Results	SED- 24.51% (increase of 1.15%) EL- 0%- (maintained) SWD- 16.67% (decrease of 13.81%)  FY Not reported on dashboard due to small group size  2024-25 Results	SED- 24.51% (increase of 1.15%) EL- 0%- (maintained) SWD- 16.67% (decrease of 13.81%)  FY Not reported on dashboard due to small group size  2024-25 Results	SED- 35% EL- 20% SWD- 25%  FY Not reported on dashboard due to small group size
1.3	SBAC Mathematics Distance From Standard  CA School Dashboard	All Students- 78 Points Below Standard  SED- 103.8 Points Below EL- 136 Points Below SWD- 158.1 Points Below  FY Not reported on dashboard due to small group size  2023 Dashboard	All Students- 80.1 Points Below Standard (decrease 2.1 points)  White Students- 54.7 Points Below standard (increase 4 points) Hispanic Students- 93.5 Points Below standard (decline 4.7 points)  SED- 110.3 Points below standard (decline 6.5 points) EL- 131.2 Points below standard (increase 4.8 points)  SWD- 154.6 Points below standard (increase 3.5 points)  LTEL, Homeless and FY - Not reported on dashboard due to small group size  2024 Dashboard	All Students- 71.3 Points Below Standard (increase 8.8 points)  White Students- 44.8 Points Below standard (increase 9.9 points) Hispanic Students- 86 Points Below standard (increase 7.5 points)  SED- 100.7 Points below standard (increase 9.6 points) EL- 127.8 Points below standard (increase 3.4 points)  SWD- 152.5 Points below standard (decrease 2.1 points)  LTEL, Homeless and FY - Not reported on dashboard due to small group size  2025 Dashboard	All Students- 71.3 Points Below Standard (increase 8.8 points)  White Students- 44.8 Points Below standard (increase 9.9 points) Hispanic Students- 86 Points Below standard (increase 7.5 points)  SED- 100.7 Points below standard (increase 9.6 points) EL- 127.8 Points below standard (increase 3.4 points)  SWD- 152.5 Points below standard (decrease 2.1 points)  LTEL, Homeless and FY - Not reported on dashboard due to small group size  2025 Dashboard	All Students- 55 Points Below Standard  SED- 80 Points Below EL- 110 Points Below SWD- 130 Points Below  FY Not reported on dashboard due to small group size

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.4	SBAC Results Mathematics % of students meeting/exceeding standards  <a href="https://caaspp-elpac.ets.org/caaspp/Default">https://caaspp-elpac.ets.org/caaspp/Default</a>	All Students- 22.05%  SED- 14.74% EL- 0.00% SWD- 10.71%  FY Not reported on dashboard due to small group size  2022-23 Results	All Students 19.35% (decrease of 2.7%)  SED- 13.09% (decrease of 1.65%) EL- 0% SWD- 5.71% (decrease of 5%)  FY Not reported on dashboard due to small group size  2023-24 Results	All Students 25.4% (increase 6.05%)  SED- 17.64% (increase 4.55%) EL- 3.85% (Increase 3.85%) SWD- 8.33% (increase 2.62%)  FY Not reported on dashboard due to small group size  2024-25 Results	All Students 25.4% (increase 6.05%)  SED- 17.64% (increase 4.55%) EL- 3.85% (Increase 3.85%) SWD- 8.33% (increase 2.62%)  FY Not reported on dashboard due to small group size  2024-25 Results	All Students- 35%  SED- 25% EL- 10% SWD- 20%  FY Not reported on dashboard due to small group size
1.5	SBAC CAST Distance From Standard  Not reported until 2024 CA Dashboard. Baseline data is locally calculated  CA School Dashboard	All Students - 17.3 Points Below Standard  SED- 22.2 Points Below EL- Not reported- small group size SWD- Not reported- small group size  2023 Dashboard	All Students- 13 Points Below Standard (increase 3.9 points)  Hispanic- 19.2 Points Below Standard (decrease 3.2 points) White- 0.7 Points Below Standard (increase 14.6 points)  SED- 19.5 points below standard (increase 2.6 points)  SWD- 35 points below standard (new baseline)  EL, LTEL and FY- not reported- small group size  2024 Dashboard	All Students- 51.4 science points (new base line to correspond with CDE reporting change on 2025 dashboard)  Hispanic- 52.8 science points (new baseline)  White- 47.5 science Points (new baseline)  SED- 34.61 science (new baseline)  SED- 48.9 science points (new baseline)  SWD- 42.5 points below standard (new baseline)  EL - 40 science points (new baseline)	All Students- 51.4 science points (new base line to correspond with CDE reporting change on 2025 dashboard)  Hispanic- 52.8 science points (new baseline)  White- 47.5 science Points (new baseline)  SED- 34.61 science (new baseline)  SED- 48.9 science points (new baseline)  SWD- 42.5 points below standard (new baseline)  EL - 40 science points (new baseline)	All Students- 5 Points Below Standard  SED- 10 Points Below EL- 15 Points Below SWD- 20 Points Below  FY Not reported on dashboard due to small group size

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
				LTEL and FY- not reported- small group size  2025 Dashboard	LTEL and FY- not reported- small group size  2025 Dashboard	
1.6	SBAC CAST % of students meeting/exceeding standards Grades 5 Only  <a href="https://caaspp-elpac.ets.org/caaspp/Default">https://caaspp-elpac.ets.org/caaspp/Default</a>	All Students- 29.54%  SED- 13.64% EL- Not reported- small group size SWD- Not reported- small group size  FY Not reported on dashboard due to small group size  2022-23 Results	All Students- 32.39% SWD- 7.69% SED- 21.88% FY, LTEL, EL- No Data due to small group size  Grade 5 All students 32.5%  Grade 8 All students 32.26%  2023-24 Results	All Students- 38.88% SWD- not reported SED- 34.61% FY, LTEL, EL- No Data due to small group size  Grade 5 All students 39.03%  Grade 8 All students 38.71%  2024-25 Results	All Students- 38.88% SWD- not reported SED- 34.61% FY, LTEL, EL- No Data due to small group size  Grade 5 All students 39.03%  Grade 8 All students 38.71%  2024-25 Results	All Students- 45%  SED- 30% EL- 20% SWD- 25%  FY Not reported on dashboard due to small group size
1.7	English Learner Progress Indicator  % of students increasing one or more proficiency levels towards fluency  CA School Dashboard	52.9% of English Learners  Long Term English Learner progress will be reported on the 2024 Dashboard. That data will be used as a baseline for the LTEL group.  2023 Dashboard	50% of English Learners (decline 2.9%)  Long Term English Learner progress not reported due to small group size (n=9)  2024 Dashboard	46.9% of English Learners (decline 3.1%)  Long Term English Learner progress not reported due to small group size (n=9)  2025 Dashboard	46.9% of English Learners (decline 3.1%)  Long Term English Learner progress not reported due to small group size (n=9)  2025 Dashboard	65% of English Learners  10% increase to baseline reported on the 2024 Dashboard
1.8	English Learner Reclassification Rate % of students reclassified as "Fluent"  CALPADS Report	7.5% (3/ 40)  2022-23 CALPADS Report	6.25% (2 of 32) 2023-24	17.5% 2024-25	17.5% 2024-25	20% of English Learners



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.9	Broad Course of Study is offered and available to all students.  Annual Local Survey	90% of Parents 92% of Students 90% of Staff Agree or Strongly Agree  2023-24	Parents- 84% Students- 95% Staff- 84%  2025 Spring Survey	Data not available until end of 2025-26 School Year	Data not available until end of 2025-26 School Year	95% of Parents 96% of Students 95% of Staff Will Agree or Strongly Agree
1.10	Programs and Services were developed and provided to gifted learners and students with disabilities  Annual Local Survey	92% of Parents 83% of Students 69% of Staff Agree the school provides quality instruction for gifted learners.  97% of Parents 84% of Students 90% of Staff Agree and strongly agree the school provides quality instruction for students with disabilities.  2023-24	Parents 84% Students 80% Staff 68% Gifted Students  Parents 89% Students 85% Staff 74% Students with Disabilities  2025 Spring Survey	Data not available until end of 2025-26 School Year	Data not available until end of 2025-26 School Year	96% of Parents 90% of Students 80% of Staff Will agree the school provides quality instruction for gifted learners.  99% of Parents 90% of Students 95% of Staff Will agree and strongly agree the school provides quality instruction for students with disabilities.
1.11	Programs and Services were developed and provided to unduplicated students including English Learners.	98% of Parents 87% of Students 100% of Staff Agree and strongly agree the school provides quality instruction for English Language Learners.  2023-24	Parents: 96% Students: 87% Staff: 82%  2025 Survey	Data not available until end of 2025-26 School Year	Data not available until end of 2025-26 School Year	99% of Parents 92% of Students 100% of Staff Will agree and strongly agree the school provides quality instruction for English Language Learners.
1.12	Student Access to Standards-Aligned Curriculum Materials  Williams Aligned Self Review	100% of students have access to aligned materials.  2023-24	100% of students have access to aligned materials.  2024-25	100% of students have access to aligned materials.  2025-26	100% of students have access to aligned materials.  2025-26	Maintain 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.13	Student Satisfaction with Academic Progress  Annual Local Survey	77% of students are satisfied with their academic progress.  2023-24 Survey	84% of students are satisfied with their academic progress.  2025 Survey	Data not available until end of 2025-26 School Year	Data not available until end of 2025-26 School Year	85% of students will report being satisfied with their academic progress.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Integrate Gifted Education Strategies</b> Integrate TK-8 Grade Level Universal themes into classroom instruction. Provide full day Transitional Kindergarten to advance early literacy and numeracy skills. Includes cost of 2 full time teachers and 1/2 salary/benefits of instructional coach to support professional development.	Yes	Ongoing Implementation	Parent survey results-Data not available until end of 2025-26 School Year		\$178,192.00	\$86,384.00
1.2	<b>Common Literacy Instruction</b> Research, select, and implement common literacy instruction across all grade levels. Includes 1/2 cost of salary/ benefits for instructional coach to lead this work.	Yes	Ongoing Implementation	SBAC English Language Arts Distance From Standard CA School Dashboard- All Students- 29.7 Points Below Standard (increase 7 points)  White Students- 15.1 Points Below standard (increase 10.3 points) Hispanic Students- 38.6		\$63,209.00	\$22,617.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Points Below standard (increase 3.7 points)  SED- 59.2 Points below standard (increase 4 points) EL- 85.1 Points below standard (increase 6 points)  SWD- 87.2 Points below standard (increase 38.6 points)  LTEL, Homeless and FY Not reported on dashboard due to small group size  2025 Dashboard			
1.3	<b>Behavior Management</b> Research, select, and implement a common behavior management program across all programs. Continue the development of behavioral interventions as part of the MTSS Multi-Tiered Systems of Support for students. This includes an assistant principal to focus on behavioral interventions and parent relations/partnerships to support student success. This action also includes the implementation of PowerSchool Attendance Intervention Suite to increase student attendance to address chronic absenteeism. One emphasis of MTSS this year will be the	Yes	Ongoing Implementation	Chronic Absenteeism- All Students- 13.7% (decrease 2.5%)  Hispanic- 12.6% (decrease 5.52%) White- 15.3% (Increased .5%) Two or More Races- 20%		\$158,987.00	\$57,100.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	SWD subgroup, due to their rate on the 2023 CDE Dashboard.			(Increase 15.2%)  SED- 20.4% (decreased 1.1%) EL- 9.3% (decrease 10.3%) LTEL- data not reported SWD- 10.1% (decreased 13.2%)  Foster Youth- Not incl. on state report due to small group size  2025 Dashboard			
1.4	<b>Coordination of Services</b> Develop the Coordination of Services Team. This includes the development of academic interventions as part of MTSS which incorporates instructional aides' salaries, i-Ready diagnostic assessment licenses and SEL supports including .5 FTE School Psych/.5 FTE School Psych Intern/, and the hiring of a Licensed Marriage and Family Therapist. One area of emphasis for this team, in the 2024-25 school year will be the socio-economically disadvantaged student group in the area of mathematics, due to their results as reported on the December 2023 CDE School Dashboard.  Title I Funding	Yes	Ongoing Implementation	SBAC Mathematics Distance From Standard- All Students- 71.3 Points Below Standard (increase 8.8 points)  White Students- 44.8 Points Below standard (increase 9.9 points) Hispanic Students- 86 Points Below standard (increase 7.5 points)		\$403,642.00	\$211,218.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				SED- 100.7 Points below standard (increase 9.6 points) EL- 127.8 Points below standard (increase 3.4 points)  SWD- 152.5 Points below standard (decrease 2.1 points)  LTEL, Homeless and FY - Not reported on dashboard due to small group size			

## Goal 2

### Goal Description

**Invest in People:** The goal of Investing in People is critical to the development of the LCAP because it directly impacts both staff and student recruitment and retention. For staff, this investment ensures the attraction and retention of highly qualified and motivated educators, leading to quality education and professional development opportunities that keep teachers updated with the latest educational practices. This, in turn, enhances job satisfaction, reduces turnover rates, and fosters a positive school culture, creating a stable and effective learning environment. For students, high-quality staff leads to better academic outcomes and engagement, contributing to the school's reputation and attracting more families to enroll their children. Additionally, a safe and supportive environment, bolstered by counselors and support staff, addresses students' social and emotional needs, aiding retention. Investment in staff also extends to extracurricular programs, which engage students and cater to diverse interests, making the school more attractive to prospective students. Overall, focusing on investing in people through the LCAP creates a sustainable, high-quality educational environment that supports both staff and students, leading to improved educational outcomes, a stronger school community, and long-term organization success.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Teachers Appropriately Assigned  CAL SAAS Report	100% of Teachers  2023-24	100% of Teachers  2024-25	100% of Teachers  2025-26	100% of Teachers  2025-26	Maintain 100%
2.2	Teachers Fully Credentialed for their grade and subject area assignment.  CAL SAAS Report	70% of Teachers  2023-24	88% of Teachers  2024-25	100%  2025-26	100%  2025-26	76% of Teachers
2.3	Chronic Absenteeism Rate  CA School Dashboard	All Students- 14.3%  SED- 18.7% EL- 9.8% SWD- 10.9%  Foster Youth- Not incl. on state report due to small group size	All Students- 16.3% (Increase 2%)  Hispanic- 18.1% (Increase 3.1%) White- 14.8% (Increased 1.4%) Two or More Races- 4.8% (New Baseline)  SED- 21.5% (Increased 2.8%) EL- 19.6% (Increased 9.8%) LTEL- 9.1% (New baseline) SWD- 23.3% (Increased 12.5%)	All Students- 13.7% (decrease 2.5%)  Hispanic- 12.6% (decrease 5.52%) White- 15.3% (Increased .5%) Two or More Races- 20% (Increase 15.2%)  SED- 20.4% (decreased 1.1%) EL- 9.3% (decrease 10.3%) LTEL- data not reported SWD- 10.1% (decreased 13.2%)	All Students- 13.7% (decrease 2.5%)  Hispanic- 12.6% (decrease 5.52%) White- 15.3% (Increased .5%) Two or More Races- 20% (Increase 15.2%)  SED- 20.4% (decreased 1.1%) EL- 9.3% (decrease 10.3%) LTEL- data not reported SWD- 10.1% (decreased 13.2%)	All Students- 10%  SED- 13% EL- 7% SWD- 8%  Foster Youth- Not incl. on state report due to small group size

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			Foster Youth- Not incl. on state report due to small group size  2024 Dashboard	Foster Youth- Not incl. on state report due to small group size  2025 Dashboard	Foster Youth- Not incl. on state report due to small group size  2025 Dashboard	
2.4	Middle School Drop-Out Rate  CALPADS Report	0%  2022-2023	0%  2023-2024	0%  2024-25	0%  2024-25	Maintain 0%
2.5	Suspension Rate  CA School Dashboard	All Students- 2.8%  SED- 5.2% EL- 4.9% SWD- 8.7%  Foster Youth- Not incl. on state report due to small group size	All Students- 2.9% (Increased 0.2%)  Hispanic- 3.8% (Increased 0.7%) White- 2%- (Increased 0.3%) Two or More Races- 0% (New Baseline)  SED- 3.1% (Decreased 2%)) EL- 4.2% (Decreased 0.7%)) LTEL- 7.7% (New baseline) SWD- 23.3% (Increased 12.5%)  2024 Dashboard	All Students- 5.4% (Increased 2.5%)  Hispanic- 5.3% (Increased 1.5%) White- 5%- (Increased 3%) Two or More Races- 6.7% (Increase 6.7)  SED- 3.1% (Decreased 2%)) EL- 4.2% (Decreased 0.7%)) LTEL- 7.7% (New baseline) SWD- 23.3% (Increased 12.5%)  2025 Dashboard	All Students- 5.4% (Increased 2.5%)  Hispanic- 5.3% (Increased 1.5%) White- 5%- (Increased 3%) Two or More Races- 6.7% (Increase 6.7)  SED- 3.1% (Decreased 2%)) EL- 4.2% (Decreased 0.7%)) LTEL- 7.7% (New baseline) SWD- 23.3% (Increased 12.5%)  2025 Dashboard	All Students- 1.5%  SED- 3% EL- 2.5% SWD- 4%  Foster Youth- Not incl. on state report due to small group size
2.6	Expulsion Rate  CA School Dashboard	0%  2022-23	0%  2023-2024	0%  2024-25	0%  2024-25	Maintain 0%
2.7	Facilities Conditions  Facilities Inspection Tool Report (FIT)	Overall Rating "Fair"  Spring 2023 FIT Report	Overall Rating "Good"  Fall 2024-25 Report		Data not yet available. Inspections scheduled	Overall Rating "Good"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.8	Comparison of charter program to local educational options. Statement: The charter is a better option than the local neighborhood alternative.  Local Survey	76% of parents Agree	83% of parents Agree  2025 Survey	Data not available until the end of 2025-26 School Year	Data not available until the end of 2025-26 School Year	90% of Parents Agree
2.9	Efforts by Charter to engage parent input. The organization encourages parental involvement.  Local Survey	95% Parents Agree	89% of Parents Agree	Data not available until the end of 2025-26 School Year	Data not available until the end of 2025-26 School Year	98% Parents Agree
2.10	Parent Participations in local survey.  Locally Calculated	112 Parents Completed the local survey  Spring 2023	127 parents completed local survey	Data not available until the end of 2025-26 School Year	Data not available until the end of 2025-26 School Year	200 Parents completing local survey
2.11	Parent Participation in Monthly Forums  Zoom Participation List Locally Calculated	52 Parents- Average Forum Attendance (Between 2 Forums Per Month)  2022-23	52 Parents  2024-25	57 Parents  2025-26	57 Parents  2025-26	60 Parents- Average Forum Attendance (Between 2 Forums Per Month)
2.12	Parent, Student and Teacher sense of Safety on Campus  Local Survey	Parents- 94% Students- 71% Staff- 94%  Agree and strongly agree that students and staff are safe at school.  Spring 2023 Survey Results	Parents- 94% Students- 77% Staff- 87%  2025 Spring Survey	Data not available until the end of 2025-26 School Year	Data not available until the end of 2025-26 School Year	Parents- 98% Students- 90% Staff- 98%  Agree and strongly agree that students and staff are safe at school.
2.13	Parent, Student and Teacher sense of Connectedness to school.  Local Survey	Parents- 82% Students- 76% Staff- 97%	Parents- 89% Students- 73% Staff- 82%	Data not available until the end of 2025-26 School Year	Data not available until the end of 2025-26 School Year	Parents- 90% Students- 85% Staff- 98%



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Agree and strongly agree that the school offers sufficient extra and co-curricular activities.</p> <p>Spring 2023 Survey Results</p>	2025 Spring Survey			Agree and strongly agree that the school offers sufficient extra and co-curricular activities.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Hire Quality Staff</b> Refine a comprehensive structure to hire new staff: This includes complete competitive competition analysis, expand recruitment to establish partnerships with external agencies, and central office participation in all interviews. Costs include extra time for Human Resource Director and 1/2 salary/benefits.	Yes	Ongoing Implementation	Teacher sense of Connectedness to school survey results- Data not available until the end of 2025-26 School Year		\$63,991.00	\$21,002.00
2.2	<b>Retain highly qualified staff</b> Refine a comprehensive structure to retain high quality staff. This includes offering differentiated professional development for classified and certificated staff. and improvement of leadership skills through administrative professional development opportunities.  Title II	Yes	Ongoing Implementation	Parent, Student and Teacher sense of Connectedness to school survey results- Data not available until the end of 2025-26 school year		\$41,895.00	\$5,387.00
2.3	<b>Retain Existing Students</b>	Yes	Ongoing Implementation	Parent sense of Connectedness		\$80,491.00	\$37,475.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Develop and refine a comprehensive structure to retain existing students. This includes expansion of extra and co-curricular activities as well as continued implementation of the music program.			to school survey results- Data not available until the end of 2025-26 school year			
<b>2.4</b>	<b>Student Recruitment</b> Develop and refine a comprehensive marketing plan for student recruitment, focusing on unduplicated students and families. This includes utilizing a common messaging platform and social media to communicate events and important information families, updating school website to provide centralized access of resources, and continued implementation of monthly parent forums- superintendent video messages highlighting organizational programs and services as well as social media advertising.	Yes	Ongoing Implementation	Parent, Student and Teacher sense of Connectedness to school survey results- Data not available until the end of 2025-26 school year		\$23,595.00	\$24,360.00

# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		



## ENCLOSURE #7

### ENCLOSURE SUMMARY

#### Local Academic Performance Results: Update

**FROM:** Karin Aure

**DATE:** 1/20/2026

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**BACKGROUND:** At the December board meeting, there was a Program Update entitled State and Local Academic Performance Results. At that time, schools were still administering the i-Ready Diagnostic 2 assessment. Since then, the assessment window has closed. This enclosure includes data tables updated with the most recent i-Ready results.

# 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	



## ENCLOSURE #6

### ENCLOSURE SUMMARY

#### Principal Report for Sycamore Valley Academy

**FROM:** Corey Morse

**DATE:** 1/20/2026

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**BACKGROUND:** Monthly Principal Report for Sycamore Valley Academy including Student Data, Academic and Instructional updates, Extracurricular updates, Operational updates, Community Engagements & Partnerships, and Upcoming Events.

# TACMO Board Meeting - Principal Report

FROM: Corey Morse, Principal

DATE : Jan 20, 2026

RE: Monthly Report



## Student Data

Current Enrollment: 417

Tours have started for 26-27 enrollment! SVA has had many interested families calling to schedule with one tour already having been held.

## Academic and Instructional Updates

SVA is excited to begin the pilot for High Impact Tutoring. Mrs. Denham has been working hard to prepare the support staff who will deliver the instruction. Our plan is for Mr. Esquivel to deliver instruction to 2nd grade students who are selected and for Mrs. Rivera to deliver instruction to 7th grade students who are selected. High Impact Tutoring is supported by the California Collaborative for Learning Acceleration.

At the recent staff meeting staff were introduced to a reading comprehension strategy known as Anticipation Guides. This is a strategy being used across grade levels and content areas. A rich history surrounds the study of explicit reading comprehension instruction and scaffolding students towards independent practice (Author, 2011; Author, 2012; Dole, Duffy, Roehler, & Pearson, 1991; Durkin, 1981; Goodin, Weber, Pearson, & Raphael, 2009; Gauthier, Schorzman, & Hutchison, 2003). Explicit teaching in this context is defined as “a systematic method for presenting material in small steps, pausing to check for understanding and eliciting active and successful participation from all students” (Rosenshine, 1986, p. 60). The underlying conception of knowledge on reading instruction is that without ample application and practice, comprehension can be affected (Quirk, Trimen, Weinberg, & Nalin, 1975). (Effects of an Anticipatory Reading Guide on Third Grade Struggling PDF ([egrove.olemiss.edu](http://egrove.olemiss.edu)))

In the upcoming staff meetings our plan is to continue to model comprehension strategies in support of quality reading instruction.

Recently Mrs. Morse attended the Every Child Counts Symposium sponsored by the Association of California School Administrators: ACSA. The Every Child Counts Symposium is designed for both beginning and veteran educational leaders and focuses on the latest in the field of

student services and special education. The conference was filled with learning opportunities surrounding special education law, strategies, increasing attendance, fostering parent involvement and education, and many other wonderful and important topics. The learning will be shared with staff at both schools in the upcoming month.

### Extracurricular Updates

After a successful soccer season, basketball is underway. There is always some level of frustration during soccer, because every year there seems to be at least 2 games that get rained out without the possibility of rescheduling. This is largely due to the short season, which is squeezed in during October and early November. We are hopeful for less rain on days when basketball is scheduled.

2/9-2/13 SVA will celebrate [Great Kindness Challenge Week](#) sponsored by CDE. The leadership class, along with Mrs. McLaughlin and Mrs. Jones, will support this effort.

### Operational Updates

Mrs. Blackmon has successfully stepped into providing instruction in Art. The class has been going well, and students seem happy and fulfilled with their projects. She will be in the room until 2/6 at which time a new substitute will be assigned. The hope is that a substitute teacher who holds a credential will be assigned to finish out the year.

### Upcoming Events

1/22- ELAC Committee Meeting @ 4:00

1/26- PTO Meeting

1/29- Home basketball game





## ENCLOSURE #5

### ENCLOSURE SUMMARY

#### Principal Report for Blue Oak Academy

**FROM:** Staci Soares

**DATE:** 1/20/2026

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**BACKGROUND:** Monthly Principal Report for Blue Oak Academy including Student Data, Academic and Instructional updates, Extracurricular updates, Operational updates, Community Engagements & Partnerships, and Upcoming Events.

# TACMO Board Meeting - Principal Report

FROM: Staci Soares, Principal

DATE: Jan 20, 2026

RE: Monthly Report



## Student Data

- 2025-26 Enrollment Goal - 448; Current Enrollment - 450
- 2025-26 Waitlist - 199
- 2026-27 Applications - 77 (additional applications pending)

## Academic and Instructional Updates

- [CCLA Acceleration Summit](#) - January 29 - 30  
Five teachers, grades 3rd (math), 6/8th (ELA), and our math deployment teacher, along with Cristina Johnson, our instructional coach, will be attending this summit.

The California Collaborative for Learning Acceleration (CCLA) Summit is a dynamic, inclusive professional learning experience for educators focused on reimagining classroom instruction. The summit is designed to deepen participants' understanding of learning acceleration and equip educators with strategies to transform student learning experiences, resulting in lasting impact and improved student outcomes.

### *Featured Speakers*

- Nicki Newton, Ed.D. – Author & Educator
- Nancy Frey, Ph.D. – Author & Educator
- Doug Fisher, Ph.D. – Author & Educator

Participants will engage in sessions that support:

- Creating high-impact, accelerated learning opportunities that are engaging, culturally responsive, and learner-centered.
- Designing transformative learning experiences that amplify student voice, nurture curiosity, and elevate daily instructional practices.
- Exploring effective AI tools and instructional technologies that support student success.

### *Staff Leadership Highlight*

Cristina Johnson has been invited to present during an Ignite Session at the summit. Her presentation, titled “**Guiding, Not Giving: Coaching for Acceleration,**” will highlight effective coaching practices that support both teachers and students. Her focus areas include:

- Clarity – Ensuring teachers and students clearly understand the *what, why, and how* of learning objectives to increase student success.
  - Student-Centered Coaching – Using data to identify student needs and collaboratively co-plan and co-teach toward targeted learning goals.
  - Intentionality – Implementing evidence-based instructional strategies across grade levels to build coherence, address diverse learning needs, and align with our curriculum and gifted education practices, including Universal Themes and Socratic Seminars.
- High Impact Tutoring (HIT)

Blue Oak Academy will begin implementation of the High-Impact Tutoring (HIT) program the week of January 12, 2026. This research-based initiative is grounded in nationally recognized Design Principles for Accelerating Student Learning, which emphasize targeted instruction, strong relationships, and consistent progress monitoring to drive academic growth.

The pilot will initially serve 3rd grade w/Mrs. Hendershot and 4th grade w/Ms. Keck. Classroom teachers and tutoring providers collaborated to identify students who meet program criteria and are well-suited for participation during this initial implementation phase. Ms. Ream will implement a modified version of the HIT model that aligns with the current middle school schedule. If the pilot demonstrates positive outcomes, we will explore integration of this program into the 2026–27 middle school master schedule.

This phased rollout allows for intentional implementation, progress monitoring, and refinement to ensure the program effectively supports student achievement.

#### *Resources*

##### [HIT Research](#)

##### [DESIGN PRINCIPLES FOR ACCELERATING STUDENT LEARNING ...](#)

- i-Ready Diagnostic 2 - Overall Growth in Student Proficiency
  - *Mathematics*

- Diagnostic 1: 10% proficient
- Diagnostic 2: 20% proficient
- Overall Growth: +10 percentage points
- *Reading*
  - Diagnostic 1: 25% proficient
  - Diagnostic 2: 37% proficient
  - Overall Growth: +12 percentage points

i-Ready Proficiency Levels - Math					i-Ready Proficiency Levels - ELA		
Grade Level	Diagnostic 1	Diagnostic 2	Growth		Diagnostic 1	Diagnostic 2	Growth
<b>K*</b>	N/A	28%	N/A		N/A	55%	N/A
<b>1</b>	4%	11%	7 pts.		9%	22%	13 pts.
<b>2</b>	4%	16%	12 pts.		23%	33%	10 pts.
<b>3</b>	8%	26%	18 pts.		41%	56%	15 pts.
<b>4</b>	3%	19%	16 pts.		16%	22%	6 pts.
<b>5</b>	4%	12%	8 pts.		17%	29%	12 pts.
<b>6</b>	11%	25%	14 pts.		33%	36%	3 pts.
<b>7</b>	13%	21%	8 pts.		37%	37%	0 pts.
<b>8</b>	19%	19%	0 pts.		23%	33%	10 pts.

*\* Not tested in Diagnostic 1*

#### Extracurricular Updates

- 1/26 - 1/30 [Great Kindness Challenge Week](#) sponsored by CDE.
- Mrs. Weeaks' class had a Zoom meeting with author and illustrator Rafael Lopez after studying his work.

#### Operational Updates

- School Tours begin 1/16, each Friday @ 8:00 am.

#### Upcoming Events

- 1/15 - New family information meetings
- 1/21 - Parent Forum meetings
- 1/26 - Minimum Day staff development - Math Acceleration
- 1/29 - Coffee w/Admin
- 1/30 - Awards Assembly

- 2/9 - PTO meeting, Round Table @ 6:00
- 2/13 - No School -Math staff development
- 2/17 - Land O'Lakes Presentation TK-3



## ENCLOSURE #4

### ENCLOSURE SUMMARY

Consideration of Approval of Monthly Attendance Reports for BOA and SVA

**FROM:** Wendy Anderson & Joy George

**DATE:** 1/20/2026

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**BACKGROUND:** Monthly attendance reports pulled from PowerSchool for each school site.

**SUPERINTENDENT'S RECOMMENDATION:** Approve

## Attendance Summary By Grade

### Blue Oak Academy

12/01/2025 to 12/26/2025 = 15 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	600	0	0	48.00	552.00	36.80	92.00%
0	48	0	0	0	48	720	0	0	73.00	647.00	43.13	89.86%
Subtotal	88	0	0	0	88	1320	0	0	121.00	1199.00	79.93	90.83%
1	54	0	0	0	54	810	0	0	65.00	745.00	49.67	91.98%
2	50	0	0	0	50	750	0	0	60.00	690.00	46.00	92.00%
3	54	0	0	0	54	810	0	0	57.00	753.00	50.20	92.96%
Subtotal	158	0	0	0	158	2370	0	0	182.00	2188.00	145.87	92.32%
4	41	0	0	0	41	615	0	0	47.00	568.00	37.87	92.36%
5	43	0	0	0	43	645	0	0	58.00	587.00	39.13	91.01%
6	38	0	0	0	38	570	0	0	28.00	542.00	36.13	95.09%
Subtotal	122	0	0	0	122	1830	0	0	133.00	1697.00	113.13	92.73%
7	38	0	0	0	38	570	0	0	46.00	524.00	34.93	91.93%
8	44	0	0	0	44	660	0	0	27.00	633.00	42.20	95.91%
Subtotal	82	0	0	0	82	1230	0	0	73.00	1157.00	77.13	94.07%
Grand Total	450	0	0	0	450	6750	0	0	509.00	6241.00	416.06	92.46%

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

Signed \_\_\_\_\_

Date \_\_\_\_\_

1-6-26

#### 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.]



## ENCLOSURE #3

### ENCLOSURE SUMMARY

#### Consideration of Approval of Donations Report

**FROM:** Claudia Van Groningen

**DATE:** 1/20/2026

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**BACKGROUND:** Monthly donation report.

**SUPERINTENDENT'S RECOMMENDATION:** Approve





*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: A Rustic Affair Event Rentals

ITEM DONATED: Chair Rental VALUE \$

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

Received by Karin Aure Dec 8, 2025  
Karin Aure, 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.



## ENCLOSURE #2

### ENCLOSURE SUMMARY

Consideration of Approval of December 2025 Check Register Report


**FROM:** Stacey Nelson

**DATE:** 1/20/2026

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**BACKGROUND:** EdTec's monthly report with all financial expenditures for the month of December.

**SUPERINTENDENT'S RECOMMENDATION:** Approve

Combined Board Check Register							
School:	TACMO						
Month:	December 2025						

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9415	ODP Business Solutions, LLC	12/1/2025	Bill #445015332001--Supplies Bill #444561293001--Supplies Bill #442869362001--Supplies Bill #443116234001--Supplies Bill #445356425001--Supplies Bill #445149284001--Supplies		Cont'd
Check	9415	ODP Business Solutions, LLC	12/1/2025	Bill #446939152001--Supplies Bill #439617910001--Supplies Bill #444343601001--Supplies Bill #445073992001--Supplies		Cont'd
Check	9415	ODP Business Solutions, LLC	12/1/2025	Bill #439631548001--Supplies Bill #445022041001--Supplies Bill #445073655001--Supplies Bill #443955611002--Supplies		Cont'd
Check	9416	PresenceLearning, Inc.	12/1/2025	Bill #INV83793--SLP Svcs: Weekly Dedicated OT & SLP Hours		\$ 21,479.22
Check	9417	Amazon Capital Services	12/4/2025	Bill #13YV-473G-FNJ7--Supplies Bill #1M7Q-7R3C-X7LT--Supplies Bill #1FP3-MWYJ-DQLF--Supplies		\$ 87.67
Check	9418	Foundation for Educational Administration	12/4/2025	Bill #INV000099219--Services: 11/18/25		\$ 750.00
Check	9419	Classic Charter, Inc.	12/4/2025	Bill #177161--Vehicle Charge Bill #177374--Vehicle Charge Bill #177162--Vehicle Charge Bill #177372--Vehicle Charge Bill #177373--Vehicle Charge Bill #177375--Vehicle Charge		\$ 1,938.00
Check	9420	Cline's Business Equipment, Inc.	12/4/2025	Bill #272086--Standard min charge Bill #272088--Contract Usage charge: 10/13 - 11/12/25 Bill #272275--IT Service: 11/14/25 Bill #272087--Contract Usage charge: 10/13 - 11/12/25		\$ 334.17
Check	9421	Krystal Eastman	12/4/2025	Bill #112125--Reimb: Mileage		\$ 95.06
Check	9422	Stephanie Kulp	12/4/2025	Bill #110325--Reimb: Science Experiment Craft Items & Cultural Stucy		\$ 99.97
Check	9423	ODP Business Solutions, LLC	12/4/2025	Bill #446584765001--Supplies Bill #447695618001--Supplies Bill #447731181001--Supplies		\$ 1,164.26
Check	9424	Staci Soares	12/4/2025	Bill #111425--Reimb: Nuestra california Book & fall Die Cuts - Grateful Grams		\$ 92.16
Check	9425	TCG Administrators, a HUB International Company	12/4/2025	Bill #186641--Monthly Administration Fees		\$ 26.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9426	The Stepping Stones Group LLC	12/4/2025	Bill #M0262766--Services: 10/12 - 10/25/25		\$ 57.50
Check	9427	Tulare County Superintendent of Schools	12/4/2025	Bill #260629--Choices Anti- Bullying Symposium 2025 Team Registration Bill #261252--CCLA - Session : 11/05/25 Bill #261255--Building Thinking Classroom Series (Grade 6-12)		\$ 850.00
Check	9428	Claudia Van Groningen	12/4/2025	Bill #111425--Reimb: Travel to Powerschool Universiy		\$ 433.36
Check	9429	Alexis vance	12/4/2025	Bill #111925--Reimb: Mileage		\$ 71.12
Check	9430	95 Percent Group LLC	12/18/2025	Bill #INV177085--Materials & Supplies		\$ 244.18
Check	9431	Hidey Alvarez	12/18/2025	Bill #120125--Reimb: Mileage		\$ 50.40
Check	9432	Amazon Capital Services	12/18/2025	Bill #1QR7-H6HQ-J9LV--Supplies Bill #1N9Q-3917-CVVR--Supplies Bill #13YJ-FCPL-JKWK--Supplies Bill #1CHY-K7F7-K1V7--Supplies Bill #14QX-V17H-HRVT--Supplies Bill #1J7T-FWNW-D1PR--Supplies		\$ 848.45
Check	9432	Amazon Capital Services	12/18/2025	Bill #13Y9-KQ31-D6K9--Supplies Bill #1JQ3-PWHQ-XKPK--Supplies Bill #14NC-L9YC-6DFN--Supplies Bill #17T4-KRCM-14JC--Supplies		Cont'd
Check	9432	Amazon Capital Services	12/18/2025	Bill #1WTR-QJ7K-CQYV--Supplies Bill #1NYV-C4L6-HWTH--Supplies Bill #19WW-JJC7-HRTW--Supplies		Cont'd
Check	9433	American Fidelity Assurance	12/18/2025	Bill #2693977--09/30/26 Flex Plan Liability Coverage		\$ 620.00
Check	9434	Foundation for Educational Administration	12/18/2025	Bill #ACSA-0000008601--Services: 12/01/25		\$ 683.43
Check	9435	Sheridyn Blain	12/18/2025	Bill #120925--Reimb: CSDA Conference Lunch Parking & Mileage		\$ 434.13
Check	9436	Blick Art Materials	12/18/2025	Bill #6722268--Art Supplies		\$ 44.44
Check	9437	Classic Charter, Inc.	12/18/2025	Bill #177164--Vehicle Charge Bill #177376--Vehicle Charge Bill #177379--Vehicle Charge Bill #177377--Vehicle Charge Bill #177378--Vehicle Charge Bill #177163--Vehicle Charge		\$ 1,938.00
Check	9438	Cline's Business Equipment, Inc.	12/18/2025	Bill #273150--Contract Usage charge: 11/01 - 11/30/25 Bill #272803--Contract Usage charge: 10/22 - 11/21/25		\$ 468.63
Check	9439	Kevin Esquivel	12/18/2025	Bill #120125--Reimb: 10 green Zipper Ties Concert Attire		\$ 97.50
Check	9440	Gopher, Inc.	12/18/2025	Bill #IN482255--PE Supplies		\$ 322.68

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	9441	Law Offices of Young, Minney & Corr, LLP	12/18/2025	Bill #19884--Legal Svcs thru: 11/04 - 11/28/25		\$ 7,451.50
Check	9442	Sabrina Mejia	12/18/2025	Bill #111925--Reimb: Mileage		\$ 51.59
Check	9443	Stacey Nelson	12/18/2025	Bill #120825--Reimb: Mileage		\$ 76.23
Check	9444	ODP Business Solutions, LLC	12/18/2025	Bill #450013374001--Supplies		\$ 175.51
Check	9445	Pacific Employers	12/18/2025	Bill #19566--Quarterly Membership Dues for HR Services - Quarterly Billing		\$ 297.00
Check	9446	Claudia Van Groningen	12/18/2025	Bill #120525--Reimb: Student meals & Mileage		\$ 297.06
Check	9447	WM Corporate Services Inc	12/18/2025	Bill #4956591-0165-5--Waste Svc : December 2025		\$ 1,242.15
Check	9448	Investors Property Management	12/23/2025	Bill #January 2026--TACMO Home Office Monthly Rent		\$ 1,000.00
Check	DB120225	Samantha Bowman	12/2/2025	DB120225 - TACMO home office weekly cleaning:11/24 & 12/1		\$ 100.00
Check	DB120325	Employers Insurance	12/3/2025	DB120325 - Worker's Comp payroll & premium charges		\$ 5,811.60
Check	DB120425	LEAF Capital Funding, LLC	12/4/2025	DB120425 - Monthly copier service		\$ 457.99
Check	DB120925	Samantha Bowman	12/9/2025	DB120925 - TACMO home office weekly cleaning		\$ 50.00
Check	DB121025	SoCalGas	12/10/2025	DB121025 - TACMO home office monthly gas bill		\$ 31.78
Check	DB121025-1	Southern California Edison	12/10/2025	DB121025-1 - TACMO home office monthly electricity bill		\$ 133.10
Check	DB121525	LEAF	12/15/2025	DB121525 - LEAF Capital Funding, LLC (Contract 100-6755091-002)		\$ 388.48
Check	DB121625	Cardmember Service	12/16/2025	DB121625 - Community West Bank Visa 8054		\$ 3,749.61
Check	DB121825	Samantha Bowman	12/18/2025	DB121825 - Bowman, Samantha		\$ 50.00
Check	DB122225-5	LEAF Capital Funding, LLC	12/22/2025	DB122225-5 - LEAF Capital Funding, LLC (Contract #100-4730169-003)		\$ 211.64
Check	DB122325	Samantha Bowman	12/23/2025	DB122325 - Bowman, Samantha		\$ 50.00
Credit Card	9515-8054	Panzon Mexican Grill	12/12/2025	12/04 - Panzon Mexican Grill		\$ 15.40
Credit Card	9515-8054	Padlet	12/12/2025	12/01 - Padlet		\$ 9.99
Credit Card	9515-8054	SACXS	12/12/2025	12/05 - SACXS		\$ 297.45
Credit Card	9515-8054	USPS PO	12/12/2025	11/17 - USPS PO		\$ 382.00
Credit Card	9515-8054	Tracfone *Services	12/12/2025	11/17 - Tracfone *Services		\$ 16.52
Credit Card	9515-8054	Comcast / Xfinity	12/12/2025	11/24 - Comcast / Xfinity		\$ 218.56
Credit Card	9515-8054	Forno Classico	12/12/2025	12/04 - Forno Classico		\$ 239.35
Credit Card	9515-8054	Field & Flame	12/12/2025	12/05 - Field & Flame		\$ 405.53
Credit Card	9515-8054	StarBucks Store	12/12/2025	12/08 - StarBucks Store		\$ 14.64
Credit Card	9515-8054	7th Street Standard	12/12/2025	12/08 - 7th Street Standard		\$ 387.59
Credit Card	9515-8054	Costco Whse	12/12/2025	11/24 - Costco Whse		\$ 288.58
Credit Card	9515-8054	Wix.com	12/12/2025	11/24 - Wix.com		\$ 846.00
Credit Card	9515-8054	Jimmy Johns	12/12/2025	11/26 - Jimmy Johns		\$ 153.98
Credit Card	9515-8054	ONO (Visalia)	12/12/2025	11/28 - ONO (Visalia)		\$ 104.03
Credit Card	9515-8054	Constant Contact, Inc.	12/12/2025	12/08 - Constant Contact, Inc.		\$ 62.00
Credit Card	9515-8054	Get Your Teach On	12/12/2025	12/01 - Get Your Teach On		\$ 298.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.



	Name	Board Member Since	Parent?	Office	Term Expiration 2 Year Terms w/ option to renew
1	Alex Tietjen	Feb 2018	BOA	Chair	January 31, 2026
2	Cristina Gutierrez	Apr 2021	No	Vice Chair	January 31, 2027
3	Mary Aceves	Jan 2024	SVA	Secretary	January 31, 2026
4	Marilou Monsivais	Apr 2021	No	Treasurer	January 31, 2027
5	Harold Rollin, Esq.	Mar 2015	SVA	Member	January 31, 2026
6 (min)	Craig Wheaton, Ed.D.	Feb 2017	No	Member	January 31, 2026
7	Sheridyn Blain	Aug 2024	BOA	Member	July 31, 2026
8			No/ BOA/ SVA	Member	
9 (max)			No/ BOA/ SVA	Member	

By 19-20: min =6, max= 9; No fewer than 4 and no greater than 8 members are Parent Reps with no fewer than 2 per school; minimum one non-parent community member on the Board; authorizer MAY (but is not required to) have a representative on the Board.

SVA Administration	
Name	Title
Karin Aure	Superintendent
Corey Morse	Principal
Mackenzie Souza	Vice Principal

BOA Administration	
Name	Title
Karin Aure	Superintendent
Staci Soares	Principal
Alexis Vance	Vice Principal



## Attendance Summary By Grade

**Sycamore Valley Academy**  
12/01/2025 to 12/26/2025 = 15 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	360	0	0	26.00	334.00	22.27	92.78%
0	41	0	0	0	41	615	0	0	65.00	550.00	36.67	89.43%
<b>Subtotal</b>	<b>65</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>65</b>	<b>975</b>	<b>0</b>	<b>0</b>	<b>91.00</b>	<b>884.00</b>	<b>58.94</b>	<b>90.67%</b>
1	45	0	0	0	45	675	0	0	41.00	634.00	42.27	93.93%
2	43	0	0	0	43	645	0	0	73.00	572.00	38.13	88.68%
3	43	0	0	0	43	645	0	0	70.00	575.00	38.33	89.15%
<b>Subtotal</b>	<b>131</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>131</b>	<b>1965</b>	<b>0</b>	<b>0</b>	<b>184.00</b>	<b>1781.00</b>	<b>118.73</b>	<b>90.64%</b>
4	44	1	0	0	45	675	0	0	46.00	629.00	41.93	93.19%
5	43	0	0	0	43	645	0	0	48.00	597.00	39.80	92.56%
6	47	1	0	1	47	720	0	13	90.00	617.00	41.13	87.27%
<b>Subtotal</b>	<b>134</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>135</b>	<b>2040</b>	<b>0</b>	<b>13</b>	<b>184.00</b>	<b>1843.00</b>	<b>122.86</b>	<b>90.92%</b>
7	42	0	0	0	42	630	0	0	70.00	560.00	37.33	88.89%
8	43	0	0	0	43	645	0	0	63.00	582.00	38.80	90.23%
<b>Subtotal</b>	<b>85</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>85</b>	<b>1275</b>	<b>0</b>	<b>0</b>	<b>133.00</b>	<b>1142.00</b>	<b>76.13</b>	<b>89.57%</b>
<b>Grand Total</b>	<b>415</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>416</b>	<b>6255</b>	<b>0</b>	<b>13</b>	<b>592.00</b>	<b>5650.00</b>	<b>376.66</b>	<b>90.52%</b>

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

Signed Tony George  
Date 1/16/26

### 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.]