

THE VALLEJO CITY UNIFIED SCHOOL DISTRICT STAFF REPORT ON GRIFFIN ACADEMY HIGH SCHOOL

CHARTER RENEWAL PETITION

The following provides a summary of the Vallejo City Unified School District's (District) staff report of its proposed finding of fact and recommendation (Staff Report) concerning Griffin Academy High School's (GAHS) charter renewal petition (Renewal Petition).

Introduction and Procedural Background

GAHS has operated as an independent, classroom-based charter school under the authorization of the District since 2020. Based on the most recent 2025 California School Dashboard (Dashboard) data, GAHS serves a student population of approximately 186 students spanning ninth through twelfth grade consisting of approximately 51.1% Hispanic, 6.5% White, 18.8% African American, 8.1% Filipino, 4.3% Asian, 5.9% two or more races, 1.1% Pacific Islander and 4.3% not reported. In addition, 73.1% of students are identified as Socioeconomically-disadvantaged and are eligible for free/reduced-price meals, 15.6% of students are English Learners, 31.2% are Reclassified Fluent English Learners, 2.7% Homeless Youth, and 11.3% of students are identified as students with disabilities.

GAHS' current charter term expires on June 30, 2026, and it is seeking a five-year renewal term commencing on July 1, 2026 and ending June 30, 2031.

The District received a copy of GAHS' renewal petition on October 15, 2025 with a signed certification deeming the Renewal Petition to be complete. Therefore, the District commenced the timelines under Education Code (EC) section (§) 47605(b) based on this date.

On November 19, 2025, the District's Board of Education (Board) held a public hearing to determine the level of support for the Renewal Petition by teachers, other District employees, and parents/guardians.

On January 14, 2026, the District's Board will hold a second public hearing during which the Board will consider the admissions preferences included in the renewal Petition and take action to either grant or deny the Renewal Petition.

As discussed in further detail below, District staff, in consultation with legal counsel, have

conducted a comprehensive review of the Renewal Petition and the performance of GAHS utilizing the charter renewal criteria under Assembly Bill 1505 and codified in EC §§ 47607 and 47607.2. Based on that review and the charter school's status as a middle-performing charter school, District staff finds that GAHS qualifies for renewal for its proposed five-year charter term from July 1, 2026 through June 30, 2031.

Charter Renewal Criteria and Findings of Fact

The consideration of a renewal petition requires the District to (1) determine whether the charter school meets applicable eligibility requirements using the accountability criteria under Assembly Bill 1505 (codified in EC §§ 47607 and 47607.2) and reflected in the Dashboard, and (2) evaluate whether the renewal petition meets the standards and criteria set forth in EC § 47605. An analysis of these two components of the charter renewal process are addressed in detail below and include District staff's corresponding findings of fact.

1. GAHS' Eligibility for Renewal Under New Accountability Criteria/Findings of Fact

EC §47607 provides that a “chartering authority may grant one or more subsequent renewals pursuant to subdivisions (b) and (c) and §47607.2.” These provisions detail a three-tiered system that categorizes a charter school as a high-performing, middle-performing, or low-performing charter school. The designation of a charter school in a particular tier determines the level of review that the chartering authority must conduct to evaluate whether the charter school is eligible for renewal of its charter.

The California Department of Education provides access on its website to a list of California public charter schools and their respective performance tiers to which they have been assigned based on the criteria set forth in EC §§ 47607 and 47607.2. This list is available at <https://www.cde.ca.gov/sp/ch/performcategorydf.asp>.

a. Eligibility for Charter Renewal as a “Middle-Performing” Charter School

GAHS qualifies as a “middle-performing” charter school. Placement in this tier requires the District to evaluate the following:

- GAHS' performance on the state and local indicators on the Dashboard, both on a schoolwide basis and for all student subgroups served by the charter school.

The District must give greater weight to GAHS' performance on measurements of academic performance.

- Clear and convincing evidence, as demonstrated by verified data, which shows that GAHS has either (1) achieved measurable increases in student academic achievement, as defined by at least one year's progress for each year in school, or (2) strong post-secondary outcomes (e.g., college enrollment, persistence, and completion rates equal to similar peers).

By satisfying the above criteria, the District's Board must grant a renewal term of five years, except as specified below.

The District's Board may deny renewal of a charter school in the middle-performing tier only upon making the following specific written findings:

1. The charter school has failed to make sufficient progress toward meeting standards that provide a benefit to the school's students;
2. Closure of the charter school is in the students' best interests; and
3. The decision provided greater weight to performance on "measurements of academic performance"—the test-based indicators in English-Language Arts and mathematics, the English Learner Progress Indicator, and the Career and College Indicator (if applicable).

b. Findings of Fact

The following include District staff's findings of fact concerning **GAHS'** designation as a middle-performing charter school.

Finding of Fact No. 1: GAHS' performance on the state and local indicators demonstrate overall that it is showing improvements schoolwide and among most subgroup populations (except as noted below).

The District has considered GAHS' performance on a schoolwide basis and among all subgroups served by the charter school as identified on the Dashboard, giving greater weight to the charter school's performance on measurements of academic performance. The District's evaluation includes the data detailed in the Renewal Petition, and the results on the Dashboard, including the most recent release of the results for the 2024-2025 school year.

District staff has determined that GAHS meets the requirements to qualify for renewal as a middle-performing charter school. Overall, GAHS improved its performance in both English Language Arts

(ELA) and Mathematics—performing above standard in ELA and decreasing the points below standard in Mathematics on the 2025 Dashboard. However, there is a noted decline in English Learner (EL) progress (11.5%) and Career and College readiness (32.4%) and an increase in Suspensions (4.7%) schoolwide, with a significant increase for the African American (AA) (24.4%) and Socioeconomic Disadvantaged (SED) (14.8%) subgroups.

On the most recent 2025 Dashboard, data shows that GAHS received the following performance levels on a schoolwide basis:

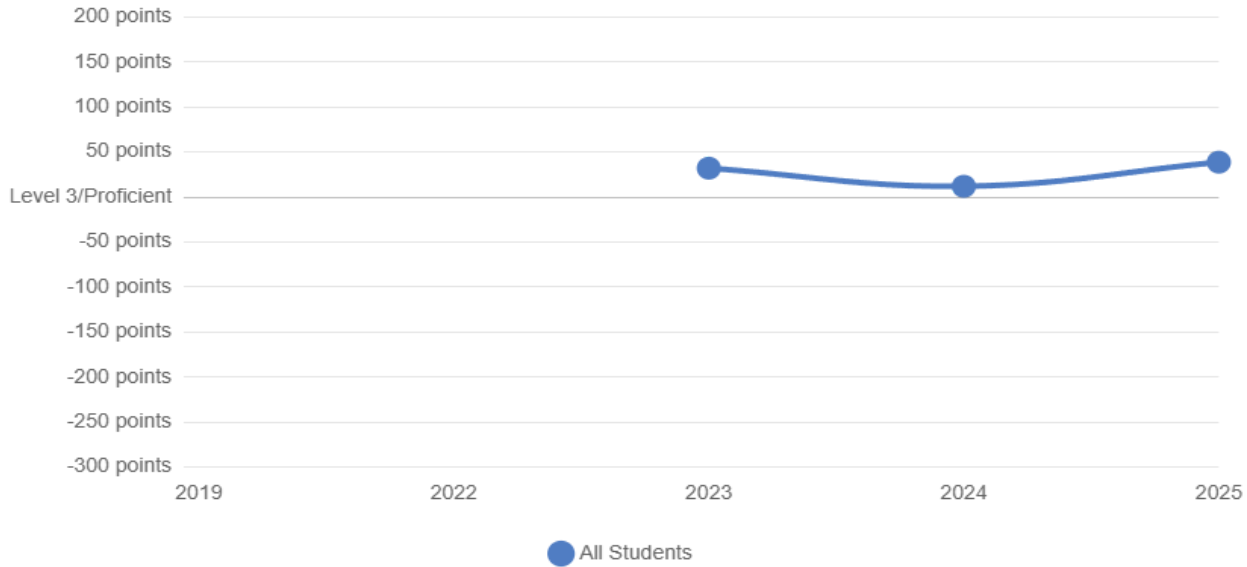
- ELA: Blue (38.7 points above standard, increased by 26.8 points)
- Mathematics: Yellow (76.1 points below standard, narrowed distance by 32.2 points)
- EL Progress: No color (38.5% making progress, declined by 11.5%)
- College/Career readiness: Orange (18.8% prepared, declined by 32.4%)
- Graduation rate: Orange (85.5%, declined by 1.7%)
- Suspension rate: Red (11.4%. Increased by 4.7%)

The following graphs support GAHS' qualification as a middle-performing charter school.

Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. Level 3/Proficient is identified as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

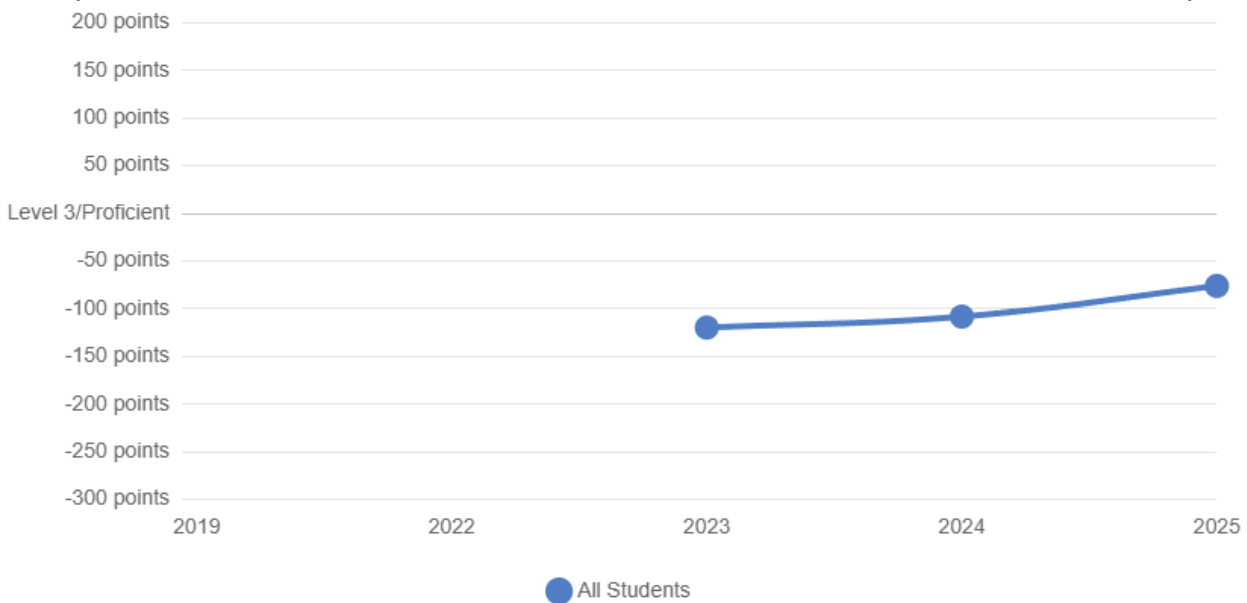
Distance from Standard ELA

A comparison of ELA results for years 2023, 2024, and 2025 reflect minimal growth.



Distance from Standard Mathematics

A comparison of Math results for 2023, 2024, and 2025 indicate a continued move towards proficiency.



ELPI

The ELPI declined by 11.5% and the LTEL EPLI declined by 9.8% according to the 2025 Dashboard.

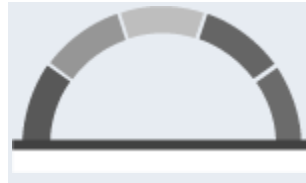
English Learners
Student GroupState



No Performance Color

38.5% making progress
Declined 11.5%
Number of Students: 26

Long-Term English Learners
Student GroupState



Long-Term English Learners

42.9% making progress
Declined 9.8%
Number of Students: 21

Neither group is on par with the 2025 State's Performance.

English Learners
Student GroupState



Yellow

46.4% making progress
Maintained 0.7%
Number of Students: 777,537

Long Term English Learners
Student GroupState



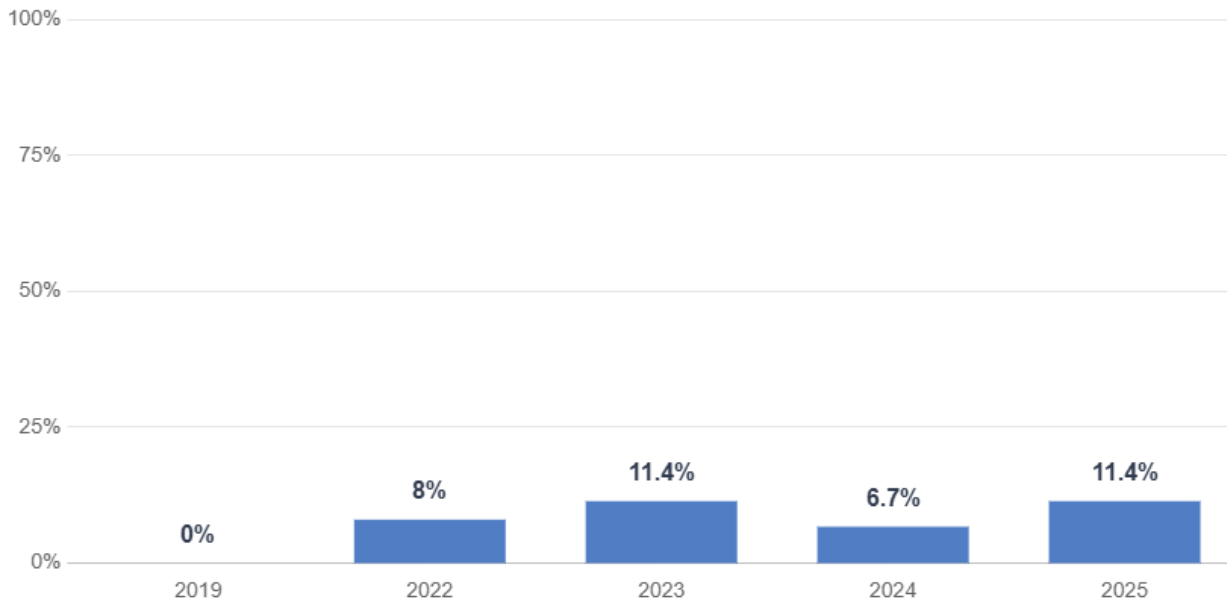
Green

49.1% making progress
Increased 3.3%
Number of Students: 216,852

The Renewal Petition states that the EL population is improving on the EL proficiency assessments as indicated by the ELPI Dashboard 2024. However, the data for 2025 shows a decline. The District will expect GAHS to explore the reasons behind the decline in the performance indicator for the EL population, and implement additional strategies to increase and maintain future progress.

Suspension Rate

GAHS’ suspension rate is of particular concern, particularly in the AA and SED subgroups. The following graph displays the overall suspension rate for each of the past four years.



The increases in the AA and SED subgroups for 2025 are displayed below:

African American

Student GroupState



Red
24.4% suspended at least one day
Increased 13%
Number of Students: 41

Socioeconomically Disadvantaged

Student GroupState



Red
14.8% suspended at least one day
Increased 6.8%
Number of Students: 155

The Renewal Petition indicates that reducing the number of suspensions is a concern and GAHS has “been working diligently to reduce the suspension rate by using alternatives to suspension” with the note that “reducing the suspension rate is a priority in the Performance Improvement Plan” (Renewal Petition, p. 28). The overall goal for each of the subgroups is to have a 3% or lower suspension rate utilizing the following actions:

- Implementing positive behavior interventions including restorative practices; and
- Incorporate alternatives to suspension.

(Renewal Petition, p. 109).

The Performance Improvement Plan lists the following actions that GAHS will take to reduce the suspension rate:

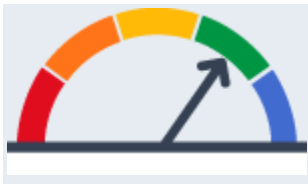
- Implement SEL curriculum with fidelity;
- Receive professional development on SEL curriculum, positive behavior interventions, targeted supports for at-risk students, classroom management, and restorative justice practices;
- Streamline services provided by Wellness Coach;
- Utilize alternatives to suspension;
- Increase campus supervision during unstructured time;
- Conduct teacher coaching and feedback related to classroom management;

- Implement MTSS with fidelity to address issues at Tier I, II;
- Utilize onsite counseling support by Counseling Interns;
- Continue Check In/Out strategy for struggling students;
- Streamline counseling referral procedures for students and families;
- Analyze data to inform time, place and frequency of behavior; and
- Focus on positive behavior through school culture events.

While these actions are laudable, they are ambitious. The District will expect GAHS to develop a system of “accountability” that includes specific timelines to ensure such actions are implemented, and track their effectiveness to reduce the number of suspensions to the 3% or below goal, as stated in the Renewal Petition.

College/Career

State



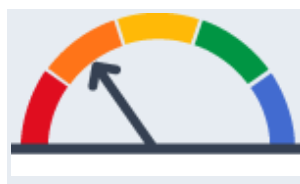
Green

Prepared 51.7%

Increased 3.1%

Number of Students: 497,814

GAHS



Orange

Prepared 18.8%

Declined 32.4%

Number of Students: 69

The College/Career indicator declined for all students based on the 2025 Dashboard. This indicator shows that 18.8% of students were Prepared, declining by 32.7% from 2024. As this is an Early College high school, where students have an increased opportunity to enroll in college level course work, the number of students not prepared is confounding and discouraging. The State results for this indicator increased by 3.1% to 51.7% prepared. Additionally, the Renewal Petition indicates that GAHS will offer a CTE pathway; however, there is no description of what that pathway will look like, only that it will be achieved via dual enrollment with a community college (Renewal Petition, pps.93-94). As there are no AP courses offered and limited CTE pathways offered, the only option to ensure college/career preparedness is through achievement levels on the Smarter Balance Assessment Consortium or relying on completion of a pathway through the Community College system. The development of schoolwide CTE pathways or the addition of AP coursework is advisable and encouraged to increase the preparedness of students.

Graduation Rate

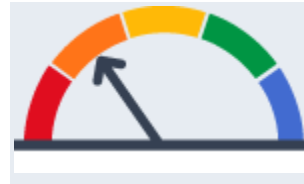
The graduation rate for GAHS declined by 1.7% from 2024, with the note that this is the second year for which graduation rates were measured with an increase of 30 students adding to the total number of those tested.

State



Green
87.8% graduated
Increased 1%
Number of Students: 507,889

GAHS



Orange
85.5% graduated
Declined 1.7%
Number of Students: 69

GAHS' graduation rate is 2.3% lower than the States' graduation rate. Additionally, it is 8.7% lower than its sister school, MIT Academy High School. Once again, with access to college courses on campus and the ability to earn credits at an accelerated rate due to that factor, the decline, albeit minimal, is concerning. It is also noted that the Renewal Petition does not place an emphasis on the role of the college and career guidance counselor. As an Early College high school, the role of the counselor in assisting students with their college and career planning and readiness should be critical. The Renewal Petition does indicate the role of Avid in assisting students with their college plan, as well as their advisor, who loops with the student. However, there is no mention of creating a college plan or method of tracking the progress of each student toward its achievement. The District expects GAHS to develop a mechanism by which each student's college and career plan is tracked with checkpoints so that academic support is in place, ensuring each student is on track for graduation. Additionally, this will support the improvement of GAHS' performance on the College/Career indicator.

Finding of Fact No. 2: There is clear and convincing evidence, as demonstrated by verified data, which shows that GAHS has achieved measurable increases in student academic achievement as defined by at least one year's progress for each year in school.

In addition to CAASPP assessment data, GAHS provided local assessment data, including data from the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP). This assessment system has been approved by the State Board of Education and qualifies as "verified data" for purposes of the

charter renewal analysis.

The Renewal Petition states on page 30 that “GAHS has demonstrated **consistent year-over-year progress in ELA and Math**, as evidenced by NWEA MAP Growth results from Fall to Spring over the past three school years. The Conditional Growth Index (“CGI”) measures student progress in standard deviation units, with a score of -0.2 or higher indicating at least one year’s academic growth. A CGI of zero represents typical growth relative to national norms, while positive scores indicate growth exceeding expectations.”

According to the Renewal Petition, GAHS students met or exceeded the threshold for one year’s progress in ELA and Math across all grade levels. The data for the 2024-25 school year reflects continued improvement with positive CGI scores across multiple grade levels and subjects. The Renewal Petition further states that the growth trends were strong across subgroups demonstrating that GAHS’ instructional practices were effectively supporting diverse learners. The following breakdowns were provided in Renewal Petition (pp. 30-31):

- Hispanic/Latino Students: Showed steady improvement in both ELA and Math, with all grade levels meeting or exceeding one year’s progress by 2024–25. Notably, grade 11 Math reached a CGI of 0.9, and grade 10 ELA grew to 0.3, indicating sustained academic advancement.
- Filipino Students: Demonstrated accelerated progress, particularly in Math. By 2024–25, grade 10 Math reached an exceptional CGI of 1.8, reflecting growth well above national norms. ELA growth remained positive overall, with most grades meeting or exceeding expected progress.
- African American/Black Students: Achieved consistent year-over-year improvement, with significant gains in both subjects by 2024–25. Grade 9 ELA reached a CGI of 2.0, and grade 12 Math reached 1.1, signaling exceptional growth.
- SED Students: Made measurable progress across all grade levels, with most groups meeting or exceeding the threshold for one year’s growth in 2024–25. Grade 11 Math improved from -0.2 in 2022–23 to 0.8 in 2024–25, while grade 9 ELA rose from -0.5 to 0.6.
- ELs: Demonstrated the most significant academic gains across the school. In 2024–25, ELs achieved accelerated growth in both ELA and Math, with grade 9 ELA reaching 1.6 and grade 11 Math reaching 2.1, indicating progress far above national norms and validating the effectiveness of targeted language and academic interventions.

As the Renewal Petition states, these results are an indication of sustained growth from year to year and equitable achievement for all learners.

2. Charter Petition Renewal Criteria Under EC §47605 / Finding of Fact

EC §47607 provides that charter renewals are governed by the standards and criteria set forth in EC §47605 and must include, but not be limited to, a reasonable comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

a. Grounds for Denial

The governing board of a school district shall not deny a petition unless it makes written factual findings specific to the particular petition, setting forth specific facts to support one or more of the following findings:

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain the number of signatures required by subdivision (a) of EC §47605. *(The signature requirement is **not** applicable to a renewal petition.)*
4. The petition does not contain an affirmation of each of the required conditions.
5. The petition does not contain reasonably comprehensive descriptions of all required elements.
6. The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act.
7. The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. *(This finding is **not** applicable to a renewal petition.)*
8. The school district is not positioned to absorb the fiscal impact of the proposed charter school. *(This finding is **not** applicable to a renewal petition.)*

b. Findings of Fact

The District conducted a comprehensive review and evaluation of the GAHS Renewal Petition, which included a detailed analysis of its educational program, measurable student outcomes and methods for measuring student progress, fiscal and governance structures, student admissions and discipline, labor and personnel issues, facilities and operations, and legal issues. Overall, as detailed below, the Renewal Petition included reasonably comprehensive descriptions of the required legal elements. District staff did, however, identify areas in the Renewal Petition that lacked clarity, resulted in some confusion to the evaluator, or need to be updated to be consistent with current regulations. These areas are noted in this Staff Report and come with the District's expectation that upon renewal, the identified findings in areas lacking clarity, causing confusion or need updating to be consistent with current laws and regulations be addressed, clarified and corrected with a written addendum to the Renewal Petition. District staff also recommends that the parties develop and execute a new memorandum of understanding to be approved by their respective governing boards prior to July 1, 2026 if the Renewal Petition is approved.

Below, the District outlines its proposed findings of fact addressing the general categories of review.

Finding of Fact No. 3: The Renewal Petition generally presents a sound educational program for the students enrolled in the charter school.

GAHS' Renewal Petition describes an educational program that is consistent with sound educational practice. GAHS uses the Gradient Learning platform (formerly Summit Learning). Gradient Learning is a research-based and standards-aligned platform that integrates curriculum, assessment and social-emotional learning across core subject areas. The digital format is designed for individual student Chromebooks and allows teachers to deliver differentiated instructional lessons addressing students' learning styles. The Renewal Petition outlines a program and framework with an emphasis on providing students technology-focused, experiential learning by integrating technology into the curriculum and preparing students to be self motivated, technologically skilled, responsible global citizens leading to success in high school, post-graduation college and/or careers. The Renewal Petition also outlines a Multi-tiered System of Supports ("MTSS") that will drive students' academic, behavior, and social-emotional wellness. These supports include the evidence-based practices of AVID, Positive Behavioral Interventions and Supports ("PBIS"), Restorative Justice, and/or counseling-related services. GAHS incorporates AVID strategies into its curriculum schoolwide with professional development being provided to teachers to employ these strategies across the curriculum. In addition, AVID is offered as an elective course to focus on AVID methodologies.

GAHS is designed as an Early College High School and provides all students the opportunity to earn an

Associate's Degree along with their high school diploma. The Renewal Petition states that all students will be required to complete 30 college credits, effective with the 2028 graduating class. GAHS has partnered with several community colleges, including a formal partnership agreement with Contra Costa Community College. Dual enrollment courses, which count for both high school and college credit, are offered and reserved exclusively for GAHS students. These courses are transferable to both California State University and University of California campuses.

The Renewal Petition includes descriptions of actions taken to accommodate special populations and describes the MTSS, the Student Study Team process, supporting low achieving students, supporting high achieving students, supporting socioeconomically disadvantaged students and the social emotional needs of students. The descriptions are general and adequate in describing how special populations are supported. However, the Renewal Petition fails to provide concrete examples of modifications, not just accommodations, for students with moderate-to-severe needs to access the rigorous, project-based Summit curriculum.

Although providing counseling and related services is listed as an “evidence based practice” to “drive students’ academic, behavior, and social-emotional wellness” (p. 39), the role of a counselor was only mentioned with regards to high achieving students (p. 70).

Assessment

*The **counselor** will identify academically high-achieving students by collecting data from existing sources, such as, the cumulative record, CAASPP data, quarterly benchmark results, grades, interviews with advisors, and parent/guardian questionnaire.*

*GAHS' **counselor** will identify academically high-achieving students from varying linguistic, economic, and cultural backgrounds. These students will have the opportunity to participate in dual enrollment courses and other student leadership roles such as president of a club or captain of a team. The administrator and later **counselor** will be responsible for keeping parents/guardians abreast of specialized programs and extracurricular activities directly relating to academically high-achieving students. Griffin Academy High prepares students in Vallejo to be ready for college, career, and life through diverse, innovative instructional programs that focus relentlessly on student academic achievement and social and emotional well-being.*

As each student is required to attain a minimum of 30 college credits to graduate from GAHS, it would appear that a counselor would also be involved in working with all special populations to ensure that they

can actively engage in the curriculum for which they need in order to graduate high school and prepare for post-high school graduation, college or career.

As previously mentioned in this Staff Report, the 2025 Dashboard's College/Career indicator shows that 18.8% of students were prepared for college and/or career, declining by 32.7% from 2024. GAHS, as an Early College High School, needs to be concerned with these results. It appears that the support in place to adequately prepare students for life after high school may not be available for all student groups. Even though the Renewal Petition mentions "Counseling-related activities," the only description of these activities is for the high achieving student. There is no evidence of a robust guidance counseling program which would assist in the development of a high school student's individual graduation and post-secondary plan and the tracking mechanism needed to monitor each student's progress towards graduation and post-high school success. And yet, on p. 106 of the Renewal Petition in **Element B, Measurable Student Outcomes**, under **State Priority 4 Student Achievement, Subpriority E AP Exam Passage Rate** under **Actions to Achieve Goal** is listed "*Offer academic counseling and support to guide students in selecting rigorous courses that align with their college and career goals*". The District expects GAHS to address the decline on the College/Career indicator, which shall include outlining measures or actions needed to track the progress and performance levels of each of their students along with a description of counseling-related activities employed at GAHS. These actions may also assist in improving the charter school's graduation rate, which also declined in 2025.

The Renewal Petition includes a number of charts and graphics displaying a variety of elements critical to a student's high school journey. These charts include a daily student schedule, grading metrics and graduation requirements. The graduation requirements chart (p. 91) displays the credits needed in the core areas for graduation and displays requirements needed for admittance into California State University and University of California campuses, as well as what is needed for highly selective colleges and universities. Additionally, a separate chart shows the additional GAHS graduation requirements of community service, internship and college units. The college unit requirement lists 30, but the description lists "12 (30) college units" (p. 91). The way this is displayed is confusing. As these are the graduation requirements for the class of 2027, one can assume that this class only needs 12 college credits for graduation, not the 30 required for the class of 2028. However, this is not explicitly stated and the assumption could be incorrect. Additionally, the total number of credits needed for graduation as displayed in the chart is 240 (p. 91), but on the next page of the Renewal Petition under the heading of "Promotion Policy" it lists the credits needed each year for the student to be on track for graduation. It states for "12th grade 245 credits required for graduation." This needs to be clarified.

The Renewal Petition also fails to explicitly state the number of high school credits available for a student to earn. One can only assume that based on an eight-period alternating day schedule, a student passing all classes could earn a total of 320 credits. The Renewal Petition does not address whether students are required to take eight classes each semester; rather, it simply just provides the daily schedule.

The Renewal Petition includes a generally compliant and comprehensive description of the process for identifying, teaching, reclassification and monitoring of English learners, and the engagement of their family in the process. However, there are areas where additional or clarifying information is recommended. The Renewal Petition includes the following language on p. 73: "Students who indicate that their **home** language is other than English will be assessed using the English Language Proficiency Assessments..." The correct identifier should be "**primary**" language rather than "**home**" language. Additionally, when the fourth question of the survey is the only question answered with a language other than English, testing is at the discretion of the school. This was not addressed in the Renewal Petition. Additionally, there was no protocol to distinguish between language acquisition and learning disabilities for ELs, and the use of the alternative ELPAC for students with significant cognitive disabilities was not addressed.

The Renewal Petition also includes strategies for English learner instruction and intervention, and describes integrated ELD and designated ELD, stating that ELD teachers receive training and ongoing professional development to ensure curriculum implementation and student progress monitoring. The Renewal Petition also mentions monitoring teacher qualifications; however, there is no mention as to whether all teachers are appropriately credentialed to teach ELs that the Renewal Petition lacks a description of the teacher monitoring process. Additionally, the Renewal Petition mentions the English Learner Advisory Committee (ELAC) (pp. 131-132) but does not describe strategies used to engage EL families or how committee members of the ELAC are recruited or selected to serve on the committee.

The Renewal Petition outlines a general referral and monitoring process for students with disabilities. The Renewal Petition states that parents will receive timely reports on their student's progress "as frequently as report cards are provided" for non-special education students (p. 84). However, there is no description of a proactive, team-based monitoring cycle to adjust interventions between annual IEPs, thereby missing a quality indicator for continuous monitoring and improvement.

Finding of Fact No. 4: The Petitioners are demonstrably likely to successfully implement the program.

GAHS is a school under the umbrella of Griffin Technology Academies (GTA), and has operated schools within the District since 1999. GAHS has been in operation since 2020. The Petitioners have demonstrated that they can successfully implement educational programs. Under the District's oversight, and after

addressing a Notice of Violations related to fiscal management and practices, GTA has made significant progress in GTA’s management and protocols. The District continues to monitor and oversee areas related to the fiscal health of each of the schools under their umbrella. GTA management continues to be responsive to any concerns the District brings to their attention.

GAHS has revised its enrollment calculations from the original charter to reflect enrollment trends experienced over the past five years. The Renewal Petition projections for the next five years are the following (based on a current enrollment of 170):

Grade level	2026-27	2027-28	2028-29	2029-30	2030-31
9th grade	50	60	70	75	80
10th grade	51	60	64	73	78
11th grade	46	51	59	63	71
<u>12th grade</u>	<u>42</u>	<u>41</u>	<u>46</u>	<u>53</u>	<u>57</u>
Total	189	212	239	264	286

Based on an analysis of the GAHS’ multi-year projections, cash flow, and budget assumptions included with the Renewal Petition, GAHS appears financially stable and its budget is balanced across all years of the proposed five-year charter term.

The District notes, however, that concerns have been raised with GTA regarding inter-organizational loans among the GTA-affiliated schools, which the District understands were intended to facilitate or support cash flow among the schools. The District will be meeting with GTA leadership in early January 2026 to ensure these concerns have been effectively addressed and resolved.

Finding of Fact No. 5: The Renewal Petition contains an affirmation of each of the required conditions.

The Renewal Petition includes all required affirmations and assurances.

Finding of Fact No. 6: The Renewal Petition generally provides reasonably comprehensive descriptions of required elements set forth in EC §47605 with some exceptions as noted below.

Element A: Educational Program

The Educational Program is relatively comprehensive with areas of concern and need for clarification described and noted in **Finding of Fact No. 3.**

Element B: Measurable Student Outcomes

The content included in GAHS' measurable student outcomes is somewhat adequate and detailed. However, the District identified concerns with the measurable student outcomes for the SWD population, which lack specific, numeric growth targets aimed at closing the achievement gap. This is particularly concerning when considering that the Dashboard data reflects significant gaps for the SWD student group. The District also found the following to be inconsistent, lacking in sufficient detail, or poorly developed:

State Priority 1, Subpriority A (Basic Services; teachers)

The goal to achieve Subpriority A has already been met as indicated in the 2025 Dashboard, as well as in a recent audit of teacher credentials conducted by the District. However, the actions to achieve GAHS' goal for this priority or to increase the number of teachers with clear credentials may require additional actions beyond simply an annual review. Actions taken to ensure teachers are on track to clear their credentials and are current with their licensing need to be described.

State Priority 3, Subpriority A (Parental involvement; achieving/maintaining)

The goal is to *create an inclusive environment by including parents/guardians in activities and communications*. The actions to achieve goals are:

- The Charter School will provide opportunities for regular meetings that will allow parents/guardians to be partners in their child's education through conferences and meetings.
- The Charter School will provide opportunities for parents/guardians to serve on committees like SSC, ELAC, and FLC to inform decisions made by the Board.
- Parents/guardians will be encouraged to volunteer at the Charter School, by attending school events and activities, or by supporting students at home.
- The Charter School will seek input for the development of the LCAP through local climate surveys and school meetings.

The measurable outcomes for each subgroup are the same:

- 30% of parents/guardians will participate in the annual school climate survey.
- 90% of parents/guardians will indicate that they feel safe at school.

- 90% of parents/guardians will indicate that they feel connected to the school.

The methods of measurement consist of:

- Parent/Guardian workshop sign-in sheets
- Parent/Guardian Teacher Conference sign-in sheets
- Calendar of Events
- Flyers for school events
- Verification of Non-Mandatory Volunteer Hours
- Local Climate Survey Results

The methods of measurement correlate with the activities provided for parents/guardians. However, the measurable outcomes do not appear to be consistent with the goal and only correlate with the measurement method for the climate survey. Based on the listed measurable outcomes, the creation of an inclusive environment depends upon only 30% of parents completing a survey and 90% of those parents feeling safe and connected to the school. This would account for only 27% of parents feeling safe and connected. It is difficult to understand how this measurement satisfies the goal of creating an inclusive environment.

State Priority #4, Student Achievement, Subpriority E AP Exam Passage Rate

As GAHS does not offer AP courses, it should be noted in this subpriority that although GAHS does not offer AP coursework, the Early College program meets the “spirit” of this sub-priority.

State Priority #5 Other Student Outcomes, Subpriorities C and D

The goal for each of these subpriorities is for students to demonstrate grade level skills and content knowledge in social science and science. However, the goal for each subgroup is that 70% or more of students will pass these courses. If only 70% of students pass these courses, this would severely impact the graduation rate of GAHS students as these courses are required for graduation.

Although the goals and objectives are generally adequate in Element B, it does not appear that several of the measurable outcomes were completely thought out. District staff expect GAHS to reevaluate the measurable student outcomes and update them to ensure they appropriately address all student groups served by the charter school, are measurable, and are internally consistent and in alignment with other

related goals and outcomes for the student population served by the charter school. The District expects that these updated outcomes will be reflected in a written addendum if the Renewal Petition is approved.

Element D: Governance

This section of the petition is virtually identical to the section in GTA's renewal petition for Mare Island Technology's Middle School (MITA) that the District's Board renewed in July 2025. During that renewal process, the District found that this section was generally comprehensive as are the findings of this review. However, a finding for MITA from the previous review is still present in the GAHS Renewal Petition as it does not include a description of the selection process for the filling of vacant board positions or how the board will ensure active parental participation, specifically in the governance of GAHS. This will need to be addressed in the written addendum noted above.

Element E: Employee Qualifications

This element is generally comprehensive. However, there are no position listings for Counselor, Wellness Coordinator, or Wellness Coaches. Given that this is an Early College High School, a Counselor would normally be described as a key position. Additionally, based on the presentation of the Renewal Petition at the District's public hearing on November 19, 2025, the Wellness Coordinator and Wellness Coaches appear to be key employees at GAHS. Once again, this section was virtually identical to the section in the MITA renewal petition. As these are very different schools, one would expect that the key employees would vary based on the focus and grade levels served at each school. This will need to be addressed in the written addendum noted above.

Element F: Health and Safety Procedures

This element is generally comprehensive, except for the items as described below.

The Renewal Petition does not explicitly address bullying and cyberbullying prevention procedures. Additionally, the Renewal Petition does not mention the online training module specific to EC §32282(a)(2)(M) effective July 1, 2025 regarding sudden cardiac arrest and cardiopulmonary resuscitation training and the placement of an automated external defibrillator available on the school site.

The Renewal Petition adequately lists all required safety plan components under EC §32282(a)(2)(A-L), including child abuse reporting procedures, disaster procedures, discipline policies, ingress/egress

procedures, and tactical response protocols. This information meets the content expectations of the standard. However, the Renewal Petition does not sufficiently describe the process by which the School Safety Plan will be developed, nor does it identify the full range of stakeholders required under EC §32282. The Renewal Petition references collaboration with law enforcement and the Fire Marshal, but it does not address the role of administrators, teachers, staff, legal counsel, or other safety experts. Additionally, the Renewal Petition does not explain how stakeholder input will be gathered, how the plan will be reviewed and approved, or how it will be submitted to the authorizer. To fully meet the standard, the Renewal Petition should include a description of the development process and identify all stakeholders who will participate in creating, reviewing, and updating the plan.

The Renewal Petition provided a list of health and safety policies and practices that will be developed or updated. To be fully compliant, GAHS should explicitly identify which health and safety policies have been developed and updated and at a minimum, include a reference to anti-bullying and cyberbullying prevention policies, as well as the policies for workplace violence and suicide prevention. Additionally, the Renewal Petition offers no assurance that the school will be in compliance with the Americans with Disabilities Act (ADA). If the Renewal Petition is updated, the District will require that these missing procedures have been, or are being, implemented as part of the oversight and monitoring process.

Element G: Student Population Balance

This element is satisfactory. According to EC §47605(c)(5)(G) the Renewal Petition must provide a reasonably comprehensive description of the means by which GAHS “will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils . . . that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” As displayed in the following chart, GAHS’ balance as described is comparable to that of both Vallejo High School (VHS) and Jesse Bethel High School (JBHS). Although the activities outlined in the Renewal Petition are satisfactory, the recruitment strategies listed appear to lack targeted outreach to disability advocacy organizations and may hinder the achievement of a balanced enrollment reflective of the jurisdiction.

Dataquest 24-25

Student Ethnicity	GAHS %	GAHS #	VHS %	VHS #	JBHS %	JBHS #
Af. American	18.8	35	22.4	257	21.7	308
American Indian	0.0	0	0.1	1	0.4	5
Asian	4.3	8	1.8	21	3.4	48
Filipino	8.1	15	9.3	107	18.0	255
Hispanic	51.1	95	58.6	672	44.9	637
Pacific Islander	1.1	2	1.1	13	1.5	21
White	6.5	12	4.4	50	5.4	76
2 or more races	5.9	11	1.7	19	4.2	59
Not reported	4.0	8	0.5	6	0.6	9
Student Subgroups	GAHS %	GAHS #	VHS %	VHS #	JBHS %	JBHS #
English Learners	15.6	29	28.0	321	15.1	214
Foster	0.0	0	0.6	7	0.4	6
Homeless	2.7	5	5.1	58	2.3	33
Stud.w/Dis.	11.3	21	15.0	172	14.5	206
SocEconDisad.	73.1	136	85.8	983	78.1	1108
All Students		186		1146		1418

Element I:
Annual

Independent Financial Audits

This element is satisfactory. However, as this is a Renewal Petition, and annual independent financial audits have been completed, GTA could have used more specific language in describing its past process and timeline instead of the generic description used.

Element J: Student Suspension and Expulsion Procedures

The Renewal Petition meets the minimum evidence of compliance for Element J by providing a detailed written discipline policy, clearly defined infractions, and strong due process protections for suspension, expulsion, involuntary removal, and students with disabilities. It articulates a general discipline philosophy of school wide expectations (“The GTA Way”) and notes that the Board staff and school community review discipline policies annually. However, the section is heavily weighted toward exclusionary discipline and legal procedures, with limited description of a multi-tiered system of positive behavior supports, interventions, and formal alternatives to suspension. The Renewal Petition reveals historical data of a 29.4% suspension rate for SWDs (nearly six times the school average) in 2023 but does not sufficiently detail the PBIS interventions specifically designed to reduce the discipline risk ratio. In addition, the Renewal Petition does not specifically address the reasons for involuntary removal other than attendance issues and failure to comply with terms of the students’ independent study written agreement.

Additionally, stakeholder involvement in developing discipline procedures is generally referenced but does not clearly describe specific structures or processes for engaging parents, families, students, and staff.

The Renewal Petition clearly identifies all offenses for which students must be suspended (non-discretionary) and offenses for which they may be suspended (discretionary), meeting those portions of the standard. However, it does not specify when the school will assign in-school suspension versus out-of-school suspension, nor does it describe criteria or decision-making guidelines for choosing between the two. Therefore, while the Renewal Petition meets the requirement for listing discretionary and non-discretionary suspension offenses, it does not fully meet the standard as it does not address the use of in-school suspension.

The Renewal Petition includes complete lists of discretionary and non-discretionary expellable offenses that align with EC §§48900-48915, meeting those portions of the standard and evidence expectations. It demonstrates a clear structure for identifying offenses leading to mandatory and potential expulsion. However, the Renewal Petition does not distinguish when an “in-school” versus “out-of-school” expulsion (i.e., removal versus alternative supervised placement”) would be used nor does it describe criteria guiding

that decision. Therefore, the Renewal Petition only partially meets the standard but does not fully address the expectations regarding placement decisions during expulsion. The concerns raised herein will need to be adequately addressed in a written addendum if the Renewal Petition is approved.

Finding of Fact No. 7: The Renewal Petition includes a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter s

The Renewal Petition confirms that Griffin Technology Academies, the nonprofit corporation operating GAHS, shall serve as the exclusive public school employer of the employees of GAHS for purposes of the Educational Employment Relations Act.

Finding of Fact No. 8: The Renewal Petition satisfies other key areas related to the operations and other potential effects of GAHS.

The Renewal Petition adequately addresses the operational and other potential effects of GAHS, and includes the acknowledgement that the District shall not be responsible for the debts and obligations of the charter school, or for claims arising out of the performance of acts, errors, or omissions of the charter school, if the District meets its oversight obligations.

District Staff Recommendation

The District has thoroughly reviewed and analyzed the Renewal Petition for GAHS and the corresponding Findings of Fact Nos. 1-8. The District staff has determined that, based on the renewal criteria and District analysis, GAHS qualifies for a five-year term, commencing on July 1, 2026 and ending on June 30, 2031. The District expects GAHS to meaningfully consider, address, and resolve the concerns and deficiencies identified above. The District further recommends that these items be addressed in a written addendum to the Renewal Petition, the content of which shall be subject to District staff's review and satisfaction, prior to the commencement of the new charter term if the Renewal Petition is approved. This would be in addition to the development and execution of an MOU between the parties prior to July 1, 2026, as well as ongoing oversight and monitoring of the charter school.