

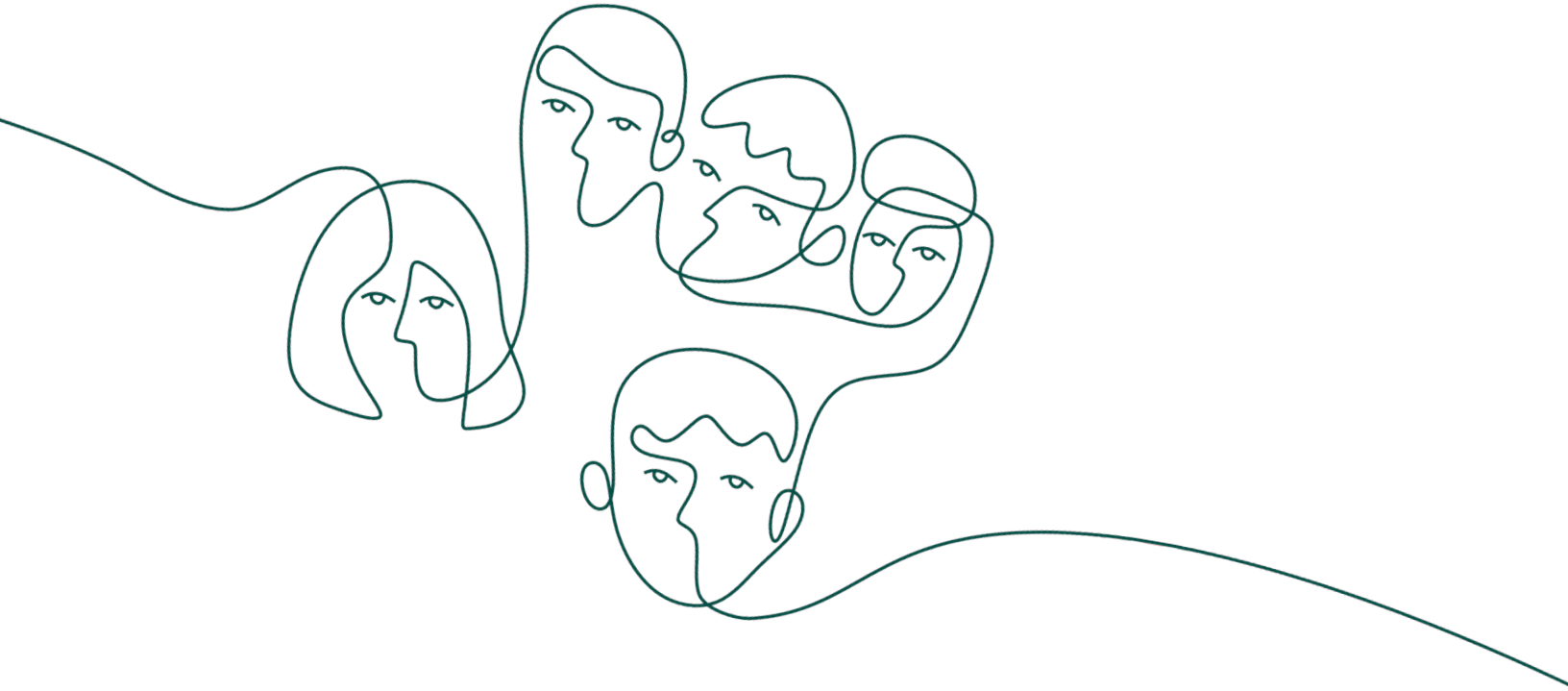
Scope of Work for

# Talent Strategy Support

Presented to

## The Accelerated School

May 21, 2026



## Introduction

During the 2025-26 SY, the Accelerated Schools (TAS) Human Resources team has made significant progress in achieving the key strategic priorities identified in the strategic plan. To build on our momentum, we recommend extending the partnership for an additional year to focus on the priorities identified in the strategic plan for year 2.

## Accomplishments During 2025-26 SY

The accomplishments of the small but mighty Human Resources team during the 2025-26 school year are significant. The many accomplishments include:

- **Recruitment and Hiring**
  - Compiled and analyzed data from the 2025–26 hiring year to identify trends and improvement areas.
  - Created, refined and implemented a data-driven staff recruitment and hiring calendar.
  - Developed a comprehensive Talent Manual to codify key talent practices, clarify roles and responsibilities, and provide user-friendly tools for school-based hiring.
  - Built a hiring dashboard, with hiring metrics to monitor effectiveness and equity in recruitment and hiring and support real-time monitoring.
  - Rolled out the Paycom Recruitment Module, integrating human capital data systems.
  - Held weekly meetings with Talent Specialist to adjust strategy in real-time and support long-term learning for the organization.
  
- **Compensation**
  - Developed a compensation philosophy to guide the compensation redesign process;
  - Conducted a full market analysis of classified roles and home office roles;
  - Conducted financial sustainability testing to evaluate affordability of proposed compensation adjustments for non-represented and SEIU staff;
  - Recommended salary adjustments based on the outcome of the financial sustainability testing;
  - Developed and implemented title and role alignment policy for non-represented and SEIU staff;
  - Created equitable salary tables for non-represented staff based on findings and feedback;
  - Supported roll-out of updated compensation policies and tables.
  
- **Retention**
  - Updated staff stakeholder survey and intent to return surveys to gain a more detailed view of turnover drivers;
  - Developed an Annual Talent Review process, including a school-by-school roster review process to identify retention priorities, review credential status, and provide early intervention for any credential concerns;
  - Provided school leadership with detailed school-level summaries and recommendations to guide leader action planning;
  - Administered and analyzed data from the intent-to-return survey to inform staffing projections, retention next steps, and early recruitment efforts;

- Modernized the exit survey instrument to capture more actionable data on staff departures.
- **Staff Support and Development**
  - Updated the Accelerated “Ways of Being” to align with core values. The Ways of Being will serve as the basis for performance management systems for the organization;
  - Determined that existing formal evaluation tools for classified staff should be updated.
- **Credentials**
  - Conducted a comprehensive review of each staff member’s credential information for completeness, accuracy, and expiration timelines.
  - Identified missing, expired, or soon-to-expire credentials, summarize findings, and flag potential compliance concerns.
  - Developed actionable recommendations per staff member, an annual month-by-month credentials calendar, and an overall compliance summary.
  - Provided a summary report and provide leadership with results and recommendations for discussion. If desired, provide training for HR on credential review and protocols.
  - Completed training for Human Resources Team, to ensure Human Resources team has the skill and knowledge to continue this work in the future.

## Scope of Work

Year 1 focused on recruitment and hiring, retention, and compensation. For year 2, we recommend focusing on staff support and development, while continuing to build infrastructure in recruitment, hiring and compensation. To build on this strong foundation, we recommend the following strategic workstreams:

### Workstream #1: Recruitment and Hiring

- Review and refine all 2025–26 hiring initiatives to analyze outcomes and data from Year 1 recruitment and hiring initiatives to inform Year 2 strategy refinement and prioritization;
- Building on the Talent Manual, which codified the teacher hiring process, develop TAS Staff Recruitment Guide to codify best practices and protocols into a formal recruitment guide;
- Revise all job descriptions to update to reflect TAS Way and integrate role competencies;
- Develop structured hiring tools and interview protocols for SEIU-represented roles based on developed success criteria. *Please note: The development of the success criteria is a two-year initiative and needs to be completed prior to the development hiring guide associated with those roles.*

### Workstream #2: Compensation

- Conduct a comprehensive market analysis for staff represented by UTLA;
- Conduct financial feasibility testing to ensure fiscal stability to any compensation changes to the organization;
- Recommend salary adjustments based on the outcome of the financial sustainability testing;
- Create equitable salary tables for non-represented staff based on findings and feedback;
- Support negotiations and roll-out of updated compensation policies and tables.

### Workstream #3: Retention

- Analyze retention data from the intent return survey and the updated exit survey to unearth bright spots and areas of concern for the coming year;
- Design “Welcome to TAS” onboarding experience with assigned mentors to reduce summer melt and first-year attrition.

### Workstream #4: Support and Evaluation

- Integrate the TAS Ways of Being into performance management systems;
- Develop competency frameworks (success criteria) that clearly articulate skills, knowledge, and behaviors expected for each role in the organization;
- Update the leadership rubrics for leadership staff to reflect revised expectations and growth areas and integrate the TAS Ways of Being;
- Outline clear performance expectations by creating role-specific performance rubrics for SEIU represented roles with standards and observable functions;
- Gather feedback on draft competency frameworks to staff before final adoption;
- Align organization structure to match role clarity documents and decide staff and supervisory structure;
- Design regular feedback cycles for SEIU represented roles tailored to different operational functions;
- Develop training materials for operational leaders on effective performance management practices;
- Expand network-wide professional learning by focusing on non-instructional staff using prioritized competency areas from newly developed frameworks;
- Launch the operational performance management system with implementation guides and resources;
- Deliver targeted training for all operational supervisors on effective goal-setting, performance monitoring, and feedback delivery;
- Revise hiring rubric and process to align with TAS values, including behavioral interview questions and culture-communicating recruitment materials;
- Implement a values-based performance feedback and evaluation framework, include specific behavioral indicators for each core value;
- Partner with the academic team to:
  - Launch the revised instructional performance management system across all TAS schools with comprehensive implementation guides;
  - Conduct calibration sessions with instructional leadership teams to ensure consistent application of performance standards;
  - Revise cadence of classroom observation cycles with clear pre- and post-observation protocols;
  - Develop digital tools to streamline observation documentation, feedback delivery, and performance;
  - Track available data on a shared platform with controlled access;
  - Support the development and implementation of the aspiring principal and aspiring assistant principal program.

## Workstream #5: Credentials

- Create a centralized tracker for credential, assignment, and compliance to consolidate key compliance data to support monitoring, reporting accuracy, and proactive identification of potential misassignments;
- Create a School Leader Guidance document outlining credentialing essentials and compliance expectations for school leaders;
- Develop an internal reference guide for credentialing processes and procedures to create a consistent internal standard for managing credential compliance and responding to common certification scenarios;
- Support the development of a course catalog including Course title, CALPADS code, state provided description;
- Compile a list of approved courses and course codes used by schools to maintain a standardized reference for course offerings to support accurate scheduling, reporting, and credential authorization alignment across schools.

## Workstream #6: Strategic Plan Project Management

Effective implementation of Priority #2 requires coordinated project management to keep workstreams on track, ensure alignment across leadership, and translate strategic goals into actionable plans. To support this, Schoolhouse Consulting will provide the following project management services throughout Year 2:

- Maintain ongoing alignment between workstreams and TAS's broader strategic plan priorities, ensuring deliverables map directly to strategic plan goals;
- Develop and maintain a master work plan for the year with clear milestones, owners, and timelines across all workstreams; adjust priorities in response to emerging needs and organizational capacity;
- Provide regular progress updates to the Chief Human Resources Officer, including status of key deliverables, upcoming milestones, and any risks or roadblocks;
- Facilitate standing check-ins and working sessions with HR leadership and school-based stakeholders to drive decision-making and maintain momentum across workstreams;
- Support clear and timely communication with key stakeholders, including principals, cabinet, and the board, about progress, upcoming work, and decisions needed;
- Provide guidance on sequencing and rolling out new systems, tools, and processes so that changes are adopted effectively at the school and network level;
- Ensure key decisions, tools, and processes are documented and organized so that institutional knowledge is retained and accessible to TAS staff over time;
- Identify opportunities to build internal TAS capacity to own and sustain each workstream independently, with a focus on long-term organizational self-sufficiency

## Cost and Scope

To provide TAS with the strongest support in the most cost-effective way, we recommend a monthly retainer framework capped at 96 hours. This structure allows deliverables to flex with shifting priorities within the assigned capacity. By providing 30 days' notice, deliverables can be adjusted for the following month's scope. The project list above reflects possible work between July 2026 and June 2027, not a fixed or exhaustive set of deliverables.

Given our strong ongoing working relationship and with a one-year contract, we are happy to extend a discount of \$400 per month, for an annual savings of \$4,800.

Workstream	Timeline	Cost
Monthly Strategic Planning	July 2026 through June 2027	\$14,400/month
Discount for 1 Year Contract		(\$400)/month
<b>Monthly Fee</b>		<b>\$14,000/month</b>

Project fees will not exceed agreed-upon amounts without prior approval and a written amendment to this agreement signed by both parties. In the event that additional support is needed and capacity is available, additional hours can be purchased at an agreed upon fee.

**About Schoolhouse Consulting**

Schoolhouse Consulting empowers schools with the tools and expertise to attract, develop, and retain top educational talent. We are driven by a profound commitment to ensuring that every student has access to exceptional educators. We help you strengthen your human capital systems across three key dimensions: identifying and retaining high-performing people, aligning roles to your strategic priorities, and building sustainable systems your team can trust year after year.

**About Julia Stuart Yilmaz**

With a deep passion for education and over twenty years of experience in the K-12 sector, Julia has dedicated her career to empowering schools with the tools and expertise necessary to attract, develop, and retain top educational talent. Before founding Schoolhouse Consulting, she was the Vice President of Staffing for Alliance College-Ready Public Schools, one of California's largest charter management organizations. As an educational talent consultant, both as a consultant for TNTP and as the founder of Schoolhouse Consulting, she has advised senior district, state, and charter management clients on a wide range of strategic human capital issues. Her work has encompassed performance management systems, teacher pipelines, and recruitment strategies, always with a focus on ensuring that every student has access to exceptional educators. Julia holds a Bachelor’s Degree from UC Berkeley, a Master’s from Pace University, and an M.Ed. in Educational Policy and Management from Harvard University.

**About Kaelan Dashman**

Kaelan is an independent consultant with 15 years of experience in the K-12 education non-profit sector. Deeply committed to fostering student growth and academic excellence, Kaelan specializes in recruiting and retaining exceptional talent, with particular expertise in teacher licensing. She has extensive experience leading high-impact process improvement, designing mission-aligned policies and protocols, and developing data-informed solutions to operational inefficiencies. Previously, she oversaw teacher licensing at Alliance College-Ready Public Schools and led new teacher onboarding and retention with Teach For America Los Angeles. After earning a Bachelor of Arts in English from UC

Berkeley, she partnered closely with students and families at a middle school in South Los Angeles, which ignited her passion for education and inspired her to pursue a M.Ed. in Educational Policy and Management from Harvard University.