

Griffin Technology Academies Annual Report

Introduction

Each year, the charter authorizer is responsible to perform oversight activities for those schools authorized by the charter authority. The responsibilities of the authorizer are as follows:

1. Identify at least one staff member as a contact person for the charter school.
2. Visit each charter school at least annually.
3. Ensure that each charter school under its authority complies with all reports required of charter schools by law.
4. Monitor the fiscal condition of each charter school under its authority.
5. Provide timely notification to the department if the charter is revoked or if the charter school will cease operation for any reason.

The following report documents the authorizing efforts of Vallejo City Unified as it pertains to Griffin Technology Academies charter schools: Mare Island Technology High School (MIT), Mare Island Technology Academy Middle School (MITA), Griffin Academy High School (GAHS), and Griffin Academy Middle School (GAMS). This report is based on information gathered during oversight visits through stakeholder interviews, site observational data and compliance data received at the request of the authorizer, in addition to financial information contained in mandatory financial reports submitted to the district. Additionally, state testing information, and site-initiated documentation (i.e.; teacher credential audits, check-in status reports), have also been collected, recorded and analyzed during the 2025-2026 school year and utilized in this process.

The information and data collected has been analyzed and will be reported out within the context of answering each of the following questions related to specific frameworks.

1. Is the charter school's education program a success? (Academic Performance Framework)
2. Is the charter school financially viable? (Financial Health and Sustainability Framework.)
3. Is the charter school operating and governed effectively? (Operations and Governance Framework)
4. Is the charter school advancing equity and access through serving public policy purposes? (Frameworks and Annual Performance Report)

MIT Academy High School (MIT)

Is the charter school's education program a success?

MIT is located at 2 Positive Place in Vallejo CA and was originally authorized by Vallejo City Unified School District (VCUSD) in 2002. The school educates students in grade 9 through grade 12 and has a population of 483 pupils, with an average daily attendance of 92.69%. MIT is overseen by the Director of Schools and a Site Director. The certificated staff includes 20 classroom teachers and two counselors.

VCUSD conducted an annual oversight visit to MIT on March 13, 2026. The oversight team observed several classrooms, facilitated stakeholder interviews and reviewed documents provided by MIT prior to the oversight visit.

Classroom Observations

Students observed in classes appeared engaged and involved with their lessons. One classroom observed, included students working independently on a project with some students working in small groups and others working individually. In another class, students were working together at their tables with the teacher working a problem on the board and asking students questions in order to solve the problem as they worked together to complete a worksheet. Additionally, a PE class was observed as they were involved in fitness testing.

Stakeholder Interviews - Parents and Students

Students and parents were interviewed, although there were many more students than parents available for the discussion. Overall, students and parents were happy with their school and felt safe at the school site. They believe their teachers have high expectations for them and provide the structures for their success. Students indicated that there was at least one adult on campus they could go to in case they needed to talk with someone. However, one student brought up teacher favoritism towards higher achieving students and ignoring concerns raised by those lesser achieving students. Several students agreed. There was also a parent concerned because the school was not administering the PSAT and did not provide information as to how she could take the test elsewhere. All in all, though, students and parents were happy with what the school had to offer and were satisfied with the education they were receiving.

When asked what they would change about their school, or what they would do differently, students and parents indicated they would like more electives and students "wished" they'd known more about

dual enrollment earlier in their high school career. Students also talked about the wait time to be able to see their counselor. When asked if their counselor ever called them into their office to go over their schedules, they indicated that they needed to initiate contact. Understanding that the advisory period is generally utilized to assist students with their programs, it is unclear what the overall responsibilities are of the two counselors on staff.

Stakeholder Interviews - Teachers



We met with and interviewed a number of teachers who were proud to share information about their instructional practices with us. They talked about bell-to-bell instruction, professional learning communities, common assessments and project-based learning as instructional approaches to improve academic achievement. They stressed rigor, backwards planning, strategic intervention and AVID. They also discussed their use of data to drive instruction. When asked about their professional development (PD) activities they talked about new teacher training two weeks prior to the start of the school year, all teachers PD one week prior to the start of the new school year, grade level meetings to discuss how to read and then use data and additional training mid-year for all teachers.

A significant student group at MIT are English Learners (ELs). The teachers described the strategies used to provide integrated and designated English Language Development (ELD) to their students through the use of an ELD Aide, who pushes into the classroom. They also described how they utilize scaffolding (sentence starters, academic language, Spanish translations, etc.) and the students' ability to receive additional instruction during an after-school program, as well as during their designated flex time. Their general description for all of their students included the words; sweet, kind, pleasant, accepting, caring and hard-working. When asked about leveraging their work to support student work completion and reducing chronic absenteeism, teachers stressed their encouragement for students to stay on track, but indicated that they struggled with outreach. It is noted that after the pandemic, parent involvement has waned.

In response to the question of how supported they feel by the CMO leadership, they discussed how sometimes the ball gets dropped. They talked about being "spread thin" and over-worked, and not getting the support they feel they need. They also mentioned a high turnover and how they "made do". They have questions about budget targets and talked about a lack of transparency from the CMO. The teachers conveyed a general feeling of frustration with the leadership, but maintained a "go along, to get along" attitude for the sake of the school.

Teacher Audit

VCUSD conducted an audit of MIT certificated staff; teachers, counselors and administrators. The audit includes 22 certificated (20 teachers, 2 counselors), and two administrators.

<u>Academic Performance</u>	
<p>ELA - All Students</p>  <p>Orange</p> <hr/> <p>10.3 points below standard Declined 7.9 Points Number of Students: 120</p>	<p>Mathematics - All Students</p>  <p>Yellow</p> <hr/> <p>92.3 points below standard Increased 23.3 Points Number of Students: 119</p>

There were 12 total student groups included in the MIT Academic Performance. Only two groups had enough students to warrant a performance color (orange); Hispanic (71 pupils) and Socioeconomically Disadvantaged (SED) (93 pupils).



ELA Results – Orange

These two subgroups' performance declined from 2024. The Hispanic subgroup declined 14.5 points, 34.8 points below standard and the SED group declined by 19.2 points, 29.2 points below standard. It is also noted that current ELs increased 46.3 points, 137 points below standard and English only students increased 10.5 points, 14.3 points above standard. Overall, the progress levels are not quite on par with the achievement level statewide.

Mathematics Results - Yellow

The Hispanic subgroup increased their performance by 8.6 points, 124 points below standard, and the SED group increased by 4.4 points, 117.1 points below standard. Current ELs declined by 16.7 points, 226.2 points below standard, and English only increased by 71.1 points, 46.6 points below standard.

Although both groups increased their performance in 2025, they are still below standard and not on par with achievement levels statewide.

<u>Academic Performance</u>	
<p>English Learner Progress Indicator (ELPI)</p>  <p>Red</p> <hr/> <p>33.8% making progress Declined 19.6% Number of Students: 71</p>	<p>College/Career - All Students</p>  <p>Yellow</p> <hr/> <p>Prepared 62.7% Declined 3.6% Number of Students: 102</p>



English Learner Progress Indicator

The ELPI indicator is Red. Both the ELs and the Long-Term ELs (LTEL) declined. The EL group (71 pupils) declined by 19.6% with only 33.8% making progress. The LTEL group (56 pupils) declined by 20.2% with only 35.7% making progress. This provides an opportunity for MIT. Although the school has additional opportunity for ELs to receive additional ELD instruction as mentioned by the MIT teachers, along with the mention of some scaffolding techniques, there was no discussion of a shared strategy or specific professional development to address the needs of the ELs. It is recommended that professional development focused on Integrated ELD and on-going common strategies be implemented to address the needs of the EL.

College/Career

Although, there is a decline of 3.6% from 2024 to 2025, the percentage of students prepared remained the same, however, the indicator color went from green to yellow. It appears that those approaching

preparedness may have plateaued. MIT may want to explore why students are moving from not prepared to approaching, but seem to remain in the approaching prepared category.

Academic Engagement	Conditions and Climate
<p data-bbox="306 611 695 642">Graduation Rate - All Students</p>  <p data-bbox="459 940 540 972">Green</p> <hr/> <p data-bbox="391 1066 610 1098">94.2% graduated</p> <p data-bbox="402 1115 599 1146">Increased 2.4%</p> <p data-bbox="342 1163 659 1194">Number of Students: 103</p>	<p data-bbox="924 611 1318 642">Suspension Rate - All Students</p>  <p data-bbox="1081 940 1162 972">Green</p> <hr/> <p data-bbox="911 1066 1330 1098">3.6% suspended at least one day</p> <p data-bbox="1029 1115 1211 1146">Declined 4.2%</p> <p data-bbox="959 1163 1281 1194">Number of Students: 498</p>

Graduation Rate

The graduation rate is a commendable 94.2%, with the two major stakeholder groups, Hispanic and SED outdoing the school percentage with 95% and 96.7% respectively. Based on the structures in place and the size of the school, it may not be that difficult to determine strategies to employ to increase the rate to at least 95%.

Suspension Rate

The suspension rate is another positive for the school. The suspension rate declined by 4.2%, with subgroups African Americans, LTEL, and SWD all scoring in the yellow, declining by 17.1%, 2%, and 8.4% respectively. The CMO focus on wellness strategies, implementing Positive Behavioral Interventions and Supports (PBIS) appears to be working at MIT.

Educational Program Final Thoughts

In analyzing the data received from MIT through required documentation, CDE Dashboard, and the site visit (stakeholder interviews and classroom observations), there are opportunities for growth. Additionally, the teaching staff and student population are more than willing participants in moving the school forward. Areas observed where opportunity waits are parent engagement, and targeted professional development, focusing on the implementation of consistent, integrated, school-wide ELD strategies to increase the levels of achievement of the EL population. Overall, the education program offered at MIT is successful.

Is the charter school financially viable?

The Education Code Section 47604.33, requires schools to submit financial information for the authorizer's review and assessment of the fiscal condition of its charter schools. The following financial information is required to be submitted to the authorizer by specified dates and MIT has successfully submitted timely reports to the authorizing district. The following reports are required.

- On or before July 1, a preliminary budget.
- On or before July 1, a Local Control and Accountability Plan (LCAP) and an annual update to the LCAP.
- On or before December 15, an interim financial report reflecting changes through October 31.
- On or before March 15, a second interim financial report reflecting changes through January 31.
- On or before September 15, a final unaudited report for the full prior fiscal year.

During the site visit, VCUSD staff and financial consultant met with GTA Superintendent and their fiscal consultant to discuss and review the GTA charter schools' fiscal situation. The fiscal information relating to MIT is summarized as follows.

Key areas discussed during the site visit included:

Proposition 51 Charter School facilities Program

- GTA just finished Phase 1 of the facilities plan, the construction of a gymnasium that is expected to be used by both MIT and MITA. Under proposition 51, half of the construction funds are provided in the form of a grant and the other half in the form of a loan. The loan

portion of Phase 1 is estimated to cost approximately \$260,000 annually, a reasonably affordable payment based on the current fiscal condition of the school.

- Phase 2 of the project involves classroom construction, demolition of condemned portables, an athletic field, parking and associated site work and utilities. The loan portion of this phase is estimated to increase the cost to approximately \$1.9 million annually. This would not be currently feasible.
- The decision to move forward with Phase 2 is contingent on an increase in enrollment for the 2026-2027 school year. Should the combined enrollment of MIT and MITA remain at its current level (range of 800 – 850 pupils) GTA will not move on with Phase 2. Should the enrollment significantly increase to a range between 950 – 1000 pupils, the expectation is that GTA would move forward with Phase 2. The decision needs to be made as soon as possible as the project has a project completion date of July 2028. To meet that deadline, construction would need to start by August/September 2026.
- Based on the regional trend of declining enrollment, GTA acknowledges that the significant increase in student attendance is unlikely. As the decision to move forward would have a significant impact on the fiscal condition of the school, monitoring this situation will be a critical component to the district's oversight process.

School Consolidation

- If the student population remains in the 800 – 850 pupil range, MITA will relocate to the site of MIT. GTA has already noticed VCUSD of their intent to vacate the Corcoran location. However, should the enrollment increase significantly to the range of 950 – 1000 pupils (which appears unlikely), MIT would not have the capacity to house that many students and GTA would ask that MITA stay put on the Corcoran campus.

Interagency Loan

- MIT and MITA provided an interagency loan to GAMS and GAHS in the amount of approximately \$7.7 million. Although this transaction appears to be a loan on GTA's financial statement it does not carry with it the loan-payback characteristics of interest or a repayment schedule. The repayment of the loan will be determined by whether or not GAMS and GAHS can afford repayment and whether or not MIT or MITA needs the money repaid.

First Interim Report

- This report suggested that MIT faced a worsening fiscal condition with deficit spending and declining fund balance. GTA reported that they hoped to reduce expenses over the remainder of the fiscal year to achieve a balanced budget.

Second Interim Report

- This report came in the week of the site visit. Since then, key trends have been identified within the report and are as follows:
- The enrollment fell short of projections anticipated at Budget. The MYP projects that over the next two years there will be a growth of 30 students (6%) and 20 students (4%), respectively.
- Surplus/(Deficit) spending is anticipated to end with a deficit of 11% of the beginning fund balance, similar to 1st interim. The MYP assumes continued deficits in the 10% - 15% range, attributed to anticipated cost increases in salaries and benefits.
- The fund balance is projected to decline, though expected to end at a healthy level of 66% of expenditures. The MYP assumes continued declines in fund balances over the subsequent two years, ending at 45% of expenditures, still a healthy level.
- Cash has increased significantly due to receipt of Proposition 51 state funding for construction, and although being spent down, remains at a healthy level.

Audit

- The auditor expressed an unmodified opinion in all areas; financial statements, Federal program compliance, and State program compliance.
- There were no findings in internal controls over financial reporting nor program compliance.

Summary Findings

Although MIT's enrollment growth fell short of expectations, and along with cost escalation, has resulted in deficit spending and declining fund balance, the financial impact to the school appears manageable and the fund balance and cash balance are expected to remain at a healthy level. As MYP anticipates continued deficit spending in upcoming years, GTA will need to be diligent in managing costs to return to a balanced budget. The district oversight of MIT will need to pay close attention to the school's fiscal health. However, MIT is currently financially viable.

Is the charter school operating and governed effectively?

MIT operates under the CMO of Griffin Technology Academies. The school originally opened in 2002 and is located in North Vallejo. MIT is overseen by the Director of Schools and a Site Director. Additionally, the CMO provides additional governance support via the Superintendent, Chief Academic Officer (Instructional/Curricular support), Director of Student Support Services (Special Education support), Wellness Director (Mental Health/Behavior Support) and Director of Family and Community Engagement (Community outreach).

The school consists of a number of portable structures that are spread out in three distinct areas on campus. In addition, a brand-new gymnasium was built to replace the old Omega Boys and Girls Club gym that was located on the MIT campus. The new gym is a very attractive feature to the school. A tour of the facilities was conducted during the oversight visit, and found the facility in relatively good repair. The school utilizes artificial turf to create a visually appealing school yard. However, there are a number of condemned portables on campus that need to be demolished and removed, as they create an eyesore and a potential hazard. They are currently cordoned off, with signs, but their removal is advised.

Governing Board

The CMO has a seven-member Board of Directors, two of which are student representatives. Board meetings occur monthly. During the site visit the team had the opportunity to interview three of the directors. The governing board is very invested in GTA schools. They are in frequent contact with the superintendent and quite knowledgeable regarding the day-to-day activities in the schools. The current board chair has been in this position since 2022. Board members serve three-year terms and cannot serve more than three consecutive terms. The current five adult members of the board have been serving in their roles for at least four years. One member is a former student at MIT, and three members have children that previously attended or currently attend one of the schools.

Each board member interviewed takes their role as a board director seriously. They come from varied backgrounds and sit on committees in the CMO that best match their individual expertise. They appear to be well versed with the budget and although do not directly contribute to the LCAPs for each of the schools, they have the opportunity to review, ask questions, provide input and then approve the LCAPs. They evaluate the Superintendent annually and help him set annual goals and objectives.

Each year the board revisits the Brown Act, to ensure compliance with the Act. When asked about additional training opportunities there did not seem to be a general interest in attending additional training and appeared satisfied with the status quo. However, in light of the changes regarding charter school law in the past several years, it may be in the best interest of the board to seek out additional

training. Additionally, in their role overseeing expulsion cases, process and procedures are important and without proper knowledge, actions taken and decisions made, could easily be reversed.

The board frequently looks at data, whether it be the financial data for the CMO or the achievement levels as reported in the California Dashboard. Those interviewed are well aware of the schools' achievement levels and the fiscal situation of the CMO, understanding the impact of declining enrollment.

School Site Council/English Learner Advisory Committee

Members of MIT's School Site Council (SSC) and English Learner Advisory Committee (ELAC) were also interviewed. Each of these committees meet five times a year. Members expressed the reason for becoming members of the council or committee was to have a seat at the table and be involved with the decisions made surrounding the school. Additionally, they discussed the difficulty of finding parents who had a flexible schedule and could attend meetings.

Both SSC and ELAC have student members. Each group uses parent square to communicate with parents. In addition, they use back to school nights and open houses to further communicate with parent groups.

When asked how involved they were in the development of the LCAP, it was hard for them to answer. The LCAP's are written by a consultant, and it wasn't clear how the parent community contributed to the content of the LCAP. This provides an opportunity to engage in more stakeholder activities around the creation of the LCAP.

Overall, the charter school is operated and governed effectively.

Is the charter school advancing equity and access through serving public policy purposes?

MIT is a high school that currently serves 483 students in grades 9 – 12. This number includes 45 SWDs, 15 McKinney-Vento students, and 92 ELs. The unduplicated pupil count is 361. The ethnicity breakdown for the 24-25 school year as reported by Dataquest is as follows: 8.9% African American, .2% American Indian or Alaska Native, 2.7% Asian, 17.5% Filipino, 59.4% Hispanic, 1.7% Pacific Islander, 4.2% White, 3% Two or more races and 2.3% no ethnicity reported.

MIT provides nutrition before school and at break and lunch. They have two counselors for 483 students, focus on the whole child with a socioemotional wellness center and wellness coaches on staff to provide mental health support to students and provide a strong, academic curriculum. Their

schedule is a 7 period hybrid block schedule and provides opportunity for intervention during their flex period twice a week.

The **mission and vision statements** are the same for all four schools in the CMO:

Mission Statement: The mission of Griffin Technology Academies is to prepare 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.

Vision Statement: Our vision is to inspire a community of lifelong learners who are equipped with the knowledge, skills, and values to lead and succeed in a diverse and dynamic world.

Based on observations of students, conversations with stakeholders, and the evaluation of numerous documents, the school appears to be advancing equity and access through serving public policy purposes. Although there are areas to work on as noted in this document, advancing equity and access was observed.

MITA Middle School (MITA)

Is the charter school's education program a success?

MITA is currently located at 425 Corcoran Avenue, Vallejo CA and was originally authorized by the Vallejo City Unified School District in 1999. The school educates students in grades 6 - 8 and has a population of 295 pupils with an average daily attendance of 93.03%. MITA is overseen by the Director of Schools and a Site Director. The certificated staff includes eleven classroom teachers and two administrators.

VCUSD conducted an annual oversight visit to MITA on March 18, 2026. The oversight team observed several classrooms, facilitated stakeholder interviews and reviewed documents provided by MITA prior to the oversight visit.

Classroom Observations

The majority of classrooms observed, included direct instruction by the teacher with students grouped together at tables and engaged in the curriculum. Routines and objectives were posted on the white boards and classroom configurations were appropriate for instruction. In addition to regular education classroom observations, a resource class was also observed. Students there were observed working independently, in small groups and in one on one interactions. All students appeared on-task and engaged with the curriculum. Two adults were engaged with students providing scaffolding, adapting

work and checking for understanding. The environment included prominent posting of schedules, routines, expectations and unit content by grade level. In addition, the room was organized and welcoming providing an environment conducive to learning.

Stakeholder Interviews - Students and Parents

Students and parents were interviewed in the student leadership classroom. Both parents and students are happy with their school environment. Students feel safe at school and believe that their teachers have their best interest at heart. Parents are satisfied with their child's education and more than one parent and student mentioned the accelerated math program at the school as a highlight. If they could change anything it would be to have more electives. The parents present were actively engaged in the school community.

When students were asked if they all planned on going to college, they all raised their hands. In discussing why they wanted to go to college it was all about being successful and making money. Although students were motivated to attend college after high school, only a few could articulate their goals for attending college, other than getting a good job and making money. An opportunity to explore career options in a formalized way may be helpful in promoting a college/work awareness environment. Students spoke favorably about wellness coaches and the wellness program. One student remarked that the coaches helped her be better able to talk with her parents about issues. Other students were in agreement. All of the students raised their hand when asked if they had at least one adult on campus they could go to if they needed help with anything.

Stakeholder Interviews - Teachers

We met with and interviewed several teachers who were very forthcoming about their school, professional development (PD) and working environment. In addition to the PD the CMO provides prior to the school year and again mid-year, teachers at MITA use their department meetings as opportunities to learn from one another. Teachers collaborate with their counterparts by aligning their curriculum, pacing and assessments (particularly in math), identifying essential standards and comparing notes on students. The collaborative attitude of teachers was apparent, specifically between regular education teachers and resource teachers. The importance of keeping up with what was going on with resource students was stressed. Additionally, student achievement levels were continually assessed to ensure learning was taking place or reteaching needed to occur to achieve the desired learning results. Teachers also indicated that they could deviate from the adopted curriculum. One English teacher who stresses writing, uses the Jane Schaffer writing method. Also emphasized was the continuity of the curriculum from one grade level to the next. There are three levels of ELD being taught at the school due to the influx of newcomers. The school uses the Expository Reading and Writing Curriculum for these students, specifically the ELD modules that align with the CA ELD Framework.

Overall, there is a strong sense of community among the teachers and an obvious commitment to their students. They praised the CMO and indicated the stable leadership at the helm. The one area of growth they noted was the need for additional guidance from the CMO.

Teacher Audit

VCUSD conducted an audit of MIT certificated staff; teachers, counselors and administrators. The audit includes 11 teachers and two site administrators.


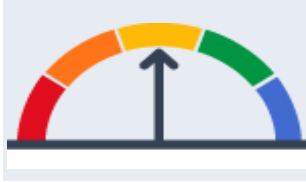
Credential Type	Number of Teachers/Counselors
Clear Credentials	2 (18.2%)
Preliminary Credentials	4 (36.4%)
Intern Credentials	2 (18.2%)
30-day Substitute Permit	3 (27.3%)
Credential Type	Administrative Staff
Clear Professional Admin.Credential	2 (Site Director, Director of Schools) (100%)

It is noted that the percentage of teachers holding a clear certification is slightly higher than the 2025 Dashboard results of 53.9% with 54.5% currently holding qualifying clear credentials (clear and preliminary). Also noted is the addition of one teacher.

MITA 2025 Dashboard

The California Department of Education rates MITA as a middle performing charter school. Middle performing schools are those that do not meet low performing or high performing status. In order to maintain middle performing status MITA will need to either maintain or elevate their status. In the

2024-25 school year MITA is a middle school with a population of 260 students, with 77.7% socioeconomically disadvantaged (SED) students and a 19.6% English Learner (EL) population.

Academic Performance	
<p>English Language Arts All Students</p>  <p>Orange</p> <hr/> <p>57.1 points below standard Declined 12.8 Points Number of Students: 247</p>	<p>Mathematics All Students</p>  <p>Yellow</p> <hr/> <p>72 points below standard Increased 6.2 Points Number of Students: 250</p>

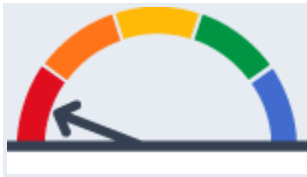

There are 11 total student groups included in the MITA Academic Performance. Only three groups had enough students to warrant a performance color.

ELA Results - Orange

In ELA English Learners (EL) and Hispanic students performance level was red and the Socioeconomically Disadvantaged (SED) students performance level was orange. The EL sub-group declined by 10.7 points, 81.5 points below standard, Hispanic sub-group declined by 10.9 points, 82.4 points below standard and the SED sub-group declined by 16 points, 66 points below standard. There were 46.4% of students who improved their performance in 2025, with an overall minimal improvement level. The overall performance level of 57.1 points below standard with a performance color of Orange is significantly lower than the States performance level of 8.1 points below standard with a performance color of Yellow.

Mathematics Results - Yellow

The three sub-groups with performance colors all maintained their placement. ELs and Hispanic in the red; ELs maintained -2.9 points, 105.3 points below standard, Hispanic maintained -0.4 points, 101.8 points below standard and SED students in the orange, maintained -2.5 points, 81.5 points below standard. The overall performance level of 72 points below standard is lower than the States 42.4 points below standard, but their performance level is the same color, Yellow.

Academic Performance	Academic Engagement
<p data-bbox="277 352 724 384">English Learner Progress Indicator</p> <div data-bbox="347 564 651 739">  </div> <p data-bbox="469 774 529 806">Red</p> <hr data-bbox="207 835 792 840"/> <p data-bbox="355 854 646 961"> 37.2% making progress Declined 10.5% Number of Students: 43 </p>	<p data-bbox="984 352 1256 422">Chronic Absenteeism All Students</p> <div data-bbox="954 533 1286 716">  </div> <p data-bbox="1070 751 1167 783">Yellow</p> <hr data-bbox="828 844 1406 848"/> <p data-bbox="966 863 1276 970"> 20.6% chronically absent Declined 4% Number of Students: 272 </p>

English Learner Progress Indicator Results - Red

The English Learner Progress Indicator includes two groups, EL and Long Term English Learners (LTEL). An LTEL is an EL that has not been reclassified to proficient in English after six or more years. The EL performance level is Red, declining 10.5% with only 37.2% making progress. This is lower than the State performance level of Yellow, maintained 0.7% with 46.4% making progress. Within this group are the LTEL’s maintaining their performance at -1.6%, with 44.8% making progress, but still lower than the State’s Green performance level with 49.1% making progress. Addressing the declining performance level of EL’s is an opportunity for MITA. and based on current year, it appears the EL performance issues are being addressed with designated EL classes and cross-content collaboration between MITA teachers.

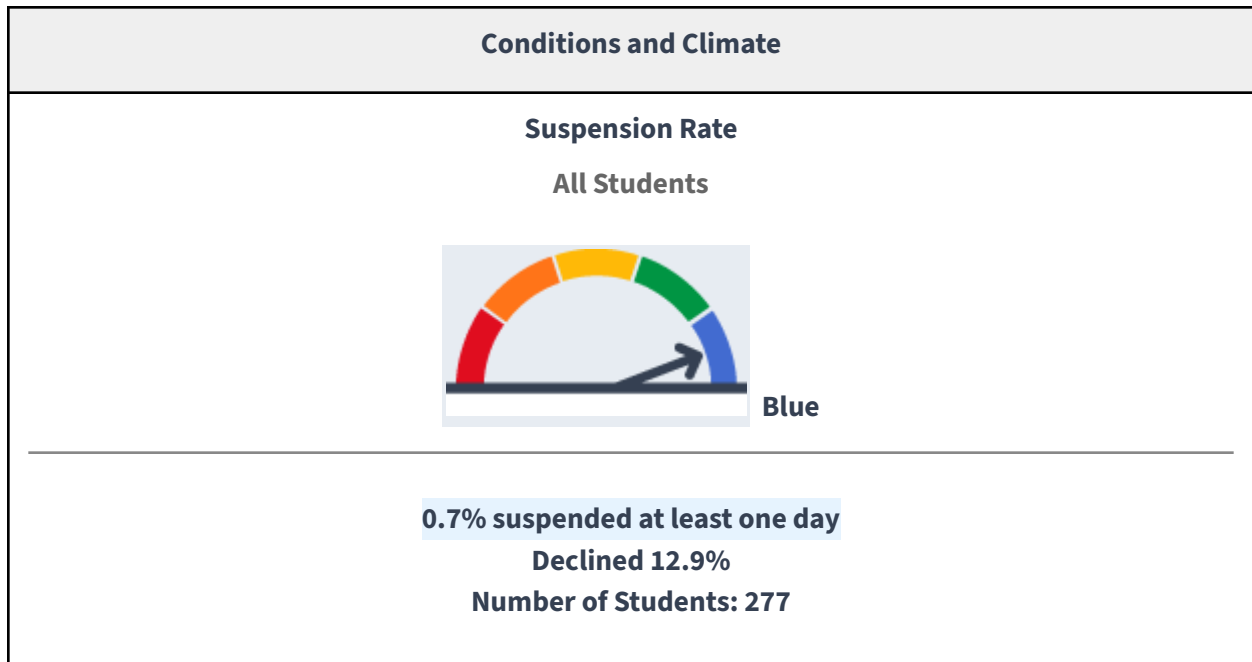
Chronic Absenteeism - Yellow

The Chronic Absenteeism rate declined by 4% for all students in 2025. MITA’s chronic absenteeism rate has declined in each of the last three years. Currently, there are 12 student groups, four of which have performance colors. Those groups with the performance color of Orange are ELs (56 students), Hispanic (138 students) and LTELs (32 students) and each group declined; 8.7%; 28.6% chronically absent, 5.6%; 20.3% chronically absent, and 14.5%; 31.3% chronically absent, respectively. SED sub-group (225 students) earned a performance color of Yellow declining by 4.1%, with 22.2%

chronically absent. Overall, chronic absenteeism declined by 4%, with 20.6% chronically absent. This is the third year in a row the chronic absenteeism rate has declined, although still an increase from the low 6.2% registered in 2019. MITA is moving in the right direction and although the current 20.6% is higher than the States rate of 17.1%, Performance color is the same.

Suspension Rate - Blue

The Suspension Rate for MITA declined by 12.9%, with .7% of students being suspended for at least one day. The Performance color for all students is Blue. There are 12 total student groups in this category with four student groups qualifying for a performance color. Qualifying in the Blue performance group are the EL, LTEL, and SED sub-groups. Qualifying in the Green performance group is the Hispanic sub-group. Overall, suspensions declined by 12.9% based on 277 students.



MITA outperformed the State in this category as the State declined by 0.4%, with 2.9% suspended at least one day resulting in a Green Performance level. MITA’s focus on wellness, providing wellness coaches and a wellness center to their students has assisted in bringing down the suspension rate.

This along with their implementation of Positive Behavior Interventions and Support strategies (PBIS) appears to have helped reduce the number of suspensions over the past three years and is currently on track to continue the reduction.

Educational Program Final Thoughts

In analyzing the data received from MITA through required documentation, CDE Dashboard, and the site visit (stakeholder interviews and classroom observations), there are opportunities for growth. Specifically, with the increasing EL population, a continued focus on a comprehensive ELD program is imperative. Additionally, although the SWD population is around 10% of the school population, the achievement levels are significantly lower than other sub-groups not qualifying for a performance color. While the SWD being served are in the mild to moderate range of disabilities, the full continuum of services required as per Education Code, are not evident. Should students enroll with more intensive needs, it is difficult to see how they would be appropriately served. Finally, as the majority of these middle schoolers will matriculate to MIT, and MIT requires college course work for graduation, an “introduction to careers” unit or course, addressing the education and skills necessary for specific careers may be a valuable opportunity to increase the students’ awareness of what career and college options are available and the skills necessary to acquire post high school graduation. Overall, the educational program provided at MITA is successful.

Is the charter school financially viable?

The Education Code Section 47604.33, requires schools to submit financial information for the authorizer’s review and assessment of the fiscal condition of its charter schools. The following financial information is required to be submitted to the authorizer by specified dates and Caliber has successfully submitted timely reports to the authorizing district. The following reports are required.

- On or before July 1, a preliminary budget.
- On or before July 1, a Local Control and Accountability Plan (LCAP) and an annual update to the LCAP.
- On or before December 15, an interim financial report reflecting changes through October 31.
- On or before March 15, a second interim financial report reflecting changes through January 31.
- On or before September 15, a final unaudited report for the full prior fiscal year.

During the site visit, VCUSD staff and financial consultant met with GTA Superintendent and their fiscal consultant to discuss and review the GTA charter schools' fiscal situation. The fiscal information relating to MITA is summarized as follows.

Proposition 51 Charter School facilities Program

- GTA just finished Phase 1 of the facilities plan, the construction of a gymnasium that is expected to be used by both MIT and MITA. Under proposition 51, half of the construction funds are provided in the form of a grant and the other half in the form of a loan. The loan portion of Phase 1 is estimated to cost approximately \$260,000 annually, a reasonably affordable payment based on the current fiscal condition of the school.
- Phase 2 of the facilities plan (classroom construction, demolition of condemned portables, an athletic field, parking and associated site work and utilities) is contingent upon the growth of both MIT and MITA to a total population of between 950 – 1000 students for the 2026-2027 school year.

School Consolidation

- MITA will move to the MIT school site for the 2026-2027 school year if the combined total school population remains between 800 – 850 pupils. Should there be an increase to the combined total to between 950 and 1000 pupils, GTA will request that MITA stay at their current location. However, GTA acknowledges that due to the current regional trend of declining enrollment, an increase would be unlikely.

Interagency Loan

- MIT and MITA provided an interagency loan to GAMS and GAHS in the amount of approximately \$7.7 million. Although this transaction appears to be a loan on GTA's financial statement it does not carry with it the loan-payback characteristics of interest or a repayment schedule. The repayment of the loan will be determined by whether or not GAMS and GAHS can afford repayment and whether or not MIT or MITA needs the money repaid.

First Interim Report

- Enrollment had a healthy amount of growth from the prior year (exceeded what was anticipated at Budget).
- Surplus/(Deficit) spending is anticipated to end with a surplus of 18% of the beginning fund balance (better than estimated at Budget).

- Fund balance is projected to grow, rising to a healthy level at 38% of expenditures.
- Cash has increased significantly with the receipt of the Proposition 51 State funding and has since experienced modest growth.

Second Interim Report

- Enrollment having had a healthy amount of growth from the prior year, exceeding what was anticipated at Budget, the MYP projects modest growth next year of 5 students followed by flat enrollment.
- Surplus/(Deficit) spending is anticipated to end with a balanced budget. The MYP projects budget surpluses over the subsequent two years (largely attributable to cost reduction with professional/consulting services that were associated with construction of the gym).
- Fund balance is projected to end the year at a healthy level at 31% of expenditures, consistent with what was estimated at Budget. The MYP projects improving fund balance over the subsequent two years.
- Cash increased significantly with the receipt of the Proposition 51 State funding and has since experienced modest growth.

Audit

- The auditor expressed an unmodified opinion in all areas; financial statements, Federal program compliance, and State program compliance.
- There were no findings in internal controls over financial reporting nor program compliance.

Summary Findings

MIT's enrollment growth was stronger than expected, and cost escalation has remained reasonable, resulting in an anticipated balanced budget. While this is less than the budget surplus that was hoped for at First Interim, largely driven by an increase in costs associated with professional/consulting services for construction of the gym, it is expected these costs will decrease in the future and lead to budget surpluses. Both fund balance and cash balance are at healthy levels. The MYP anticipates improvement in the upcoming years. Based on the financial overview and current reports, MITA is financially viable.

Is the charter school operating and governed effectively?

MITA operates under the CMO of Griffin Technology Academies. The school originally opened in 1999 and is currently located at 425 Corcoran Avenue in North Vallejo. The school is overseen by the Director of Schools and a Site Director. Additionally, the CMO provides additional governance support via the Superintendent, Chief Academic Officer (Instructional/Curricular support), Director of Student Support Services (Special Education support), Wellness Director (Mental Health/Behavior Support) and Director of Family and Community Engagement (Community outreach).

The school-site is a leased VCUSD property, originally built in the 1940's. A tour of the facilities was conducted during the oversight visit, and found the facility to be clean, very dated, and in need of major updating to become ADA compliant. Additionally, major ground up-keep is needed around the perimeter of the site.

Governing Board

The CMO has a seven-member Board of Directors, two of which are student representatives. Board meetings occur monthly. During the site visit the team had the opportunity to interview three of the directors.

The governing board is very invested in GTA schools. They are in frequent contact with the superintendent and quite knowledgeable regarding the day-to-day activities in the schools. The current board chair has been in this position since 2022. Board members serve three-year terms and cannot serve more than three consecutive terms. The current five adult members of the board have been serving in their roles for at least four years. One member is a former student at MIT, and three members have children that previously attended or currently attend one of the schools.

Each board member interviewed takes their role as a board director seriously. They come from varied backgrounds and sit on committees in the CMO that best match their individual expertise. They appear to be well versed with the budget and although do not directly contribute to the LCAPs for each of the schools, they have the opportunity to review, ask questions, provide input and then approve the LCAPs. They evaluate the Superintendent annually and help him set annual goals and objectives.

Each year the board revisits the Brown Act, to ensure compliance with the Act. When asked about additional training opportunities there did not seem to be a general interest in attending additional training and appeared satisfied with the status quo. However, in light of the changes regarding charter school law in the past several years, it may be in the best interest of the board to seek out additional training. Additionally, in their role overseeing expulsion cases, process and procedures are important and without proper knowledge, actions taken and decisions made, could easily be reversed.

The board frequently looks at data, whether it be the financial data for the CMO or the achievement levels as reported in the California Dashboard. Those interviewed are well aware of the schools' achievement levels and the fiscal situation of the CMO, understanding the impact of declining enrollment.

School Site Council/English Learner Advisory Committee

Members of MITA's School Site Council (SSC) and English Learner Advisory Committee (ELAC) were also interviewed. The members of each of these groups are committed parents and/or teachers. The main reason for them being members is to ensure that the needs of the students are addressed. This year the SSC is creating bylaws for the council, a common goal amongst all of the GTA schools SSCs.

Each group meets five times a year, and agendas are set based on the various program deadlines for the school year. For instance, the March SSC meeting included topics about the two MIT campuses coming together, a review of the LCAP, review and approval of the School Safety Plan and a review of the SSC bylaws. Areas of focus for each group include instruction in the classroom specifically reading and writing, ELD strategies in each classroom and ensuring fiscal responsibility.

Information about the meetings is shared with parents via ParentSquare and word of mouth. Parents are personally invited to ELAC meetings via phone calls. Parent engagement is difficult.

LCAP development appears to lack the parent engagement required. The LCAP is written by a consultant and it is unclear how much input is provided from the SSC and ELAC. It is also unclear how closely site directors work with the consultant in developing the site plans/LCAP. This situation presents the school with an opportunity to increase the parent engagement in the creation of the LCAP/site plans and for the directors to work more closely with the consultant in the writing of the plans.

Overall, the charter school is operated and governed effectively.

Is the charter school advancing equity and access through serving public policy purposes?

MITA is a middle school serving grades 6-8 with a student population of 295. This number includes 6 McKinney Vento students, 24 SWD, and 57 ELs. The number of unduplicated students is 237. The ethnicity breakdown for the 24-25 school year as reported by Dataquest is as follows: 25 African American, 22 Asian, 45 Filipino, 1 Pacific Islander, 18 White, 17 2 or more races, and 5 no ethnicity reported. The total student population for 2024-25 was 260.

MITA focuses on the whole child and includes a Wellness Center with wellness coaches on staff to provide mental health support. MITA also utilizes PBIS strategies to assist students with behavior management and provides both breakfast and lunch to all students.

The **mission and vision statements** are the same for all four schools in the CMO:

Mission Statement: The mission of Griffin Technology Academies is to prepare 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.

Vision Statement: Our vision is to inspire a community of lifelong learners who are equipped with the knowledge, skills, and values to lead and succeed in a diverse and dynamic world.

Based on observations of students, conversations with stakeholders, and the evaluation of numerous documents, the school appears to be advancing equity and access through serving public policy purposes. This was particularly evident in the Leadership class where we met with both students and parents.

As with most schools, there are opportunities for improvement as noted within the context of this report. That being said, based on our review of documents, school site observations and conversations, advancing equity and access is apparent.

Griffin Academy Middle School/Griffin Academy High School (GAMS/GAHS)

Is the charter school's education program a success?

GAMS and GAHS are located at 233 Hobbs Avenue in Vallejo CA. GAMS was authorized by Vallejo City Unified School District (VCUSD) in 2018 and GAHS was authorized in 2019. GAMS serves grades 6 - 8 with a total of 139 students, and GAHS serves grades 9 - 12 with a total of 170 students. The average daily attendance of GAMS and GAHS is 93.65 and 91.85, respectively. Although each school has its own charter, the schools are housed together and share the same administrative structure, with a site director overseeing both schools.

Currently, the only thing that separates the schools is their bell schedule as each school has its own timetable. This, however, is slated to change for the 2026-27 school year.

VCUSD conducted an annual oversight visit to GAMS/GAHS on March 19, 2025. The oversight team observed several classrooms, facilitated combined stakeholder interviews and reviewed documents onsite and those provided by each school prior to the oversight visit.

Classroom Observations and Onsite Document review

As GAHS is an Early College High School, at least two of the classes observed were actually college classes. One was a communications class where a young woman delivered an informative speech. Students in that particular class were listening with a few students volunteering to provide feedback to the speaker. This process was evident as an established routine for like assignments.

Other classes observed (both high school and middle school classes) included direct instruction, classrooms organized in student groupings (tables of 4; pairs), where student participation was encouraged and evident in most settings. Objectives were generally written on whiteboards, along with a daily agenda, or weekly agenda of topics/activities. Students observed were engaged and participating in lessons. Students have access to technology and demonstrate proficiency in using digital tools for research, presentations, brainstorming and collaborative learning.

Small class sizes were observed. This is particularly helpful in special education (SPED) classes and in general education classrooms with SPED participants. The SPED program offers a variety of service delivery options, including pull-out and push-in support, in both small and large group settings. Paraprofessionals are available to support and meet the needs of the student across various grade levels.

A sampling review of individual education program plans (IEP) and Section 504 plans was conducted. The review found some errors in updating IEP dates; the documentation does not always reflect that meetings have occurred. Additionally, baseline descriptions in the “Areas of Need” sections were either insufficient or did not accurately align with the identified disability-related needs. Section 504 eligibility descriptions are currently based solely on medical or health conditions, whereas eligibility should focus on how the impairment substantially limits a major life activity. When creating or reviewing 504 plans, general education teachers are not consistently included and if 504 students require medication, the

individualized health plan is not currently integrated into or referenced within the 504 documentation. This information creates the opportunity for a review of the processes and procedures in the documentation of IEPs and the creation and review of 504 plans.

Stakeholder Interviews - Students and Parents

Students and parents from both GAMS and GAHS were interviewed. Generally, both students and parents were happy with the school. Currently, there is no formalized PTA on campus, but parents do participate and volunteer for activities when their child is involved in fund raising activities or during class trips. As the middle school is released earlier than the high school, the middle school teachers stay later and many provide tutoring for their students. The parents are happy with the support they receive for their students, receiving timely progress reports and the “office hours” the teachers provide to students to contact for additional help, etc.

Students feel safe at school and have at least one caring adult on campus they can go to if they need assistance with anything. There are a few clubs and after school activities available for students but the students indicated a desire to have additional clubs and sports for which to participate. The high school parents and students are particularly happy with the AVID program and the additional help they receive when completing college applications.

Stakeholder Interviews - Teacher/Staff

A discussion was also facilitated with teachers and staff. The teachers shared information m, evidence, reasoning framework (CER) was a part of the Summit learning platform and is utilized at GAMS and GAHS. The CER is not used with the Gradient Learning platform nor the Transcend, which Gradient Learning is now a part of. The teachers also discussed their use of NWEA assessments and how it drives their instruction.

A concern of the teachers centered around the professional development (PD) received. They indicated that there was no intentional PD and their desire for the PD to be intentional. They explained that the PD was not consistent, and lacked follow thru and follow up. This presents the opportunity for additional PD that focuses on articulating and collaborating with departmental and cross curricular stakeholders in GTA, with a continual thread throughout the year.

Another concern voiced by teachers and staff members was the lack of consistent policies when administration is disciplining students. They indicated that there was no clear matrix of disciplinary infractions and associated consequences. They also mentioned the student handbook where much of this information should be contained, was out of date. This presents another opportunity for the school, and most likely the CMO, to revisit the schools’ discipline policies and wellness policies and differentiate consequences based on specific behaviors.

Although the teachers voiced concerns in several areas, they also displayed their commitment to providing their students with a project-based learning environment where graduating seniors have the opportunity to enter a four year college with their general education requirements completed in high school.

Teacher Audit

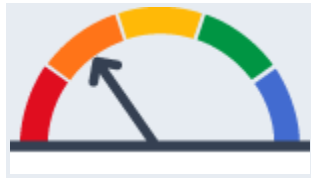
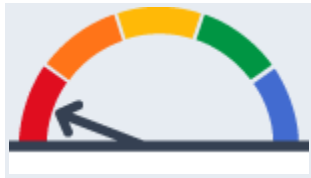

VCUSD conducted an audit of GAMS/GAHS certificated staff; teachers, counselors and administrators. The audit includes 16 teachers and one administrator. The middle school has five dedicated teachers, the high school has eight dedicated high school teachers and three teachers teach at both the middle school and high school. It should also be noted that a certificated counselor is not on staff. The Academic Advisor, assisting students with their scheduled courses is not certificated.

Credential Type	Number of Teachers
Clear Credentials	9 (5 HS, 2 MS, 2 Both)
Preliminary Credentials	4 (1 HS, 2 MS, 1 Both)
Provisional Internship Permit	1 (expired 1/1/2026) (HS)
30-Day Substitute	2 (1 HS, 1 MS)
Credential Type	Administrative Staff
Clear Professional Administrative Credential	1

The current enrollment for GAMS is 139 students, compared to 111 students reported in 2024-25 school year. There are currently 8 teachers teaching at the middle school this year but the full time equivalency of the middle school teaching staff is unknown. There are 7 fully credentialed (clear and preliminary credentials) middle school teachers. There are 170 students currently enrolled at GAHS, compared to 186 students enrolled during the 2024-25 school year. There are 11 teachers teaching at

the high school, the full time equivalency is unknown. There are 9 fully credentialed high school teachers. Regardless of the full time equivalency at each site, the percentage of fully qualified teachers surpasses the percentage noted for both GAMS and GAHS reported in the 2025 Dashboard results (51.1%, 50.3% respectively).

GAMS 2025 Dashboard Results

Academic Performance		
<p>English Language Arts</p> <p>All Students</p>  <p>Orange</p> <p>66.7 points below standard Declined 24.9 Points Number of Students: 106</p>	<p>Mathematics</p> <p>All Students</p>  <p>Red</p> <p>100.6 points below standard Declined 13.4 Points Number of Students: 106</p>	<p>English Learner Progress Indicator</p>  <p>No Performance Color</p> <p>63.6% making progress Increased 32.9% Number of Students: 22</p>

The California Department of Education (CDE) rates GAMS as a middle performing charter school. Middle performing schools are those that do not meet low performing or high performing status. In order to maintain middle performing status GAMS will need to elevate their status. In 2024-25 school year, GHMS had a population of 111 students, with 78.4% socioeconomically disadvantaged (SED) students, 11.7% Students with Disabilities (SWD), and a 21.6% English Learner (EL) population.

There are 12 total student groups included in this report. Only one group had enough students to warrant a performance color.

ELA Results - Orange

The SED group was the only student group that warranted a performance color, which was Red. This group of 91 students declined by 29.1 points to 75.1 points below standard. Overall the ELA results schoolwide declined 24.9 points to 66.7 points below standard. This is significantly lower than the States 8.1 points below standard. The 2024 results in ELA showed an increase of 21.9 points and warranted performance level color of yellow.

Math Results - Red

The SED group was the only student group that warranted a performance color, which was Red. They declined by 9.7 points to 105.7 points below standard. Overall, all students declined by 13.4 points to 100.6 points below standard, again lower than the State score of 42.4 points below standard. The 2024 results in Math showed an increase of 3.7 points and warranted the performance level color of yellow.

English Learner Performance Indicator (ELPI)

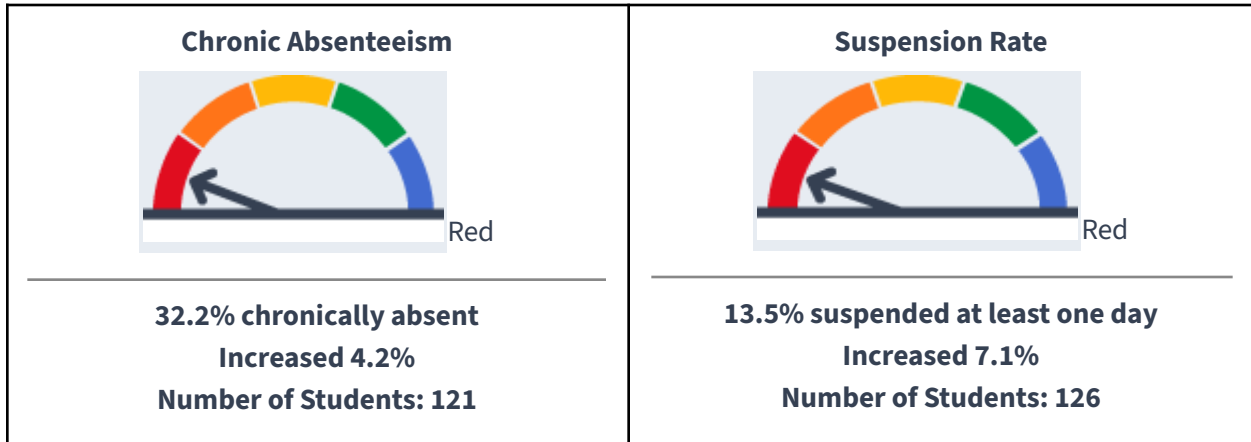
Although the ELPI did not warrant a color due to the number of those tested, this group sustained an increase of 32.9% with 63.6% of the group making progress. The number of ELs tested in 2025 increased by 9 students, and will likely increase again for the 2026 testing. Additionally, the Long-Term English Learners noted 70.6% are making progress with 17 students being tested.

Academic Engagement and Conditions and Climate

The next categories that are included in determining the performance level of middle schools are Academic Engagement - Chronic Absenteeism; and Conditions and Climate - Suspension Rate. Chronic Absenteeism states the number of students counted in this category as 121. The number of students in this Suspension Rate category is 126. These student number counts are higher than the number of students reported in Dataquest for the 2024-2025 academic year.

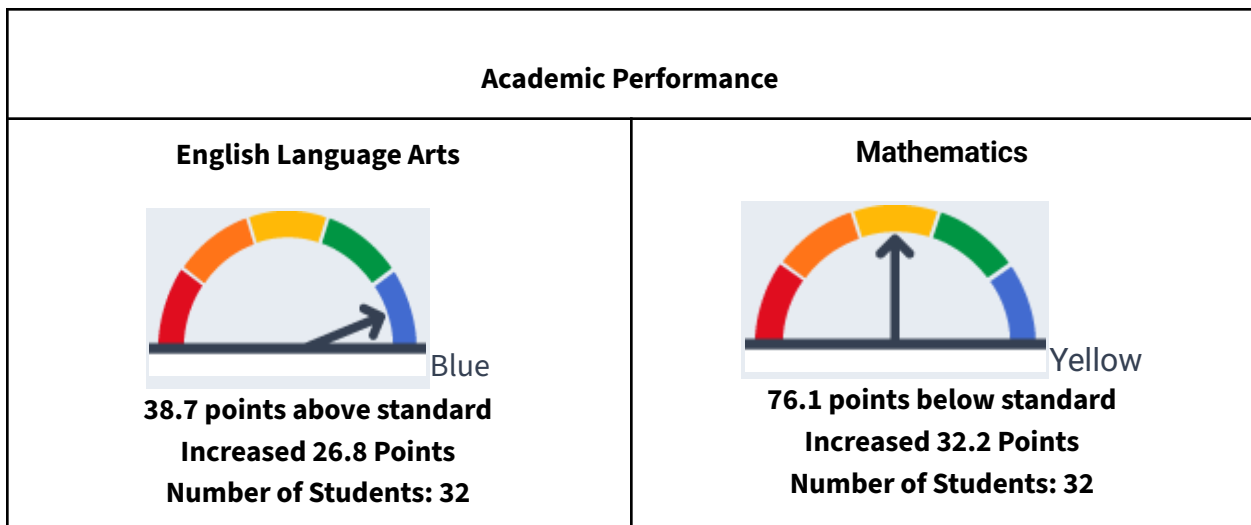
Note the performance color for each of these categories is Red. Chronic Absenteeism increased a total of 4.2% with 32.2% of all students absent 10% or more of the instructional days of enrollment. The only student group warranting a performance color was the SED group which increased by 7.3% to 34.6% chronically absent, performance color Red. These results are much higher than the State's chronic absenteeism rate of 17.1%. The Suspension Rate increased by 7.1% with 13.5% of students being suspended for at least one day. This is also higher than the State results of 2.9% of students suspended for at least one day.

Academic Engagement	Conditions and Climate
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GAMS 2025 Dashboard results are disappointing and present critical opportunities to increase their performance levels, and decrease their chronic absenteeism and suspension rates in the 2026 Dashboard. Should the 2026 Dashboard results not improve, the school will risk being labeled a low performing school and risk non-renewal.

GAHS Dashboard Results



The CDE rates GAHS as a middle performing charter high school. The 2025 testing included 32 students representing 11 of 12 Student groups.


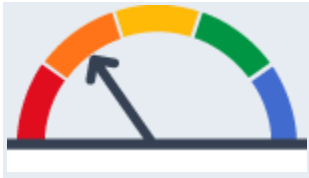
ELA Results - Blue

GAHS students scored 38.7 points above standard in ELA, increasing their score from 2024 by 26.8 points. This outperforms the state, which scored 8.1 points below standard. Although no student

groups had enough students to warrant a performance color, the Hispanic group, which included 18 students, scored 35.4 points above standard, increasing their previous performance by 57.6 points.



Mathematics - Yellow

GAHS students scored 76.1 points below standard in Mathematics. Increasing 32.2 points from prior year. The State outperformed GAHS with 42.4 points below standard, but increasing only 5.2 points. The Hispanic group increased their score by 51.3 points and scored 109.9 points below standard, however, the number of students tested (19) was too small to warrant a performance color.

Academic Performance	
<p>English Learner Progress Indicator</p>  <p>No Performance Color</p> <hr/> <p>38.5% making progress Declined 11.5% Number of Students: 26</p>	<p>College/Career</p>  <p>Orange</p> <hr/> <p>Prepared 18.8% Declined 32.4% Number of Students: 69</p>

The ELPI declined 11.5% with 35.5% of ELs making progress (2024 results were 50% making progress). The 2025 GAHS results fall short of the state where 46.4% of ELs are maintaining their progress. This is an area of opportunity for GAHS.

While the Dashboard shows the College/Career indicator declined by 32.4%, resulting in 18.8% prepared for college/career, it was brought to our attention that due to incorrect implementation of Aeries data this percentage is inaccurate. Based on the correct implementation of Aeries data, the figure should reflect an increase and show that 69.5% of the students tested are college/career prepared. This is significant as GAHS is an Early College High School, where college coursework is required for graduation, and some college classes are conducted on-site. Additionally, there are career technology opportunities available through their community college partnership, which would tend to increase the preparedness of GAHS students. The correct implementation of Aeries data should be reflected in the 2026 Dashboard results.

Academic Engagement	Conditions and Climate
<p style="text-align: center;">Graduation Rate All Students</p>  <p style="text-align: right;">Orange</p> <hr/> <p style="text-align: center;">85.5% graduated Declined 1.7% Number of Students: 69</p>	<p style="text-align: center;">Suspension Rate All Students</p>  <p style="text-align: right;">Red</p> <hr/> <p style="text-align: center;">11.4% suspended at least one day Increased 4.7% Number of Students: 201</p>

The graduation rate declined in 2025. Based on the student cohort of 69 students, only 59 students graduated from GAHS in 2025. Additionally, only five of those students graduated meeting UC/CSU graduation requirements. Given that GAHS is an Early College High School, this factor presents an additional opportunity for GAHS. As students have access to college level coursework and are required to complete a specific number of college units as a graduation requirement, the college/career readiness and the graduation rate should both steadily increase. Additionally, a certificated counselor on staff would ensure that graduates were meeting the UC/CSU graduation requirements.

The suspension rate increased by 4.7% to 11.4% of students being suspended at least one day. With the elevated focus of Wellness with a Wellness Coordinator, Wellness Coaches and a Wellness Center, and the implementation and reliance on Positive Behavior Interventions and Supports (PBIS), these numbers should be on the decline. The behavior of students and the handling of discipline issues by administrators, was a concern previously noted in this document and tied to the suspension rate.

Educational Program Final Thoughts

In summary, and in response to the question: Is the charter school’s education program a success? There are areas of success and opportunities for improvement. The teaching staff includes dedicated personnel who are committed to improving the results of their students through continuous implementation of standards and practices. They acknowledge the need for a continuity of consistent and intentional professional development, and the updating and implementation of consistent discipline and wellness policies.

The teaching staff is the critical component to a successful educational program. The opportunity for students to be able to take college classes and earn an associates degree along with a high school

diploma is outstanding. Taking into consideration the proficiency levels currently exhibited by GAMS, should they not improve, GAHS will need to remediate the achievement levels matriculating to the high school, making it more difficult to focus on the growth opportunities critical for high school success. This is in addition to the decline in the graduation rate and career/college readiness. The addition of a certificated counselor on staff would ensure that students were on track to graduate and were meeting the UC/CSU graduation requirements.

Additionally, both schools' suspension rate is too high which indicates a need to identify the reasons behind the suspensions and what measures not currently in place need to be adopted. Each school participates in the wellness curriculum and PBIS, and though the suspensions are down for the year, there still exists an issue with student behaviors and a disconnect between those behaviors, appropriate consequences, and observable changes in behavior. Addressing this issue will assist in the improvement of the conditions and climate on campus.

Currently, the overall program as observed in both schools is more successful than not, so the answer to the question is a tentative yes. However, without addressing the opportunities as observed and noted in this document, the answer to this question may change in the near future.

Is the charter school financially viable?

The Education Code Section 47604.33, requires schools to submit financial information for the authorizer's review and assessment of the fiscal condition of its charter schools. The following financial information is required to be submitted to the authorizer by specified dates and Caliber has successfully submitted timely reports to the authorizing district. The following reports are required.

- On or before July 1, a preliminary budget.
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- On or before September 15, a final unaudited report for the full prior fiscal year.

During the site visits, VCUSD staff and financial consultant met with GTA Superintendent and their fiscal consultant to discuss and review the GTA charter schools' fiscal situation. The fiscal information relating to GAMS and GAHS is summarized as follows.

Interagency Loan

- MIT and MITA provided an interagency loan to GAMS and GAHS in the amount of approximately \$7.7 million. Although this transaction appears to be a loan on GTA's financial statement it does not carry with it the loan-payback characteristics of interest or a repayment schedule. The repayment of the loan will be determined by whether or not GAMS and GAHS can afford repayment and whether or not MIT or MITA needs the money repaid.

GAMS

Highlights and Trends

- Enrollment has exceeded what was anticipated at budget; enrollment is projected to remain flat in the MYP.
- Surplus/(Deficit) spending is anticipated to end with a significant surplus, attributable to reimbursement received from Measure S bond funds for the completion of facilities projects at the site. However, this reimbursement is one-time funds, and looking forward, the MYP projects a balanced budget followed by a modest deficit.
- Fund balance is estimated to increase to a healthy level of approximately 75% of expenditures, due to the surplus discussed above. The MYP projects a modest decline in fund balance as a percentage of expenditures over the subsequent two years.
- Cash is trending up and sits at a healthy level. The higher cash level as compared to fund balance is attributable to an intercompany loan that is supporting the school.

Audit

- The auditor expressed an unmodified opinion in all areas; financial statements, Federal program compliance, and State program compliance.
- There were no findings in internal controls over financial reporting nor program compliance.

Summary findings

GAMS's fiscal condition has improved with the receipt of one-time funds associated with Measure S. In addition, with enrollment growth stronger than expected, the school has been benefiting from budget surpluses that have resulted in an improving fund balance and cash balance. The MYP anticipates some challenges in the upcoming years that will need to be managed. Based on the financial overview and current reports, GAMS is financially viable.

GAHS

Highlights and Trends

- Enrollment while falling well short of the growth that was anticipated at Budget, the MYP projects approximately 12% annual growth over the subsequent two years.
- Surplus/(Deficit) spending is anticipated to end with a significant surplus, attributable to reimbursement received from Measure S bond funds for the completion of facilities projects at the site. However, this reimbursement is one-time funds, and looking forward, the MYP projects balanced budgets.
- Fund balance is estimated to increase to a healthy level of just over 40% of expenditures, due to the surplus discussed above. The nMYP projects a modest decline in fund balance as a percentage of expenditures over the subsequent two years.
- Cash is trending up and sits at a healthy level. The higher cash balance in comparison to fund balance is attributable to an intercompany loan that is supporting the school

Audit

- The auditor expressed an unmodified opinion in all areas; financial statements, Federal program compliance, and State program compliance.
- There were no findings in internal controls over financial reporting nor program compliance.

There were no audit findings for the fiscal year under review. In the prior fiscal year there was one audit finding, and the corrective action plan was found to have been implemented.

Summary findings

GAHS's fiscal condition has improved with the receipt of one-time funds associated with Measure S. However, on an ongoing basis the school is still challenged with accomplishing structural stability as enrollment growth has fallen short of expectations. The MYP anticipates growth in the upcoming years, and GTA will need to be cautious in managing costs should this growth not materialize. Based on the financial overview and current reports, GAHS is financially viable.

Is the charter school operating and governed effectively?

GAMS and GAHS operate under the CMO of Griffin Technology Academies. There are currently four schools operating under the CMO. GAMS and GAHS are both located at a leased VCUSD property, 233

Hobbs Avenue in North Vallejo and one site director oversees both schools. Additionally, the CMO provides additional governance support via the Superintendent, Chief Academic Officer (Instructional/Curricular support), Director of Student Support Services (Special Education support), Wellness Director (Mental Health/Behavior Support) and Director of Family and Community Engagement (Community outreach).

A tour of the facility was conducted during the visit, and found the facility to be in good condition with recent updates creating a visually appealing and pleasant environment for the students and staff.

Governing Board

The CMO has a seven-member Board of Directors, two of which are student representatives. Board meetings occur monthly. During the site visit the team had the opportunity to interview three of the directors. The governing board is very invested in GTA schools. They are in frequent contact with the superintendent and quite knowledgeable regarding the day-to-day activities in the schools. The current board chair has been in this position since 2022. Board members serve three-year terms and cannot serve more than three consecutive terms. The current five adult members of the board have been serving in their roles for at least four years. One member is a former student at MIT, and three members have children that previously attended or currently attend one of the schools.

Each board member interviewed takes their role as a board director seriously. They come from varied backgrounds and sit on committees in the CMO that best match their individual expertise. They appear to be well versed with the budget and although do not directly contribute to the LCAPs for each of the schools, they have the opportunity to review, ask questions, provide input and then approve the LCAPs. They evaluate the Superintendent annually and help him set annual goals and objectives.

Each year the board revisits the Brown Act, to ensure compliance with the Act. When asked about additional training opportunities there did not seem to be a general interest in attending additional training, and appeared satisfied with the status quo. However, in light of the changes regarding charter school law in the past several years, it may be in the best interest of the board to seek out additional training. Additionally, in their role overseeing expulsion cases, process and procedures are important and without proper knowledge, actions taken and decisions made, could easily be reversed.

The board frequently looks at data, whether it be the financial data for the CMO or the achievement levels as reported in the California Dashboard. Those interviewed are well aware of the schools' achievement levels and the fiscal situation of the CMO, understanding the impact of declining enrollment.

School Site Council and English Learner Advisory Committee

Members of GAMS/GAHS School Site Council (SSC) and English Learner Advisory Committee (ELAC) were also interviewed. Parents of both groups are members because they wish to be involved in their students' education. As the schools are relatively new, these committees are still finding their way, as demonstrated by the SSC, currently researching and creating Bylaws for their organization.

Members interviewed stated that each group meets five times a year and that meeting agendas were posted. The school website provides information about each of these groups but does not provide a calendar listing the meeting dates, agendas for the meetings, or minutes of prior meetings.

The parents from each group seemed to be unaware of what their entire responsibilities were on their respective committees, and unclear how money was being spent. There was mention of SSC requesting a mid year report with a breakdown of how money was allocated. ELAC members indicated that at the end of the year they celebrate the reclassification of their qualifying students. They use parent square, phone calls and "Whats Up" group chat to communicate with parents. Neither group could articulate their role in the creation of the schools' LCAP. This provides an opportunity for more stakeholder activities around the creation of the LCAP

It is apparent that the parent and student components of each group have the desire to be productive members of their group. As the school has experienced turnover in site management and the current leader is there temporarily, the CMO needs to provide additional support for these groups, clarifying their roles and responsibilities and providing the structure necessary to ensure each groups compliance and effectiveness for their school communities.

Should the opportunities noted be actualized, the overall governance and operation of the schools will improve. The current operation and governance structure is acceptable.

Is the charter school advancing equity and access through serving public policy purposes?

GAMS is a middle school, grade 6 through 8 with 139 pupils. This number includes 20 SWD's, 6 McKinney-Vento students and 35 EL's. The unduplicated count is 101. The ethnicity breakdown for the 2024-25 school year as reported by Dataquest is as follows: 15.4% African American, 3.8% Asian, 5.4% Filipino, 59.2% Hispanic, .8% Pacific Islander, 2.3% White and 13.1% Two or more races.

GAHS is a high school, grade 9-12 with 170 students. The number includes 27 SWD's, 6 McKinney-Vento students and 20 ELs. The unduplicated count is 124. The ethnicity breakdown for the 2024-25 school year as reported by Dataquest is as follows: 18.5% African American, 2.4% Asian, 6% Filipino, 55.4% Hispanic, 1.2% Pacific Islander, 8.3% White, 7.7% Two or more races and .6% not reported.

GAMS/GAHS campus provides nutrition before school, at break and at lunch. They have one non-certificated academic advisor for both the middle and high school student population. The school provides a focus on the whole child by providing access to wellness coaches for mental health support along with providing a strong, academic curriculum. The middle and high schools are on different alternating block bell schedules. The middle school has an advisory period at the beginning of each day with a 6 period alternating block schedule. The high school has an advisory immediately after lunch with an 8 period alternating block schedule. Monday's schedule is an alternative schedule with a shorter day for both middle and high school and the high school advisory is before rather than after lunch on this day.

The **mission and vision statements** are the same for all four schools in the CMO:

Mission Statement: The mission of Griffin Technology Academies is to prepare 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.

Vision Statement: Our vision is to inspire a community of lifelong learners who are equipped with the knowledge, skills, and values to lead and succeed in a diverse and dynamic world.

Based on observations of students, conversations with stakeholders, and the evaluation of numerous documents, the school appears to be advancing equity and access through serving public policy purposes. Although there are areas to work on as noted in this document, advancing equity and access was observed.