AGENDA

LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway, Downey, CA 90242
Phone (562) 922-6128 Fax (562) 469-4399

TO LISTEN BY TELEPHONE: (669) 900-9128
Meeting ID: 822 2518 9839
Passcode: 241814

TO LISTEN TO THE AUDIO STREAM ONLINE: https://tinyurl.com/LACOEBoardMeeting
Meeting ID: 822 2518 9839
Passcode: 241814

No. 04: 2026-2027

The full agenda is accessible through the receptionist at the northeast entrance of the above address. The Board agenda will also be accessible through the LACOE Board of Education website at the following link: https://www.lacoe.edu/about/board/meetings-agendas. Enclosures to the agenda are available for review in the Board of Education's office during business hours 8:30 a.m. – 5:00 p.m. Any material related to an item on this Board Agenda distributed to the Board of Education is available for public inspection at our Office of Communications, Room EC 103 – LACOE Administrative Offices. Procedures for addressing the Board are in the wall receptacle in the entry to the Board Room and posted on the LACOE Board of Education website. To request a disability-related accommodation under the ADA, please call Ms. Christina Jones at (562) 922-6128 at least 24 hours in advance.

Board Meeting
August 11, 2026
3:00 p.m.

Ms. Andrade — **STUDY SESSION**: Charter Schools – **2:00pm**

I. PRELIMINARY ACTIVITIES – 3:00 p.m.

Dr. Montaño — A. Call to Order
Ms. Breslauer — B. Pledge of Allegiance
Dr. Duardo — C. Ordering of the Agenda
Dr. Montaño — D. Approval of the Minutes
1. August 4, 2026

II. COMMUNICATIONS: BOARD OF EDUCATION / SUPERINTENDENT / HEAD START POLICY COUNCIL / PUBLIC

III. PRESENTATIONS (none)

IV. HEARINGS (none)

V. REPORTS / STUDY TOPICS

Mr. Hart — A. 45-Day Budget Revision Report
Mr. Hart — B. Update on the Business Enhancement System Transformation (BEST) Project

VI. CONSENT CALENDAR RECOMMENDATIONS (none)

CLOSED SESSION
Conference with Legal Counsel – Anticipated Litigation
Significant Exposure to litigation pursuant to paragraph (2) of subdivision (d) of Government Code Section 54956.9: 1 case

VII. RECOMMENDATIONS

Ms. Andrade
A. Adopt the California Charter Authorizing Professionals' Recommendation to Remand the Charter Petition for Grace Hopper STEM Academy, Grades 6-8

Mr. Marcos
B. Approval of the Adoption of the 2026-27 Textbooks and Instructional Materials List for Special Programs Support and Transformation (Specialized High Schools, Juvenile Court Schools, Renaissance Community Alternative Schools)

Ms. Muñoz
C. Approval of Head Start Cost-of-Living Adjustment (COLA) Funding with Attached Staff Report

VIII. INFORMATIONAL ITEMS

Dr. Duardo
A. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, Follow up

IX. INTERDISTRICT AND EXPULSION APPEAL HEARINGS

A. Los Angeles County Board of Education's Decision on Interdistrict Attendance Appeals (Closed Session)
   1. I. C. v. Pasadena USD
   2. E. S. v. Pasadena USD
   3. L. D. v. Pasadena USD
   4. J. D. v. Palos Verdes Peninsula USD
   5. N. K. v. Palos Verdes Peninsula USD

Dr. Montaño

X. ADJOURNMENT

UNAPPROVED
NO.3:2026-27

MINUTES
LOS ANGELES COUNTY BOARD OF EDUCATION
9300 Imperial Highway
Downey, California 90242-2890
Tuesday, August 4, 2026

A meeting of the Los Angeles County Board of Education was held on Tuesday, August 4, 2026, at the Los Angeles County Office of Education Board Room.

PRESENT: Ms. Michele Breslauer, Dr. Laura Cantú, Dr. Yvonne Chan, Mr. James Cross, Ms. Margaret Granado, and Dr. Stanley L. Johnson Jr.

UNCOMPENSATED ABSENCE: Dr. Theresa Montaño

OTHERS PRESENT: Dr. Debra Duardo, Superintendent; Administrative Staff: Ms. Christina Jones, Senior Executive Assistant

PRELIMINARY ACTIVITIES

CALL TO ORDER
Dr. Chan called the meeting to order at 3:00 p.m.

Dr. Chan read the LACOE Land Acknowledgement.

PLEDGE OF ALLEGIANCE
Mr. Cross led the Pledge of Allegiance.

ORDERING OF THE AGENDA
Dr. Duardo indicated that there were two changes to the agenda. Interdistrict Attendance Appeal Item IX-A: No. 2 E. B. v. Azusa USD, was withdrawn by the parent, and Item IX-A: No. 5 J. C. v. LAUSD was released by the district. These changes were reflected on the green sheet.

It was **MOVED** by Ms. Granado, **SECONDED** by Mr. Cross, and **CARRIED** to approve the Board agenda as amended.

Yes vote: *Ms. Breslauer, Dr. Cantú, Dr. Chan, Mr. Cross, Ms. Granado, and Dr. Johnson*

APPROVAL OF THE MINUTES –
- July 21, 2026 – *The minutes were approved as presented.*

It was **MOVED** by Mr. Cross, **SECONDED** by Ms. Granado, and **CARRIED** to approve the July 21, 2026, minutes as presented.

Yes vote: *Ms. Breslauer, Dr. Cantú, Dr. Chan, Mr. Cross, Ms. Granado and Dr. Johnson*

COMMUNICATIONS: BOARD / SUPERINTENDENT

Board members shared updates on recent educational events and initiatives across Los Angeles County.

- Dr. Duardo welcomed new team members Ms. Cristina Muñoz, Chief Academic Officer and Dr. Jezelle Fullwood, Chief of Equity, Access, and Inclusion, who will join the rest of the team during the Executive Cabinet Retreat, August 6-7, 2026.

- Dr. Duardo announced that the 2026-27 school year is approaching with school districts starting the week of August 10, 2026. LACOE schools are also scheduled to start soon with International Polytechnic High School on August 10 and Los Angeles County High School for the Arts on August 12.

- Dr. Duardo shared that California's 2026-27 State Budget includes a historic $25 million investment to expand inclusive postsecondary education opportunities for students with intellectual and developmental disabilities. This funding builds on the work of the California Center for Inclusive Colleges, California's statewide technical assistance center co-led by LACOE and the Sacramento County Office of Education. The investment will expand inclusive college programs statewide, strengthen existing programs, increase technical assistance and professional learning, and improve access to college, career pathways and competitive integrated employment. It will also reinforce California's commitment to educational equity and recognizes LACOE's leadership in advancing inclusive higher education statewide.

- Mr. Cross gave an update on Mr. Lee Squire's public request to make Los Angeles County a purple heart county. The Los Angeles County Board of Supervisors approved Los Angeles County as a purple heart county at a recent meeting on August 4, 2026.

COMMUNICATIONS: ASSOCIATION

The following association member addressed the County Board: Lisa Hairrington

COMMUNICATIONS: PUBLIC

The following members of the public addressed the County Board: Dave Trejo, Leilani, and Charity Rock

PRESENTATIONS (none)

HEARINGS (none)

REPORTS/STUDY TOPICS (none)

CONSENT CALENDAR RECOMMENDATIONS

APPROVAL OF CERTIFICATION OF SIGNATURES – 2026-2027
The Superintendent recommended that the County Board approve select staff to sign warrants, orders for salary payments, contracts and official documents as specified for the Los Angeles County of Education for the 2026-27 fiscal year.

It was **MOVED** by Mr. Cross, **SECONDED** by Dr. Johnson, and **CARRIED** to approve the Consent Calendar Recommendation.

There were no questions from the County Board on this item.

There were no public speakers for this Board item.

Yes vote: *Ms. Breslauer, Dr. Cantú, Dr. Chan, Mr. Cross, Ms. Granado, and Dr. Johnson*

RECOMMENDATIONS (none)

INFORMATIONAL ITEMS

GOVERNMENTAL RELATIONS

Ms. Pam Gibbs provided a Governmental Relations update to the County Board.

There were no questions from the County Board.

There were no public speakers for this Board item.

LOS ANGELES COUNTY BOARD OF EDUCATION MEETING SCHEDULE, ESTABLISHMENT OF MEETING TIMES, FUTURE AGENDA ITEMS, AND BOARD FOLLOW UP

Dr. Duardo indicated that the next regular Board meeting would be held on August 11th at 3:00pm.

There were no questions from the County Board.

There were no public speakers for this Board item.

LOS ANGELES COUNTY BOARD OF EDUCATION'S DECISION ON INTERDISTRICT AND ATTENDANCE APPEALS

S.P. v. AZUSA UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director III, Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present but was represented by her parents, Ms. J. V. and Mr. J. P. Mr. Paul Hernandez, Director of Expanded Learning and Student Safety, represented Azusa Unified School District.

Four affirmative votes of the County Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantú, Dr. Chan, Mr. Cross, Ms. Granado, and Dr. Johnson.

M.O. v. DOWNEY UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director III, Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present but was represented by his mother, Ms. C. H. Mr. Jayro Roman, Student Services and Attendance Coordinator, represented Downey Unified School District.

Four affirmative votes of the County Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantú, Dr. Chan, Mr. Cross, Ms. Granado, and Dr. Johnson.

S.S. v. LOS ANGELES UNIFIED SCHOOL DISTRICT

The proceedings were conducted in closed session to reach a decision on the interdistrict attendance appeal. Ms. Vibiana Andrade, General Counsel, represented the Los Angeles County Board of Education. Dr. Sonya Smith, Director III, Student Support Services, Los Angeles County Office of Education, was also present.

The appellant was not present but was represented by her parents, Ms. D. W. and Mr. S. S. Ms. Dianna Armenta, Coordinator, Pupil Services and Attendance, represented Los Angeles Unified School District.

Four affirmative votes of the County Board are required for an interdistrict appeal to be granted. A roll call vote was taken. Voting yes were: Ms. Breslauer, Dr. Cantú, Dr. Chan, Mr. Cross, Ms. Granado, and Dr. Johnson.

LOS ANGELES COUNTY BOARD OF EDUCATION'S DECISION ON EXPULSUION APPEALS (CLOSED SESSION)

CASE NO. 2526-0008 V. LOS ANGELES UNIFIED SCHOOL DISTRICT

The expulsion proceedings were conducted in closed session to reach a decision on the Expulsion appeal. Ms. Vibiana Andrade, General Counsel, provided legal advice to the Los Angeles Board of Education. Dr. Sonya Smith, Director III, Student Support Services, Los Angeles County Office of Education, was also present on behalf of the administrative panel.

The appellant was present and represented by student's parents, Ms. H. A. and Mr. S. E, along with attorneys, Ms. Lindsay Appell and Ms. Hannah Meza. Dr. Daniel Ochoa, Specialist, Student Discipline and Expulsion Support and Mr. Patrick Balucan, Associate General Counsel, represented Los Angeles Unified School District.

Fact-finding had been conducted by a three-member administrative hearing panel. A copy of the record, a summary of findings and conclusions, and a recommendation by the administrative hearing panel were provided to all parties. The representatives addressed the County Board and responded to questions from the Board.

After hearing the presentations, the County Board reconvened in Open Session.

No action was taken by the County Board in Closed Session.

Four affirmative votes of the Board are required for an expulsion appeal to be granted. A yes vote grants the appeal and overturns the expulsion. A no vote denies the appeal and upholds the district's action. A vote was taken. Voting yes were Ms. Breslauer, Dr. Chan, Dr. Cantú, Mr. Cross, Ms. Granado, and Dr. Johnson. The appeal was granted and the expulsion was overturned.

Four affirmative votes of the Board are required to direct Los Angeles Unified School District to expunge the record of the student and the records of the District of any reference to expulsion action. A yes vote directs the local board to expunge the records. A no vote does not direct the local board to expunge the records. A vote was taken. Voting Yes were Ms. Breslauer, Dr. Chan, Dr. Cantú, Mr. Cross, Ms. Granado, and Dr. Johnson. The County Board voted to direct the local the local board to expunge the record of the pupil and the records of the district of any references to the expulsion action. The expulsion shall be deemed not to have occurred.

ADJOURNMENT

This meeting was adjourned by unanimous consent at 5:59 p.m.

Board Meeting – August 11, 2026

Item V. Reports / Study Topics

A. 45-Day Budget Revision Report

Pursuant to EC 1622(e), not later than 45 days after the Governor signs the annual Budget Act, the COE shall make available for public review any revisions in revenues and expenditures that it has made to its budget to reflect the funding made available by that Budget Act. The purpose of this report is to provide the Los Angeles County Board of Education with information regarding LACOE 45-Day Budget Revisions. (Enclosure)

FINANCE & BUSINESS OPERATIONS

Fiscal Year 2026-27

45 Day Revision

Board of Education

August 11, 2026

Los Angeles County Office of Education

Budget and Operational Timeline

June to July

- Adopted 2026-27 Budget
- 2026-27 Fiscal Year Began

August

- 45-day Revision to Reflect State Enacted 26-27 Budget

September

- Annual Financial Statement Audit

October

- 2025-26 Unaudited Actuals Report

November

- Budget Development Process Begins
- 2025-26 Audited Financial Report Finalized

December

- Audit Committee Meeting
- 2026-27 1st Interim Budget Report
- 2025-26 Annual Financial Report Presented to Board for Approval

Where We Left Off & What We Will Cover
45 Day Revision

Governor's Enacted Budget (Effective June 29, 2026)

Complete alignment of the LACOE budget with the Governor’s final June enacted plan, incorporating any final substantial statutory or trailer bill changes.

Federal Grant Updates

Update on the approval status of federal grant carryover or extension.

New Grant Recognition

Formal inclusion of grants received after the LACOE budget development deadline into the operating budget.

Capital Projects Update

Reporting on progress of capital planning: campus modernization, and technology modernization.

What is the 45-Day Revision?

Education Code Section 1622(e)[1]
Mandates COEs make public any adjustments to revenues and expenditures made to the budget as a result of the State Budget Act.

45-Day Public Presentation
Revisions must be presented publicly within 45 days of the Governor signing the budget.

[1] https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=1622.

Why Revise the Budget?

To align with Enacted State Budget
Ensures local budgets align to the most current projected funding levels approved in the State's Budget Act.

Reconcile Funding Allocations
Formal opportunity to update program allocations with new or increased state funding.

Affirm Commitment to Continuous Improvement and Transparency
To communicate available resources across program delivery teams and facilitate rapid execution of student support and operational plans.

Governor's Enacted Budget – June 29, 2026
Proposition 98

Governor Statement
"Governor Newsom announces a revised budget that eliminates California's deficit while maintaining core investments for working families, healthcare, education, and businesses."[1]

Proposition 98
The Enacted State Budget protects the **Proposition 98 minimum guarantee** despite revenue volatility. It utilizes the Proposition 98 Reserve to ensure funding stability for K-12 and Community Colleges without triggering programmatic cuts.

Withholding of underfunded amounts from previous years is reduced from **$5.6 billion in January to $3.9 billion in the Enacted Budget.**

Note: "settle-up obligation" to be paid in Spring 2027 if revenue estimates hold steady.

[1] Source: https://www.gov.ca.gov/2026/05/14/may-revise/

How the Proposition 98 Settle-up Has Changed

A tax-deadline delay hid a revenue miss — the 2022-23 guarantee fell $9.8 billion after year-end, prompting the State to change how it reconciles school funding.

HOW IT WAS BEFORE

Real-time reconciliation

- The guarantee was trued up in the same or next year, up or down, within that year's budget.
- When the guarantee rose after adoption, the State settled up promptly (policy since 2019-20).
- Funding above the guarantee was recorded as a cost in the year it occurred.

HOW IT IS NOW

Multi-year reconciliation

- Funding is held above the guarantee, and the reconciliation is spread across future years.
- The State retained funding $6.2 billion above the revised 2022-23 guarantee and established a multi-year General Fund repayment schedule.
- The increase in the 2024-25 guarantee generated approximately $1.9 billion in settle-up funding that was carried forward for future budget action.

WHAT THIS MEANS

The guarantee shown in any single budget act may not reflect the full picture — reconciliations and related settle-up obligations may now affect funding recognition and budget actions across multiple fiscal years

Source: Legislative Analyst's Office — 2024-25 & 2025-26 California Spending Plans and companion Proposition 98 budget briefs.

Other Statewide Education Priorities Affecting LACOE

Deficit Elimination: Structural solutions implemented to close the multibillion-dollar gap without impacting the LCFF base. Prop 98 represents a $29.2 billion increase over three years compared to the 2025 Budget Act.

Educational Equity Investment: Continued commitment to the highest-need students through targeted equity funding such as for Community Schools - $1 billion ongoing expansion funding; and Student Support & Professional Development Block Grant, a $5 billion one-time investment.

Mental Health: Funding remains intact for school-based health and mental health services (CYBHI).

Source: https://ebudget.ca.gov/2026-27/pdf/Enacted/BudgetSummary/TK-12Education.pdf

Other Statewide Education Priorities Affecting LACOE (cont.)

Special Education: Largest investment in Special Education in the 175-year history of the State. This will increase ongoing Special Education funding by $2.4 billion — a 43% increase; helping schools serve students with disabilities as federal support stagnates.

Universal & Targeted Assistance: Trailer bills AB121 and AB126 enacted changes from Differentiated Assistance funding to Universal & Targeted Assistance providing support to all LEAs within the County's jurisdiction with a more stable funding methodology.

Source: https://ebudget.ca.gov/2026-27/pdf/Enacted/BudgetSummary/TK-12Education.pdf

Transition to Universal & Targeted Assistance (UTA) (Ed Code 2575.35)*

The new funding formula includes increases in the base grant, an ADA grant, a new stability grant, and a hold harmless adjustment for 2026-27 only. Starting in 2027-28, the stability grant will be phased out, and the base grant will be increased by a cost-of-living adjustment.

Benefit to LACOE:

	2026-27	2027-28	2028-29
Original Estimates under Differentiated Assistance	12,300,000	11,400,000	11,400,000
New Estimates under UTA	13,833,333	13,939,243	13,998,397
Increased Revenue	1,533,333	2,539,243	2,598,397

*Actual allocation to be determined pending program review as the final guidelines will be released in October 2026.

Transition to Universal & Targeted Assistance (UTA) (Ed Code 2575.35)

Program requirement changes include a shift in focus to continuous improvement on state priorities and closing achievement gaps for all LEA's within the County (Universal Assistance).

LEA's identified as requiring assistance on the 2025 dashboard will need to be prioritized (Targeted Assistance).

Allowable uses include but are not limited to:

- Targeted & technical assistance related to Data Management
- Professional development related to pupil performance & closing achievement gaps
- Support in evaluating performance on state & local dashboard indicators
- Assistance & coaching related to development/implementation of the LCAP

The methodology for identifying districts qualifying for targeted assistance is changing to a three-year cycle coinciding with the LCAP cycle, and support will be required to be provided for three years. Identification will continue to be based on Dashboard indicators for specified student groups.

Summary of Revenue Changes

Resulting from the Governor's Enacted Budget		
Funding Source	**Reason**	**Amount ($)**
LCFF COLA Augmentation	Statutory increase to COLA of 0.46% plus 1.44% additional LCFF Investment(1)(2)	$ 716,916
Universal and Targeted Assistance (formerly Differentiated Assistance)	New funding formula	$ 1,533,333
Special Education (3)	Per student base rate increase (43%)	$ 3,416,895
Anti-Bias Education	Pass-through to the Museum of Tolerance	$ 1,000,000
Student Support and Professional Development Discretionary Block Grant	One-time Discretionary Block Grant	$ 1,511,297
Learning Recovery Emergency Block Grant	Available to be spent over two fiscal years	$ 300,000
	Subtotal	**$ 8,478,441**

(1) COLA was 2.41% at Adopted Budget and with the increase it is now 2.87%, plus an additional 1.44% resulting in 4.31%
(2) The additional 1.44% investment applied to Local Control Funding Formula base grants is intended to cover the costs of the new paid pregnancy disability leave, as well mitigate the impacts of declining enrollment and rising costs
(3) Results in a $2,563,467 reduction in General Fund Contribution

Summary of Revenue Changes

Other Revenue Adjustments		
Funding Source	**Reason**	**Amount ($)**
Head Start	0.36% Head Start COLA applied and received Notice of Awards (NOA) authorizing primarily for carryover of unspent funds	$ 15,278,070
Juvenile Justice Crime Prevention Act (JJCPA) Foster Youth Services Award	Grant Award Notification (GAN) received	$ 4,021,750
	Subtotal	**$ 19,299,820**

Revenue Total	
Resulting from the Governor's Enacted Budget	$ 8,478,441
Other Revenue Adjustments	$ 19,299,820
Total	**$ 27,778,261**

Summary of Expenditure Changes

Use of Funds	Reason	Amount ($)
Special Education	For additional staff, contracts and indirect cost	$ 594,495
Learning Recovery Emergency Block Grant	Year 1 of 2 expenditures	$ 137,500
Head Start	For HS Delegate Agencies, primarily for capital projects	$ 15,278,070
Anti-Bias Education	Pass-through to the Museum of Tolerance	$ 1,000,000
Juvenile Justice Crime Prevention Act (JJCPA) Foster Youth Services Award	To support foster youth residing in short term residential therapeutic programs by hiring program specialists	$ 4,021,750
LCFF Equity Multiplier	Funding for paraeducators	$ 38,978
Charge-backs to other Funds	Overhead and other direct services	$ (193,847)
	Total Expenditure Adjustments	**$ 20,876,946**

Impact On LACOE's 2026-2027 General Fund

Description	Adopted Budget FY 2026-27			45-Day Revised Budget FY 2026-27			Change		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
Beginning Balances	145,741,787	141,085,678	286,827,464	145,741,787	141,085,678	286,827,464	-	-	-
Revenues									
LCFF Sources	199,001,327	9,066,007	208,067,334	201,251,576	9,066,007	210,317,583	2,250,249	0	2,250,249
Federal Revenue	0	258,486,951	258,486,951	0	273,765,021	273,765,021	0	15,278,070	15,278,070
Other State Revenue	2,104,890	51,046,772	53,151,662	2,104,890	57,274,964	59,379,854	0	6,228,192	6,228,192
Other Local Revenue	74,346,855	92,046,366	166,393,221	74,346,855	96,068,116	170,414,971	0	4,021,750	4,021,750
Interfund Transfers In	99,000	0	99,000	99,000	0	99,000	0	0	0
Contributions/Encroachments	(15,899,434)	15,899,434	0	(13,335,967)	13,335,967	0	2,563,467	(2,563,467)	0
Total Revenues	259,652,638	426,545,530	686,198,168	264,466,354	449,510,075	713,976,429	4,813,716	22,964,545	27,778,261
Expenditures									
Salaries and Benefits	224,409,136	114,037,580	338,446,716	227,330,820	117,801,703	345,132,523	2,921,684	3,764,123	6,685,807
Expenditures/Outgo	80,682,642	312,422,679	393,105,321	77,954,205	329,289,047	407,243,252	(2,728,437)	16,866,368	14,137,931
Other Outgo - Transfers of Indirect Costs	(22,068,609)	19,712,007	(2,356,602)	(22,468,203)	20,164,809	(2,303,394)	(399,594)	452,802	53,208
Interfund Transfers Out	0	0	0	0	0	0	0	0	0
Total Expenditures	283,023,169	446,172,266	729,195,435	282,816,822	467,255,559	750,072,381	(206,347)	21,083,293	20,876,946
Current Year Revenue & Expenditures	(23,370,531)	(19,626,736)	(42,997,267)	(18,350,468)	(17,745,484)	(36,095,952)	5,020,063	1,881,252	6,901,315
Ending Balances	122,371,256	121,458,942	243,830,197	127,391,319	123,340,194	250,731,512	5,020,063	1,881,252	6,901,315

Paid Pregnancy Disability Leave—Effective January 1, 2027

- **Applies to regular full-time and part-time certificated and classified public school employees**
  - **School districts, COEs, charter schools, and educational JPAs**

Costs are calculated with estimates for substitutes—paid leave is included in the personnel budget

Leave Requirements

- Qualifying reasons for leave include disability due to pregnancy, miscarriage, childbirth, termination of pregnancy, or recovery from those conditions
- This leave entitlement does not require a minimum number of hours worked or length of service to qualify

Leave Duration

- Leave of absence is full pay up to a maximum of 14 weeks (determined by employee's physician)
- Leave may be taken before and continue after childbirth if the employee is disabled by pregnancy or other related medical conditions

Leave Tracking

- Leave taken under this provision is not deducted from any other accrued paid leave pursuant to the Education Code and state or federal regulations
  - Except for State Disability Insurance, if applicable

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Source: School Services of California . (2026). *2026 School Finance Conference* . 104.

Paid Pregnancy Disability Leave—Questions and Reflections

What Should We Expect?

- The number of PDLs most likely will *not* experience significant fluctuations
- The duration of the leaves *may* experience changes with employees being in paid status for longer periods
- Dependent on local employee demographics—fiscal impacts will vary

Operational Considerations

- LEAs that participate in State Disability Insurance will manage leave in accordance with Unemployment Insurance Code (participation subject to negotiations)
- Employee shall earn full retirement service credit during paid PDL
- Employer maintains health benefits under paid PDL

Reflections

- This leave provision is transformative and impacts female school employees positively in terms of retirement earnings
- Docks in pay impact the present and future salaries of employees
- This is the perfect time to review leave practices to ensure you are prepared for compliance!

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Source: School Services of California . (2026). *2026 School Finance Conference* . 105.

Key Proposals

AB 1381 (Muratsuchi, D-Torrance) **Previous Employment Disclosures**	• A superintendent or charter school administrator cannot hire an employee without completing the required employment background check • Failure to complete an employment background check is unprofessional conduct and may subject the superintendent or charter school administrator to adverse action by the CTC
AB 2142 (Garcia, D-Rancho Cucamonga) **Short-term Classified Positions**	Requires a school district to change a short-term position to a classified position if any of the following apply: ▪ An employee performs the service beyond 75% of a school year ▪ An employee separates from employment between 50%-75% of a school year and is rehired the next school year for 50% or more of the school year, performing substantially the same services ▪ The position is used 50% or more of a school year for three of five consecutive years

Source: School Services of California . (2026). *2026 School Finance Conference* . 111-112.

Facilities and Capital Projects Summary

Fiscal Year 2026-27 Proposed Capital Projects prioritizes 10 critical infrastructure, technology, and safety projects totaling approximately $14.1 million. The proposed investments focus on life-safety improvements, modernization of aging facilities, student focused technology upgrades, operational continuity, and hazard prevention across LACOE campuses.

TOTAL COST
$14,133,067

FUNDING MIX
78% FUND 40 / 22% FUND 01

PRIMARY DRIVERS
Operational Safety & Student Needs

REQUESTS
10 Projects

Capital Projects

Fiscal Year 2026-27 | Recommended Prioritization

	PROJECT	COST	FUND	KEY DRIVER/SITES
1	**Kirby Portable Replacement**	$ 1,750,000	FUND 40	System failure prevention
2	**ECW Fire Alarm Upgrade**	$ 1,584,000	FUND 40	Life-safety
3	**ECW Power Circuit Upgrade**	$ 5,045,562	FUND 40	Operational continuity
4	**EC Annex Renovation**	$ 808,440	FUND 40	Modernize Administrative/Operations Building
5	**LAN Modernization – Phase 1**	$ 1,681,139	FUND 40	Modernize network at Afflerbaugh-Paige, Kirby, Los Padrinos, IPoly & HSEL
6	**LAN Modernization - Phase 2**	$ 193,000	FUND 01.2	Modernize network at Head Start and Early Learning
7	**Student Computer Equipment Refresh**	$ 604,000	FUND 01.3	Essential access to equipment in IPoly
8	**Student Computer Equipment Refresh**	$ 296,400	FUND 01.4	Essential access to equipment in other LACOE schools
9	**LACHSA Exterior Staircase**	$ 2,070,526	FUND 01.7	Eliminate safety hazard
10	**EC UPS Cooling Replacement**	$ 100,000	FUND 40	Protect infrastructure
	TOTAL	**$14,133,067**		

Los Angeles County Office of Education

Capital and Facility Fund Balances

Funding Source	FY 2025-26 Estimated Ending Balances at 06-30-2026	FY 2026-27 Adopted Budget Expenditures	Fund Balances (Before recommended Capital Projects)	Recommended Capital Projects Expenditures	Projected Ending Balances at 06-30-2027
FUND 01.7- RMMA/OMMA* (3% of Unrestricted General Fund expenditures)	$45,059,858	$3,237,033	$41,822,825	$2,070,526	$39,752,299
FUND 35 - State School Facility Program*	$17,965,202	$12,627,815	$5,337,387		$5,337,387
FUND 40 - Special Reserve for Capital Outlay*	$39,540,818	$7,504,661	$32,036,157	$10,969,141	$21,067,016
TOTALS	**$102,565,878**	**$23,369,509**	**$79,196,369**	**$13,039,667**	**$66,156,702**
FUND 01.2 Restricted				$193,000	
FUND 01.3 Unrestricted				$604,000	
FUND 01.4 Unrestricted				$ 296,400	
			TOTALS	**$14,133,067**	

*subject to change based on year-end closing

Los Angeles County Office of Education

LACOE's Reserves Requirements

LACOE must meet the **state-required 2 percent of total General Fund expenditures as minimum reserve** for County Offices of Education and **meet the Board's 10 percent reserve policy**. California Education Code sets the minimum Reserve for Economic Uncertainties (REU) based on the size of the agency's budget.

Considerations:

The Government Finance Officers Association (GFOA) recommends that governments maintain in the general fund for Generally Accepted Accounting Principles (GAAP) and budgetary purposes a level of unrestricted fund balance of two months of regular operating revenues or operating expenditures (roughly 16.7%).

Los Angeles County Office of Education

What's Next?

By October 15:

FY 2025-26 Unaudited Actuals

- Annual Financial Report due to State Superintendent.
- Establishes LACOE's FY 2025-26 ending balance, which carries forward as the beginning balance for FY 2026-27.
- Update to the Multi-Year Projections to include new assumptions for Health & Welfare, and updates on expenditures for UTA and other apportionments.
- Recommendation to LACOE's policy on reserve requirements.

By December 15:

FY 2026-27 First Interim Report

- The first formal fiscal status report of the year.
- Presents projected changes from Adopted Budget.
- Summarizes year-to-date actuals through October 31 for budget performance review.
- Review of the budget-to-actual variances to ensure resources are aligned with operational and strategic priorities.

Thank You

Questions?

Board Meeting – August 11, 2026

Item V. Reports / Study Topics

B. Update on the Business Enhancement System Transformation (BEST) Project

The County Board will receive an update on the BEST Project.

The County Board received an update on the BEST Project, on April 5, 2016, June 9, 2016, July 12, 2016, April 17, 2018, October 16, 2018, May 7, 2019, August 20, 2019, December 3, 2019, July 21, 2020, November 10, 2020, June 1, 2021, November 9, 2021, April 19, 2022, August 9, 2022, November 15, 2022, February 7, 2023, April 18, 2023, July 18, 2023, December 5, 2023, February 20, 2024, August 13, 2024, March 18, 2025, August 12, 2025, January 20, 2026, and April 21, 2026.

Through a Weekly Board Memo, the County Board received follow up information on a variety of issues related to the BEST Project, on August 18, 2017, August 25, 2017, September 15, 2017, May 18, 2018, February 22, 2019, June 7, 2019, April 3, 2020, and January 17, 2025.

Mr. David D. Hart, Deputy Superintendent, Business Services and Operations, and Ms. Yumeka Seabrooks, Executive Director, Business Systems Support, will be available to answer questions.



Business Enhancement System Transformation: **Enterprise Resource Planning (ERP) System: BUD/FIN/HCM**

Yumeka Seabrooks, Executive Director

August 11, 2026

Agenda

- April 2026 (Group 8)
- October 2026 (Group 9) Status
- April 2027 (Group 10) Status
- New ERP User Groups
- System Stability & Improvements
- ERP 4.0 Upgrade
- Questions

April 2026 (Group 8) Implementation Summary

- 18 of the 20 Group 8 agencies are now live on ERP-HCM.
- Two community colleges did not fully transition in April 2026.
- Those two agencies remain on HRS for payroll processing while also live in HCM.
- Dual maintenance is required for HR, position control, benefits and selected payroll updates.
- This approach reduced implementation risk for agencies experiencing significant staffing changes.

April 2026 Group 8 Option 2 Status

- Two community colleges were moved to October 2026.
  - Santa Monica College
  - Santa Clarita Community College
- Delay was due to significant staffing changes, including layoffs and retirements. This created a lack of sufficient knowledge for staff to complete the payroll transition in April.
- LACOE and the agencies determined that a delay was the lower-risk option.
- The agencies continue operating in HRS for payroll while maintaining dual entries in both systems.

Current HCM Implementation Timeline

56
Agencies in HCM Production (Current Status)

20*
Agencies Scheduled for Oct. 2026 HCM Go Live

20
Agencies Scheduled for April 2027 HCM Go Live

*Santa Monica College and Santa Clarita Community College will transition payroll processing to production with Group 9 (October 2026)

Improvements Applied Based on Group 8 Lessons Learned

- Clearly defined end-to-end payroll processes
- Monthly Superintendent one-pager on agency implementation status
- Improved communication toolkits
- Provided stronger understanding of HRS pay cycles
- Improved UAT environment data availability
- Automated sign-off for Preliminary Payroll Validation
- Full Production Support Help Desk coverage for Group 8

Chief Financial Officer Advisory Committees

District Advisory Committee (DAC)

- Consists of K-12 Chief Business Officials and/or Assistant Superintendents of Business
- Works with our CFO on district business matters affecting K-12 agencies

Community College Collective (CCC)

- Consist of community college Vice Presidents of Business and Chief Financial Officers
- Newly established advisory group separate from DAC
- Allows community colleges to focus on higher education-specific issues

Group 9 (October 2026) Update

- Phase 2 User Acceptance Testing (UAT) in progress
  - Automated sign-off process for Preliminary Payroll Validation
- Mock conversion rehearsal activity nearing completion
- Production cut over begins: September 8, 2026
- Two site support personnel have been assigned per site
- Agency subs have also been deployed to 7 agencies

Group 10 (April 2027) Update

- ERP Functionality Training in progress
- Conversion for Parallel payroll in progress
  - Site support personnel from Group 8 now support Group 10
- Leadership meetings starting in August

Transitioning to Steady State Operations

New ERP User Groups: As implementation concludes, School Business Systems Support (SBSS) is evolving to provide ongoing operational support for all agencies using the ERP applications.

- ERP – Financials/Budget (FIN/BUD)
- ERP – Human Capital Management (HCM)
  - Monthly one-hour virtual meetings
  - Status of reported defects and resolutions
  - Upcoming system enhancements and new functionality
  - Open forum for agency questions and best practice discussions

System Stability & Improvements

Enhanced System Stability

- 11 production patches implemented (May 2026–Present)
- 15 patches and 2 enhancements currently in QA testing
- 45 additional patches, including 3 enhancements, in unit testing

Improved System Performance

- Infrastructure and batch processing optimizations
- Reduced processing time by 3+ hours during peak processing periods
- Additional performance improvements currently in progress

Strengthened Production Support & Quality Assurance

- Dedicated Production Support & QA team established
- 17 operational reports implemented since May 2026
- Enhanced regression testing with CGI and LACOE
- Improved nightly production support batch processes with CGI

ERP 4.0 Upgrade – Fit/Gap

Status

- Fit-Gap workshops scheduled thru October 2026
- Review of unused modules from 3.11
- Evaluation of multi-tenancy functionality
- Participation from LACOE and agency representatives

Key Changes

- New user interface
- Power BI reporting integration
- Cloud-hosted environment
- Shift in operational responsibilities to CGI

ERP 4.0 Upgrade - Project

Status

- Reviewing amendment (#24) to begin upgrade activities and avoid delay in the implementation timeline (90 days only)
- External counsel reviewing upgrade materials and contract documents
- Developing the proposed project budget for approval
- Reviewing project workplan and CGI vs LACOE roles and responsibilities

Thank You / Questions

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LACOE

Board Meeting – August 11, 2026

Item VII. Recommendations

A. Adopt the California Charter Authorizing Professionals' Recommendation to Remand the Charter Petition for Grace Hopper STEM Academy, Grades 6-8.

The California Charter Authorizing Professionals (CCAP) conducted a review of Material Differences between the original petition submitted to Inglewood Unified School District and the appeal petition submitted to the Los Angeles County Board of Education.

It is recommended that the Board determine that the Grace Hopper STEM Academy appeal petition contains new or different material terms pursuant to Education Code section 47605(k) and, if so, remand the petition to the Inglewood Unified School District for reconsideration. The accompanying report identifies the substantive revisions between the petition denied by the Inglewood Unified School District and the appeal petition submitted to the Los Angeles County Board of Education. Consultant California Charter Authorizing Professionals (CCAP) will present the report.

C. Adopt the California Charter Authorizing Professionals' recommendation to Remand the Charter Petition for Grace Hopper STEM Academy, Grades 6-8.

Background Information
At the request of the Los Angeles County Office of Education, the California Charter Authorizing Professionals (CCAP) initiated a review of the appeal renewal petition submitted by Grace Hopper STEM Academy to the Los Angeles County Board of Education (LACBE) following denial by the Inglewood Unified School District Board of Education on June 24, 2026.

During the initial appeal submission review, CCAP reviewers identified a letter addressed to Dr. Duardo in Appendix B, Section 1: 1.3 GHSA Separate Narrative (Attachment 1), formally submitting the petition to the LACBE on appeal and outlining the following allowable and materially different changes made to the petition submission, including

1. Updates throughout the petition to include a new Executive Summary and incorporate the name of the new chartering authority.
2. Updates to Elements 1-3 of the original petition to address education program consistency.
3. Updates to Elements 4-6, 9, and 11 to demonstrate greater organizational capacity.
4. Updates to Elements 7 and 8 to connect inclusive recruitment with lawful, nondiscriminatory admissions.
5. Updates to Element 10 to better identify student climate and due process.
6. Updates to Elements 12-15 for additional continuity and closeout descriptions.

California Education Code Section 47605(k)(1)(A) states:

> (i) If the petition submitted on appeal contains new or different material terms, the county board of education **shall immediately** remand the petition to the governing board of the school district for reconsideration, which shall grant or deny the petition within 30 days. If the governing board of the school district denies a petition after reconsideration, the petitioner may elect to resubmit the petition for the establishment of a charter school to the county board of education.

and

> (iii) As used in this subdivision, "material terms" of the petition means the signatures, affirmations, disclosures, documents, and descriptions described in subdivisions (a), (b), (c), and (h), but shall not include minor administrative updates to the petition or related documents due to changes in circumstances based on the passage of

time related to fiscal affairs, facilities arrangements, or state law, or to reflect the county board of education as the chartering authority.

The purpose of the preliminary CCAP review was to verify the contents of the original and appeal petitions (Attachment 1), confirm new or material terms to assist the Los Angeles County Board of Education in determining whether the appeal petition meets the legal definition of materially different and must therefore be immediately remanded to the Inglewood Unified School District for reconsideration under California Education Code Section 47605(k).

This review was conducted for technical comparison purposes only.

Analysis of Material Differences
A comparison of the original petition and the appeal petition confirmed numerous substantive revisions, including but not limited to the following:

1. Executive Summary and Supporting Narrative

    a. The appeal petition added an Executive Summary, GHSA Story, Evidence of Progress, Data Interpretation Notes, School Profile, Results at a Glance, and Current Renewal Direction.
    b. The appeal petition introduced new graphics and a narrative describing the educational model, organizational development, and academic progress.

2. New Academic Evidence

    a. The appeal petition added 2025 California Dashboard analyses.
    b. The appeal petition added 2025-26 CAASPP student performance data, data that was not available at the time of the district submission.
    c. The appeal petition added STAR Renaissance benchmark growth and EasyCBM (Early Assessment and Progress Monitoring) data.
    d. The appeal petition added ACS WASC (Accrediting Commission for Schools, Western Association of Schools and Colleges) reaffirmation and Children & Youth Behavioral Health Initiative (CYBHI) participation.

3. Element 1: Educational Program

    a. The appeal petition included expanded descriptions of the GHSA Multi-Tiered Systems of Support (MTSS) and Response to Intervention (RTI) Frameworks.
    b. The appeal petition added descriptions of a coordinated progress-monitoring system.

c. The appeal petition added descriptions of expanded STAR Renaissance and EasyCBM assessment systems.
d. The appeal petition included additions of whole child support, behavioral health services, family engagement, demographic analyses, and instructional graphics.

4. Elements 2 and 3: Measurable Pupil Outcomes and Assessment

    a. The appeal petition included expanded Dashboard, CAASPP, STAR Renaissance, and EasyCBM outcome measures.
    b. The appeal petition included an added comprehensive assessment and accountability framework.

5. Element 4: Governance

    a. The appeal petition expanded descriptions of governance responsibilities, administrative oversight, staffing systems, and fiscal accountability narrative.

6. Element 6: Health and Safety

    a. The appeal petition added behavioral health services, trauma-informed practices, counseling, and wellness practices.

7. Elements 7 and 8: Admissions

    a. The appeal petition revised equitable recruitment and nondiscriminatory admissions procedures.

8. Element 10: Suspension and Expulsion Procedures

    a. The appeal petition expanded descriptions of prevention strategies, due process protections, behavioral supports, and legally aligned discipline procedures.

9. Petitioner's Narrative

    a. The petitioner acknowledged revisions throughout the petition, including formalizing Elements 1-3, expanding organizational capacity in Elements 4, 5, 6, 9, and 11, revising admissions practices, and integrating CYBHI and whole child support into Element 10.

Conclusion and Recommendation

The comparison indicates that the appeal petition includes revisions that extend beyond administrative updates necessary to reflect that the Los Angeles County Board of

Education is the proposed chartering authority or other information excluded from the definition of "material terms" under Education Code Section 47605(k)(1)(A). The revisions span multiple required charter elements and include expanded descriptions of the educational program, accountability systems, governance, student supports, and operational descriptions presented for review.

Pursuant to Education Code Section 47605(k), the conclusion that an appeal petition contains "new or different material terms" is reserved to the Los Angeles County Board of Education. Accordingly, this technical comparison is presented to assist the County Board in making its statutory determination. This review does not offer a legal conclusion regarding whether the petition must be remanded to the Inglewood Unified School District under California Education Code section 47605(k). Its purpose is solely to document the revisions identified so that the Los Angeles County Board of Education may independently determine whether the appeal petition contains "new or different material terms" as defined in statute.

Attachment 1

Los Angeles County Board of Education Meeting – August 11, 2026

CCAP Consultant Report on the Submission of *Grace Hopper STEM Academy (6-8)*: Appeal of a Petition for Renewal Previously Denied by Inglewood Unified School District

Contents

1) **Petitioner Description of New Terms and Improvements to the Petition**
2) **Petition as submitted to Inglewood USD (As Submitted to LACOE)**
3) **Appeal Petition Submitted to LACOE**

July 20, 2026

Dear Dr. Duardo,

Grace Hopper STEM Academy's (the "Charter School") charter petition was submitted to Inglewood Unified School District ("IUSD" or the "District") on April 1, 2026. The IUSD Board of Education voted to deny the petition on Ju 2026.

The Charter School respectfully submits its charter petition to the Los Angeles County Board of Education (the "County"). We have listed below the relevant and appropriate changes to the charter petition, which are necessary to reflect approval by the County.

1. **Chartering Authority**

Any text referring to the Inglewood Unified School District, IUSD, or the District as the chartering authority has been revised to read "Los Angeles County Board of Education," "Los Angeles County Office of Education," "LCBOE," "LACOE," or the "County." We incorporated the Executive Summary, GHSA Story and more specific Evidence of Progress.

2. **Element 1, 2 and 3**

We formalized our Education Program by combining the instruction, assessment, measurable outcomes, progress monitoring and intervention from the following documents to ensure consistency: LCAP, SPSA, WASC Action Plan, Curriculum Guide, EasyCBM & Renaissance assessments and the CAASPP assessments.

3. **Element 4, 5, 6, 9 and 11**

For greater organizational capacity we reviewed and updated more clear responses that show governance, staffing, safety, fiscal accountability, and employee-system capacity.

310-910-0230

601 Grace Ave, Inglewood CA 90301

Gracehopperstemacademy.org

4. **Elements 7 and 8**

To enhance equitable access we connected inclusive recruitment with lawful, nondiscriminatory admissions.

5. **Goal 3; CYBHI; Student Support Services, Element 10**

To better identify student climate and due process we connected prevention and whole-child support with formal, legally aligned discipline procedures.

6. **Elements 12-15**

For continuity and closeout we maintain attendance alternative, employee rights, dispute procedures, and closure requirements.

The GHSA Renewal Petition 2026 - 20231 that reflects LACOE is attached.

Respectfully,

Ms. Bonita Bradshaw

Grace Hopper STEM Academy Principal

310-910-0230

601 Grace Ave, Inglewood CA 90301

Gracehopperstemacademy.org

APPENDIX B

Section I

I.5 GHSA Charter Petition as Denied

Renewal Charter Petition

Grace Hopper STEM Academy
601 Grace Avenue
Inglewood, CA 90301

An Independent Public Middle School

Term: July 1, 2026 - June 30, 2031

Submitted by the
Grace Hopper STEM Academy
Board of Directors

Submitted to IUSD April 1, 2026

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INTRODUCTION

Grace Hopper STEM Academy (GHSA), a California non-profit Community Based Organization, is applying for a five-year renewal of its current charter, Grace Hopper STEM Academy. GHSA's formulation of its school, without a doubt, was a grassroots effort by the community to change the substandard education and personal development being provided to the children of Watts in 2013. We believe we have truly made gains in this effort—but our work continues. GHSA requests that Inglewood Unified School District (IUSD), as the authorizer, allow GHSA the privilege to continue to operate in IUSD's jurisdiction so that it can continue the progress that is being made by its students.

GHSA's Board, in its initial stages of planning, established a Feasibility and Charter Development Team because it was trying to determine the best possible way to implement a charter middle school for its target population. The current Board continues this trend and has populated the Team with experienced educators, therapists, parents/guardians, and business owners. Because of the Board's experience in running/administering businesses/organizations, they recommend that GHSA contract labor during the implementation of the charter to determine if this is an appropriate model. Using contract staff permits the school to focus on its primary mission of providing education and developing of students, and reduces most of the challenges associated with HR. We continue this model today.

With the feedback that the team received from its parent/guardian members, (as well as the research conducted by its educators) about the dismal academic achievements of the children in the Watts community, the initial Team that is now our GHSA Board, quickly recognized that the student body would be recruited from schools that were performing in the lowest quartile in the State. Subsequent GHSA enrollment confirmed these predictions. GHSA's target recruiting area remains to contain a disproportionate number of foster youths, students with Special Needs, and English Language Learners. GHSA's work is challenging, but the Board is excited and eager to accept the challenge.

Grace Hopper STEM Academy is located in zip code 90301. However, the majority of students are drawn from zip code 90061, Willowbrook, where Gompers Middle School is located, and from zip code, 90002 and 90059, where Markham Middle School is located. According to 2024 City-Data.com, the median income was $56,158 as compared to $95,521 for the state and $90,757 for the county of Los Angeles. Blacks were 15%, and Latinos were 82% of the population. English is spoken in 22.2% of the homes and Spanish in 77.8%. The estimated unemployment rate is 5.9%. A large percentage of the students from the Watts area live in federal housing developments. The remainder of our students come from the city of Inglewood and other areas of Los Angeles County.

For the 2025-2026 school year, the enrollment is 80 students, 35 females, and 45 males. 71.25% are African American, 21.25% are Latino, 3.75% are other, 5% are English Language Learners, and 87.5% are eligible for free and reduced lunch. Fifteen percent (15%) are in special needs. 7.5 percent are in foster care, kinder care, and DCFS extended families, and we believe, based on our population, that those numbers are grossly understated but are not documented. Our students' parents/guardians are the school's partners and support system in their child's education and personal development. Less than 2% have a 504; however, since the pandemic, GHSA has experienced a disproportionate number of students with social, emotional, and trauma-informed cognitive behavioral health issues.

GHSA offers a more personalized learning model that complies with the Educational Code Section 51745 et. seq. related to Independent Study Personalized Learning. Because GHSA serves a disproportionate number of foster youths, homeless students, and students with special needs, enrollment for these students must often be very mobile. Almost all of these students come from low-income and impoverished communities. Their living arrangements lack stability. They are, through no fault of their own, moved frequently or are being moved or are 'on the move' most times. GHSA has observed, first-hand, the problems of parents/guardians trying to enroll their children in our program. Too often, they are unable to do so because of their unstable living arrangements, and they are unable to get their child to school or one of our pick-up points with any degree of consistency. We also see this with our foster youths, who, once again, through no fault of their own, and being a part of the foster care system, are moved from one foster parent to another (or a kinship relative). *Most of our students are impacted by generational poverty, defined by the federal scale as being in poverty for two generations or longer. Additionally, many of our students have been subjected to violence and psychological/emotional trauma. Their neighborhood elementary and middle schools are very low performing. When entering GHSA, 75% of students perform several years (1–3 years) below grade level in math and English Language Arts. Since 2024-2025, through our data-driven instruction, and targeted support our students have improved as evident by CAASPP score resulting in a 7% increase in ELA and a 10.5% increase in math overall.*
By the 2027-2028 school year, Grace Hopper is planning for a TK–5th grade expansion that will boost the school's enrollment to a proposed 260 student enrollment. The projected enrollment for the 2026–2027 school year is 140–150 students.

GHSA was scheduled to open a school-based health clinic in the 2020-2021 school year. The pandemic prevented that from happening and set our plans back four years. Since our inception, GHSA has been committed to addressing the needs of the whole child, and of the elements that impact their lives and development. As a result of this, for the last 2 years, we've been working diligently to find a way of accessing the necessary funding to provide these needs for our students. After two years of hard work Grace Hopper STEM Academy has been APPROVED for participation in Cohort 6 of the CYBHI (Children and Youth Behavioral Health Initiative) Fee Schedule. GHSA is committed to support the physical, psychological and behavioral health needs of our students, their families and support systems.

During last year and this current school year, GHSA students have performed exceptionally better in ELA and math. Our goal at GHSA is to meet state averages for CAASPP and for our students to become proficient in ELA and math. As we work toward our goal, Grace Hopper has moved from being a low-performing school to a middle-performing school. Under new leadership last year GHSA implemented data-driven strategies and steps that focus on each student's needs through; mandatory student-led conferences, meeting them where they are in intervention and providing resources to create improvement and growth. GHSA has taken intentional steps to focus on the whole child, providing social-emotional and behavioral support, as well as academic support. These efforts have had very positive impacts on the academic, social, and emotional growth of students in our school community. Many of our students have been accepted to high-performing public, private, parochial, and magnet schools in the area and are doing well academically.

Our ongoing partnership with Inglewood Unified has been to the benefit of our students. Of our twelve 8th-graders who were accepted to Inglewood high schools, 50% of our graduates are currently on the honor roll of their schools.

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Grace Hopper Stem Academy (also referred to herein as "[GHSA]" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. (Ed. Code § 47605(d)(2)(B)(C)
- In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand. Ed. Code § 47605(d)(2)(C).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

ELEMENT 1 – THE EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." (Ed. Code § 47605(b)(5)(A)(i).)

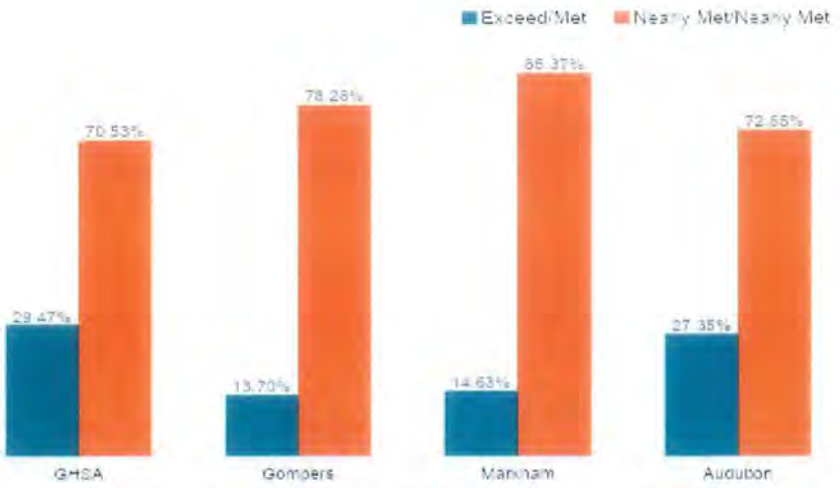
"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals." (Ed. Code § 47605(b)(5)(A)(ii).)

GENERAL INFORMATION	
• The contact person for Charter School is:	Margo Harris
• The contact address for Charter School is:	601 Grace Avenue, Inglewood, 90301
• The contact phone number for Charter School is:	310-910-0230
• The grade configuration of Charter School is:	6-8
• The number of students in the first year will be:	100
• The grade level(s) of the students in the first year will be:	6-8
• Charter School's scheduled first day of instruction in 2026-2027 is:	August, 18 2026
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	140
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	8:30 am-3:20 pm
• The term of this Charter shall be from:	July 1, 2026 to June 30, 2031

Community Need for Charter School

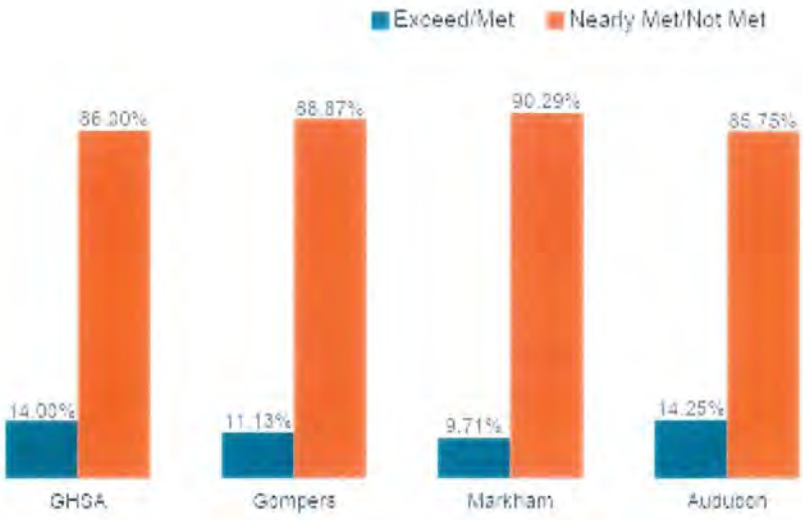
During the current charter term, GHSA performance was higher than or comparable to that of our students' home schools. The charts and graphs that follow provide support for this assertion.

Chart 1



- ***Chart 1*** *shows the most recent reported* ***ELA*** *CAASP scores. GHSA performed better than Gompers, Markham, and Audubon Middle Schools. These schools are located in the Los Angeles Unified School District and are the home schools of 60% of the students currently enrolled in GHSA.*

Chart 2

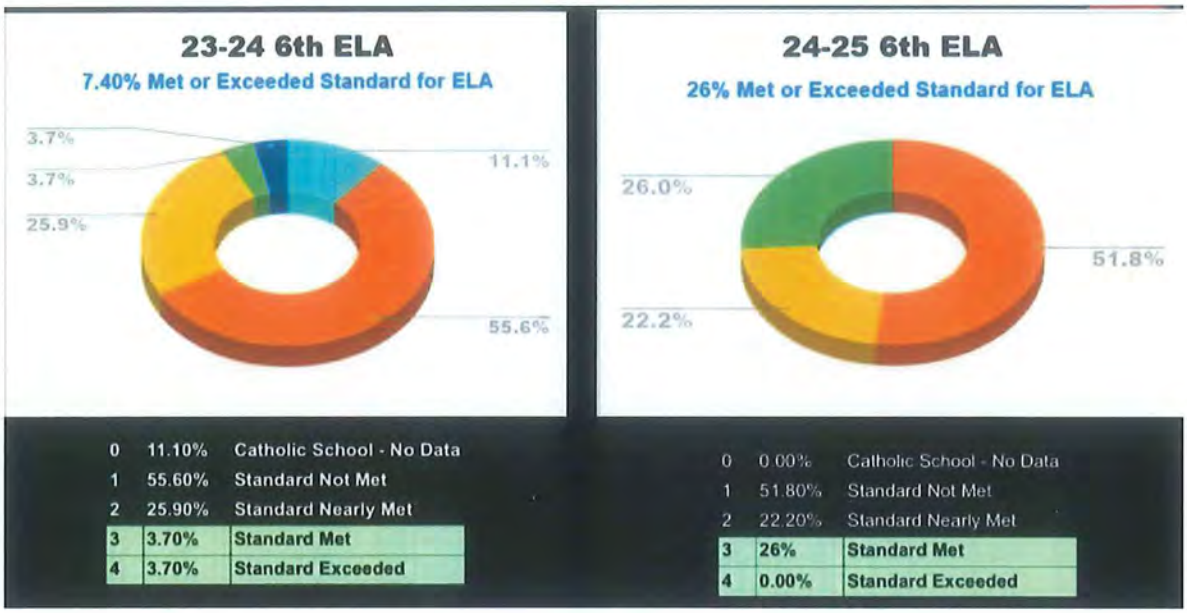


- ***Chart 2*** *shows the most recent reported* ***Math*** *CAASP scores. In* ***Mathematics****, GHSA's performance was somewhat similar to Audubon's and better than Markham's and Gomper's. In 2025, GHSA had 37% more students who met or exceeded the standard than Gompers. Markham 4% more students than GHSA who met or exceeded the standard.*

The following charts provide a breakdown of performance schoolwide by grade levels and standards met.

GRACE HOPPER 6TH GRADE - ELA

Chart 3

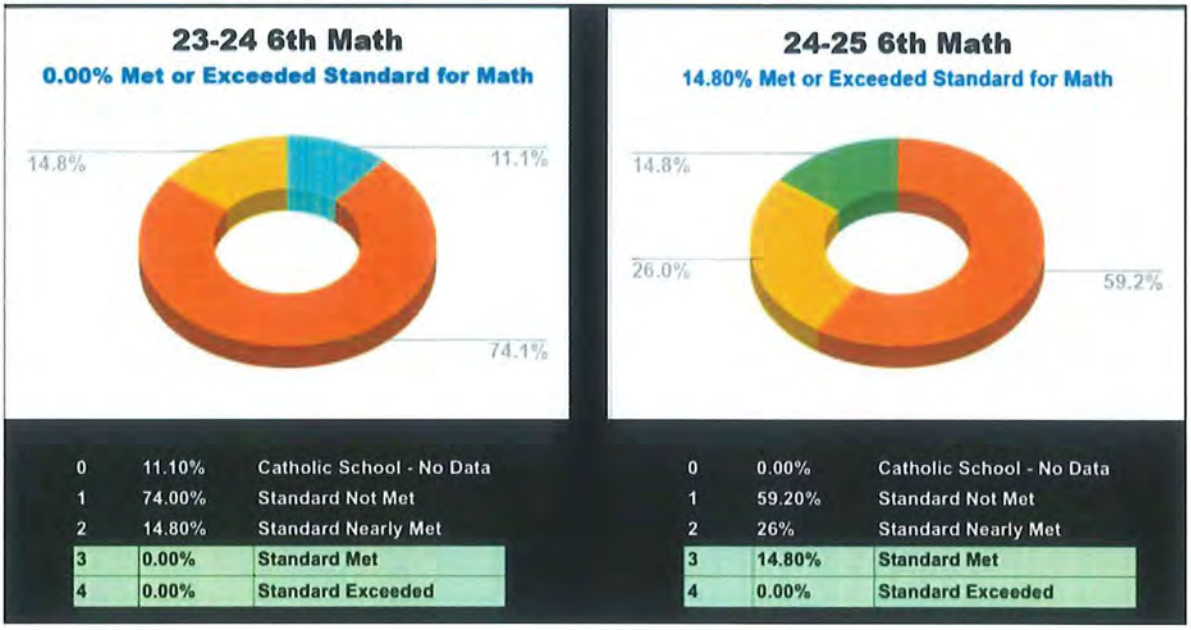


0	11.10%	Catholic School - No Data
1	55.60%	Standard Not Met
2	25.90%	Standard Nearly Met
3	3.70%	Standard Met
4	3.70%	Standard Exceeded

0	0.00%	Catholic School - No Data
1	51.80%	Standard Not Met
2	22.20%	Standard Nearly Met
3	26%	Standard Met
4	0.00%	Standard Exceeded

GRACE HOPPER 6TH GRADE – MATH

Chart 4

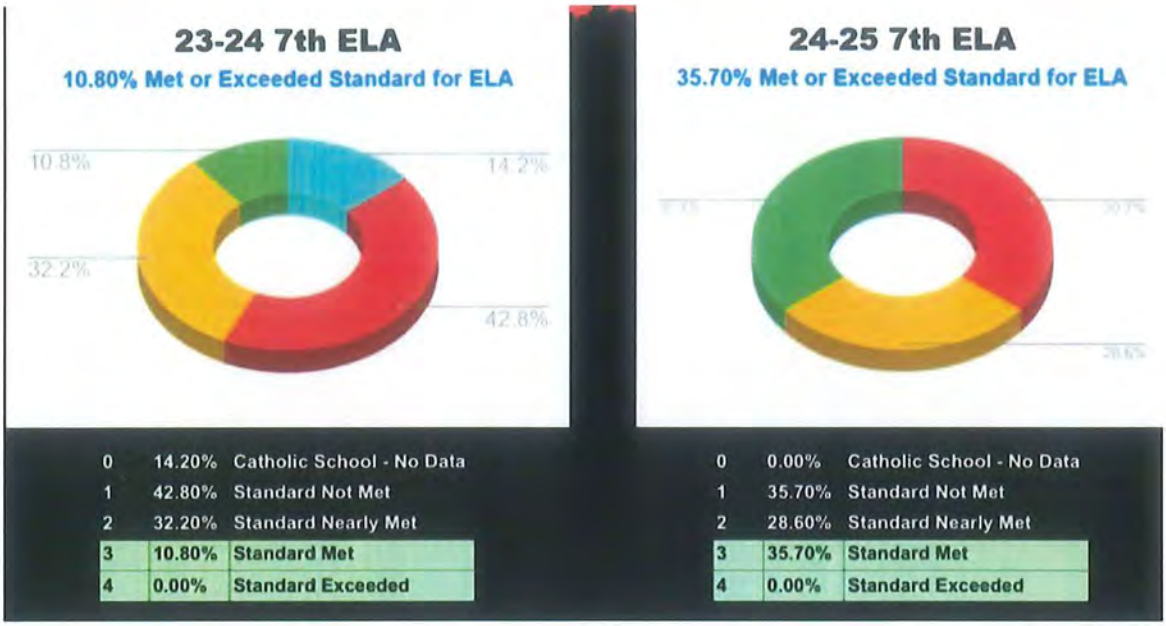


0	11.10%	Catholic School - No Data
1	74.00%	Standard Not Met
2	14.80%	Standard Nearly Met
3	0.00%	Standard Met
4	0.00%	Standard Exceeded

0	0.00%	Catholic School - No Data
1	59.20%	Standard Not Met
2	26%	Standard Nearly Met
3	14.80%	Standard Met
4	0.00%	Standard Exceeded

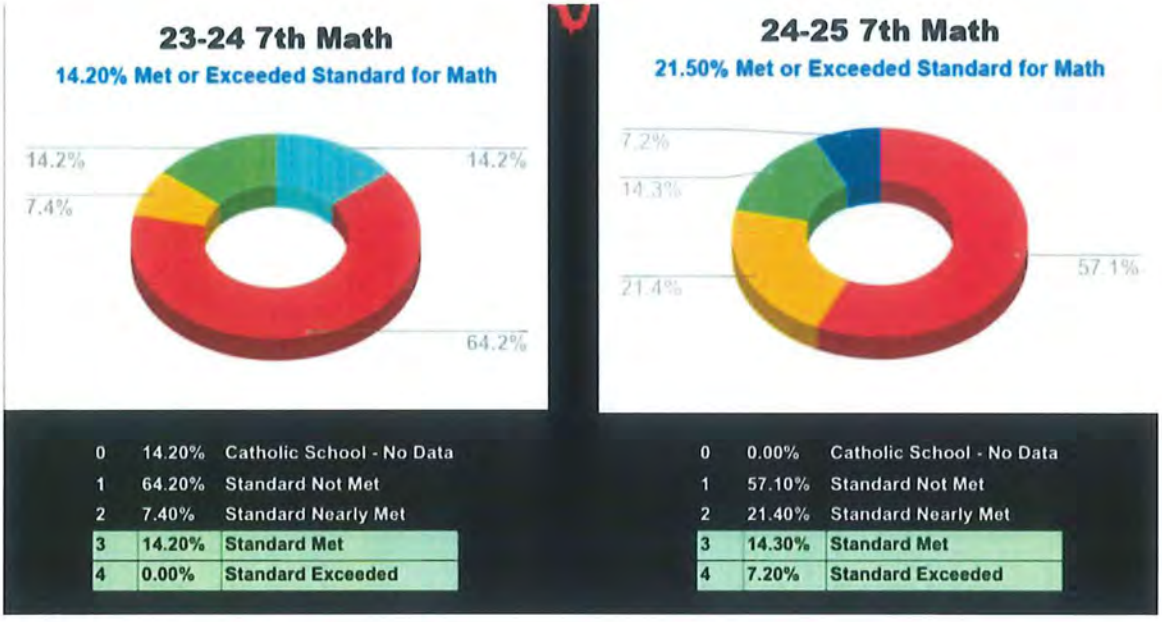
GRACE HOPPER 7TH GRADE - ELA

Chart 5



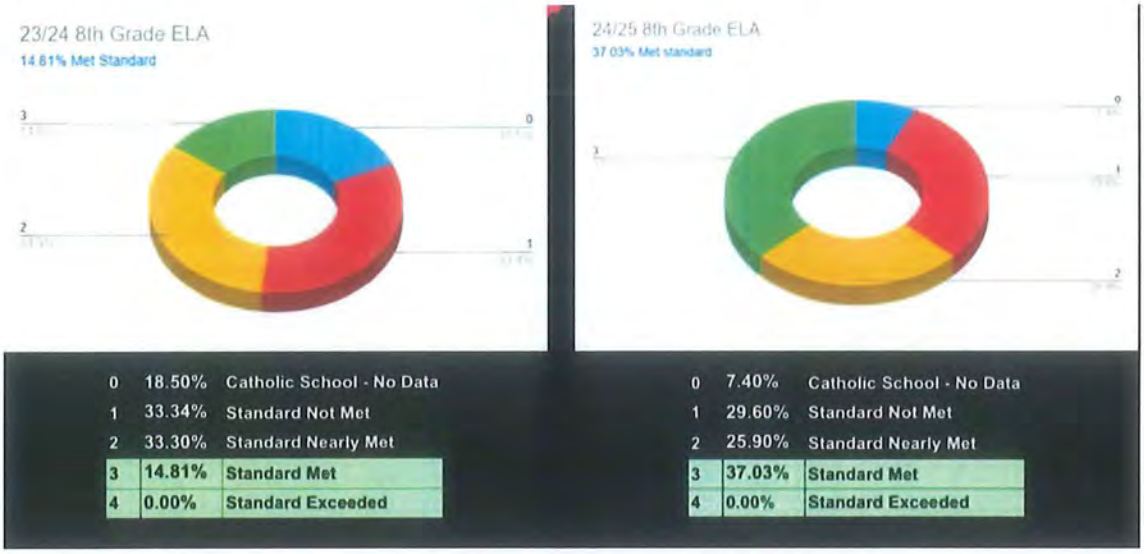
GRACE HOPPER 7TH GRADE – MATH

Chart 6



GRADE HOPPER 8TH GRADE - ELA

CHART 7

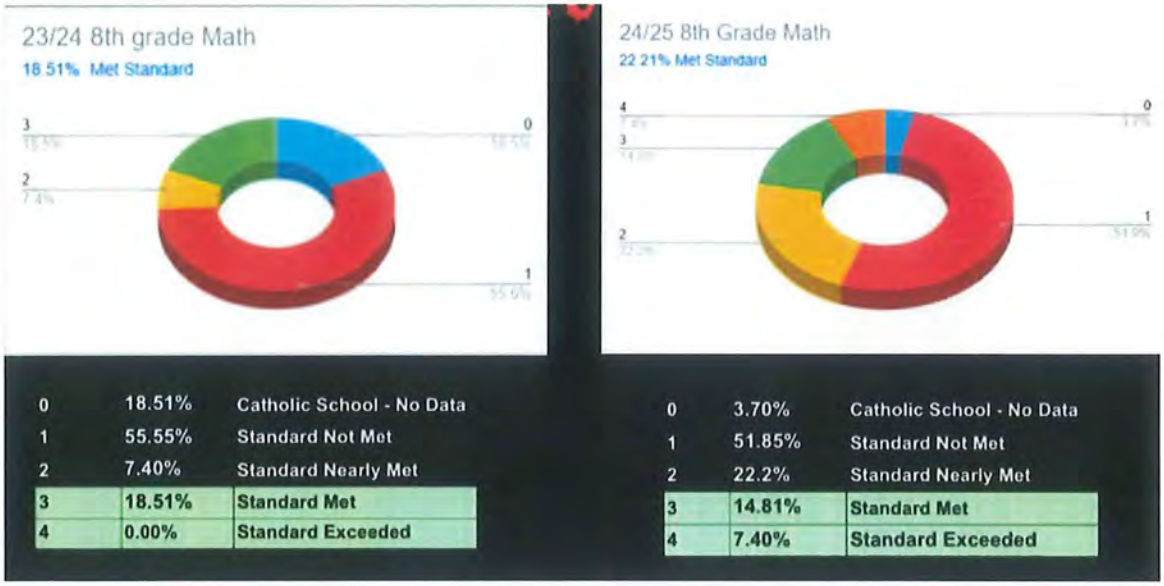


0	18.50%	Catholic School - No Data
1	33.34%	Standard Not Met
2	33.30%	Standard Nearly Met
3	14.81%	Standard Met
4	0.00%	Standard Exceeded

0	7.40%	Catholic School - No Data
1	29.60%	Standard Not Met
2	25.90%	Standard Nearly Met
3	37.03%	Standard Met
4	0.00%	Standard Exceeded

GRADE HOPPER 8TH GRADE - MATH

CHART 8



0	18.51%	Catholic School - No Data
1	55.55%	Standard Not Met
2	7.40%	Standard Nearly Met
3	18.51%	Standard Met
4	0.00%	Standard Exceeded

0	3.70%	Catholic School - No Data
1	51.85%	Standard Not Met
2	22.2%	Standard Nearly Met
3	14.81%	Standard Met
4	7.40%	Standard Exceeded

GRACE HOPPER CUMULATIVE GROWTH

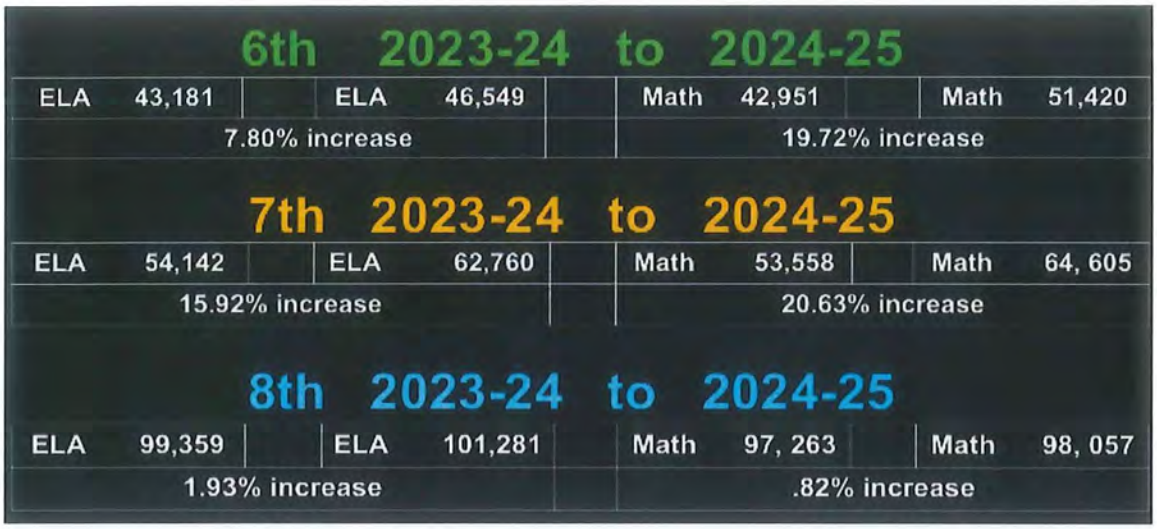
CHART 9

	2023-24	to	2024-25		
ELA	196,682	210,590	Math	193,772	214,082
	7% increase in ELA			10.48% increase in Math	

GRACE HOPPER CUMULATIVE GROWTH

GRACE HOPPER GROWTH PER GRADE

CHART 10



2024-2025 CAASPP TEST RESULTS BY ELA STUDENT GROUP

CHART 11

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	97	95	97.94	2.06	29.47
Female	52	51	98.08	1.92	27.45
Male	45	44	97.78	2.22	31.82
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	67	66	98.51	1.49	28.79
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	28.57
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	85	97.70	2.30	28.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

The tables above (in ELA) and the table below (in MATH) display CAASPP test results in ELA by student group for grades three through eight, taking and completing a state-administered assessment. The 'Percent Met or Exceeded' is calculated by taking the total number of students who met or exceeded the standard plus the total number who met the standard, divided by the total number of students who participated in the assessment. To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-2025 CAASPP TEST RESULTS BY STUDENT GROUP

CHART 12

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	97	95	97.94	2.06	13.68
Female	52	51	98.08	1.92	9.80
Male	45	44	97.78	2.22	18.18
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	67	66	98.51	1.49	9.09
Filipino	--	--	--	--	--
Hispanic or Latino	22	21	95.45	4.55	23.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	87	85	97.70	2.30	12.94
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	13	13	100.00	0.00	0.00

PERFORMANCE ACCOUNTABILITY 2025-2026

AYP Accountability Report Criteria

1. Testing Participation rates on CAASPP of 95% or more.
2. Program improvement (PI) reports for all Title 1, Part A-funded schools and LEAs
3. Cohort graduation rate of 90% or more—not applicable to GHSA.
4. Attendance Rate target of 90% or more for the 2025 report.
5. For 2026, only high schools and their local educational agencies (LEAs) that enrolled students in grades nine, ten, eleven, and/or twelve on Fall Census Day in October 2025 received an AYP Report.

ELA Participation Rate – Target 95%

CHART 13

ELA PARTICIPATION RATE - TARGET 95%			
	2023	2024	2025
Schoolwide	100%	100%	*98.9%
African Americans	100%	100%	100%
Latino	100%	100%	*98.9%
SE/Disadvantaged	100%	100%	100%
English Learners	100%	100%	100%
SW/Disabilities	100%	100%	100%

*Note - GHSA lost one immigrant family due to the ICE Raids in Inglewood in 2025

MATH Participation Rate – Target 95%

CHART 14

MATH PARTICIPATION RATE - TARGET 95%			
	2023	2024	2025
SCHOOLWIDE	100%	100%	*98.9%
AFRICAN AMERICANS	100%	100%	100%
LATINO	100%	100%	*98.9%
SE/DISADVANTAGED	100%	100%	100%
ENGLISH LEARNERS	100%	100%	100%
SW/DISABILITIES	100%	100%	100%

*NOTE - GHSA LOST ONE IMMIGRANT FAMILY DUE TO THE ICE RAIDS IN INGLEWOOD IN 2025

CST Science Achievement – 8th Grade

CHART 15

SCIENCE CAASPP SCORES	23-24	24-25
Standard Not Met	7%	12.00%
Standard Nearly Met	79%	84.00%
Standard Met	10%	0.00%
Standard Exceeded	4.00%	3.00%
NO RESULTS	0.00%	1%

Physical Fitness Performance – 7th Grade

CHART 16

GRACE 7 PHYSICAL FITNESS PERFORMANCE

NUMBER OF PHYSICAL FITNESS AREA	2023	2024	2025
NUMBER TESTED/ENROLLMENT	26/26	17/17	27/27
PERCENTAGE TESTED	100%	100%	100%
6 OF 6 FITNESS STANDARDS	100.00%	100.00%	100.00%
5 OF 6 FITNESS STANDARDS	0.00%	0.00%	0.00%
4 OF6 FITNESS STANDARDS	0.00%	0.00%	0.00%
3 OF 6 FITNESS STANDARDS	0.00%	0.00%	0.00%
2 OF 6 FITNESS STANDARDS	0.00%	0.00%	0.00%
1 OF 6 FITNESS STANDARDS	0.00%	0.00%	0.00%
0 OF 6 FITNESS STANDARDS	0.00%	0.00%	0.00%

Chart 16 *summarizes how our grade seven students performed on the annual Physical Fitness Test. The test assesses aerobic capacity, body composition, abdominal strength, trunk extension strength, upper-body strength, and flexibility.*

Average Daily Attendance

Chart 17

2023	2024	2025
96%	92%	91%

Suspensions and Expulsions

Chart 18

Year	2023	2024	2025
Cumulative Enrollment	74	77	96
TOTAL SUSPENSIONS/ENROLLMENT	0/74	0/77	0/96
SUSPENSION RATE	0.0%	0.0%	0.0%
EXPULSION RATE	0.0%	0.0%	0.0%
AFRICAN AMERICAN/BLACK	0.0%	0.0%	0.0%
LATINO	0/0%	0/0%	0/0%
TOTAL SUSPENSION	0/0%	0/0%	0/0%

SUSPENSIONS AND EXPULSIONS

In 2010, Grace Hopper STEM Academy intentionally shifted away from punitive discipline models (detention, suspensions, etc.) towards a restorative, instructional approach. Our discipline philosophy centers on:

- Teaching expected behaviors
- Addressing harm rather than addressing blame
- Supporting students in developing socio-emotional and conflict-resolution skills
- Keeping students better engaged in learning whenever possible

Discipline is viewed as an opportunity for learning, reflection, and growth, not simply as a consequence. It took a few years to be formative about this process to ensure more positive outcomes for students and their families. After the pandemic, we encountered such a negative shift in student behavior that we realized that we needed to be more specific and consistent with the implementation of the discipline policies and procedures.

Restorative practices at GHSA are implemented in accordance with California's emphasis on Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems (MTSS), and alternatives to suspension except when required by law.

These practices are used consistently across campus to address behavioral concerns, repair harm, and strengthen relationships. Observable outcomes include:

- Reduction in repeated behavioral referrals through early intervention and skill-building
- Decreased use of exclusionary discipline when compared to prior years
- Improved student accountability, demonstrated through completed reflections, mediation agreements, and repair plans
- Increased family engagement in behavior planning and follow-up meetings

Restorative practices are embedded as Tier 1 (schoolwide), Tier 2 (targeted), and Tier 3 (intensive) supports.

Independent Learning Sessions (ILS)

Definition and Policy Alignment
Independent Learning Sessions (ILS) are a structured, supervised alternative to out-of-school suspensions that aligns with California's guidance to limit loss of instructional time while addressing student behavior in a meaningful and corrective manner. ILS is when a student will remain on campus and will complete the day in a supervised setting away from their peers. During this time, students will;

- Work independently on class assignments
- Reflect on their behavior and complete a behavior improvement plan
- Have limited social interaction and privileges for the day

The goal of ILS is to help students take accountability for their actions while maintaining academic progress in a structured, supportive environment.

Purpose to Independent Learning Session

- Preserve access to core instruction

- Reduce disproportionality in discipline outcomes
- Provide due process and structured supervision
- Address behavior through restorative and educational interventions

Students assigned to ILS:

- Remain on campus under administrative, teacher, and supportive staff supervision
- Complete assigned academic coursework
- Participate in structured reflection and restorative action (Google Classroom)
    - Anti-bullying Accountability Assignment
    - Cause and Effect Chart – My Actions and Their Impact
    - Reflective Essay – Making Things Right
    - Letter of Apology – A Step Toward Repairing Harm
    - Reflection and Essay on Personal Behavior
    - Essay on the Six Pillars of Character
- Engage in conflict-resolution instruction and guided conversations

Elimination of Traditional Detention

Grace Hopper STEM Academy has formally eliminated detention as a disciplinary response. Our rationale if that , consistent with California's emphasis on instructional and corrective responses, detention was found to bee limited in effectiveness, as it primarily functioned as time-based punishment without addressing the underlying causes of behavior.

Outcome Metric: Replacement of detention with instructional interventions has resulted in increased completion of reflection assignments and reduced recurrence of minor behavioral infractions. We use the term 'Extended Learning Opportunity' as opposed to 'detention.'

Definition and Policy Alignment

The Extended Learning Opportunity (ELO) serves as an instructional disciplinary response and replaces detention. ELO aligns with California Education Code gui9dance encouraging corrective, educational, and restorative responses in lieu of punitive discipline when appropriate.

Purpose of ELO

- Re-teach expected behaviors
- Address social-emotional skill gaps
- Promote accountability and problem-solving
- Teach the 6 Pillars of Character

ELO Components

During ELO, students may engage in:

- Structured reflection assignments
- Conflict-resolution instruction
- Written or verbal apologies (when appropriate)
- Repair and replacement plans
- Peer mediation and facilitated restorative conversations

Outcome Metrics:

- Increased student participation in restorative processes
- Documented behavior improvement following ELI completion
- Improved student understanding of impact and accountability

Restorative Skill-Building Areas

Our restorative discipline framework emphasizes the following core skills."

- REFLECTION – Understanding choice and its impact
- APOLOGY – Learning to offer sincere and appropriate apologies
- REPAIR – Identifying how to repair harm caused
- REPLACEMENT – Practicing alternative, appropriate behaviors
- PEER MEDIATION – Facilitated conversations to resolve conflicts peacefully

These skills are explicitly taught and reinforced.

Behavior Intervention Plans

For students demonstrating repeated or significant behavioral needs, Behavior Intervention Plans (BIPs), are developed in alignment with California's MTSS framework and, when applicable, special education guidelines.

BIPs include but are not limited to:

- Clearly defined behavioral goals
- Preventative and restorative strategies
- Instructional supports and interventions
- Ongoing data monitoring and review

Summary and Analysis of Academic Performance 2024-2025

In 2010, California adopted the ELA and math Common Core State Standards (CCSS). GHSA, began to focus on the implementation of these standards during the 2013—2014 school year. This was a period when much of our time was spent learning about the CA CCSS and how to teach them. As a new charter, we had to identify core and supplemental programs/resources that would facilitate the teaching of CCSS and of course, meet the needs of our students, especially those who are achieving far below grade level in ELA and math. Professional development was and continues to be focused on understanding the standards and identifying and creating instructional activities designed to teach the standards. In the spring of 2024, students took the SBAC which provided the baseline data. The following charts and narratives summarize the data for 2024-2025 in ELA and math and some of the implications for modifying and focusing instructions. This review focuses on the percentage of students achieving in levels 1, 2, 3, and 4; and students' performance on the *Claims* for each content area.

Success of Innovative Features of the Educational Program

An innovative feature that we began during this Charter term and continue is the implementation of steps that build personal relationships with our students and families. These efforts have had very positive impacts on the academic, social, and emotional growth of students in our school community. For the fifth year now, at the close of the 1st quarter, we continue implementing GHSA's Mandatory Student-led Conferences. In these conferences, students share their previous years assessments, the current progress in all of their classes, their benchmark results and their CAASPP scores. Upon the conclusion of these conferences, each student and parent/guardian create one goal to master by the end of the school year. At the close of the 3rd quarter, we continue to implement our Mandatory Parent Conferences for all. If students are on-track and not receiving 1's in their classes, we review their goals set earlier in the year to applaud their academic efforts prior to taking all summative CAASPP assessments. If a student receives a 1 in one or more classes, a mandatory conference is scheduled to ensure that a parent is aware that their child is in danger of failing and to set interventions in place (through Freckles, RTI and added elective interventions) that could prevent class failures. These conferences give every student a voice. These processes help all students to feel noticed, valued and have an equal opportunity to voice an opinion and contribute to problem solving with their academic and social emotion wellness. If a GHSA student is struggling due to social-emotional issues, we refer them to our GHSA Student Support Services. Once referred, a student can receive individual or small group support. The support can also be provided through Class Circles/Meetings. Students also learn to work toward a consensus. The class meetings and talking circle agendas typically include the following topics:

1. Things that are going well (encouragement)
2. Planning and Feedback (rules, homework, curriculum, projects)
3. Responsibilities (jobs)
4. Things to be improved (problems)
5. Personal concerns (personal issues)
6. Feedback (How did you feel about the meeting today? What did you learn?)
7. Resolutions. (The meetings and circles are designed to reach some type of consensus in order to avoid unnecessary conflict. By using this peer-to-peer process (with guidance of a teacher, all parties input is valued.)

Though not new or innovative for some schools, our Student Support Services is implemented once weekly on minimum day Wednesday to work with different grade-level groups, which has increased our monthly common planning time within or across grade levels to 16 hours monthly. This has improved planning and the delivery of instruction. Though there are challenges connected to this process, we are committed to the process because we see growth for teachers and increased accountability within the groups and individuals.

Areas of Challenge

We have had several challenging areas since the pandemic. Like many schools, we are impacted by the current shortage of credentialed and experienced teachers, especially so, in math. We are currently making efforts to stabilize staffing so that credentialed teachers remain with the school for the long term so that we are able to implement a more effective, coherent instructional program that predictably results in improved and increasingly higher achievement for all students. At the beginning of each new school year, and before the 2nd semester begins, through the work of our Intervention Specialist Consultant, all teaching staff learn about any new standards, the standards that should be identified for guiding their lesson plans, methods to plan and teach them, and appropriate instructional resources, strategies and best practices. Especially challenging is the effective teaching of comprehension strategies—close reading, paraphrasing, and summarizing. The need to implement an effective RTI math intervention program based on students' performance levels is critical. Guiding and supporting math teachers in this process and scheduling time during the school day for math acceleration, intervention, and remediation is critical.

We have taken steps to meet the challenge of attracting and retaining experienced staff by increasing teachers' salaries and providing other incentives. Teachers' knowledge and instructional strategies have been improved as a result of the acquisition of the consultant, professional development, webinars, conferences, and collaboration. We recently contracted a highly qualified ELA/ELD teacher who has helped GHSA develop an improved ELD Program Policy & Procedure guide that meets the Instructional Quality Commission criteria. Through consistent common planning, we increase teachers' effectiveness in a supportive environment. Unified coherent strategies with all teaching staff to better teach the meaning, making, and comprehension while students are reading, writing, listening, and speaking. The Collections program is increasing teachers' confidence in delivering cohesive ELA/ELD instruction. We are now providing twice weekly, intervention pullouts for our students who lack the necessary pre-requisite skills to learn grade-level concepts and skills. We will continue to reflect and refine these processes that have allowed us to improve GHSA's ELA and math instruction and achievement.

Student Population to be Served

Grace Hopper STEM Academy is located in zip code 90301. However, the majority of students are drawn from zip code 90061, Willowbrook, where Gompers Middle School is located and from zip code 90002 and 90059 where Markham Middle School is located. According to 2024 City-Data.com, the median income was $56,158 as compared to $95,521 for the state and $90,757 for the county of Los Angeles. Blacks were 15%, and Latinos were 82% of the population. English is spoken in 22.2% of the homes and Spanish in 77.8%. The estimated unemployment rate is 5.9%. A large percentage of the students from the Watts area live in federal housing developments. Our student body is represented by a significant percentage of students from South Los Angeles County. The remainder comes from the city of Inglewood and other areas of Los Angeles County.

Sixty-one percent (61%) of persons 25 or older were high school graduates or higher. The percent having a bachelor's degree or higher is only 10 percent as compared to 34% of Californians 25 or older. Of the households with children under 18, thirty-three percent (33.3%) were headed by single mothers or fathers. Thirty-eight percent (38%) of residents spoke English at home. In seventy-five percent (75.1%) of households, Spanish is spoken.

Demographics

CHART 19

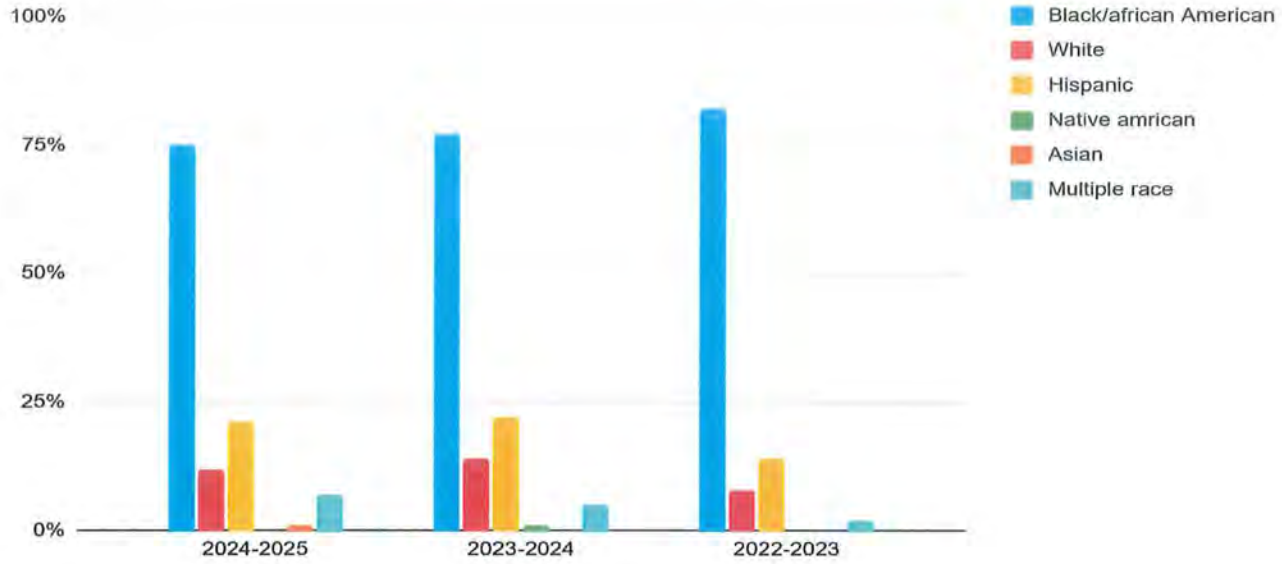


CHART 20

Year	22-23		23-24		24-25	
Ethnicity	Enrollment	% of Total	Enrollment	% of Total	Enrollment	% of Total
Black/ African-American	17	82%	35	47.2%	69	63.3%
Hispanic or Latino	23	14%	39	52.7%	40	36.6%
Total Enrollment	40		74		109	
English Learners	7	17.5%	8	10.8%	10	9.1%
Free/Reduced priced Lunch	NA		NA		NA	

Many of our students are impacted by generational poverty, defined as being in poverty for two generations or longer. In the publication, *A Framework for Understanding Poverty Ruby K. Payne*, defines poverty as "the extent to which an individual does without resources." Payne concludes that the following resources play vital roles in determining whether families or individuals leave or remain in poverty. (Payne)

- **Financial**: Having money to purchase goods and services.

- **Emotional:** Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.
- **Mental:** having the meta abilities and acquired skills to deal with daily life. Includes reading, writing, computing to deal with daily life.
- **Physical**: having physical health and mobility
- **Support Systems**: Having friends, family, and backup resources available to access in times of need. These are external resources.
- **Relationships/Role Models**: Having frequent access to adult(s) who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior. Appropriate role models help the child to learn how to live life emotionally.
- **Knowledge of Hidden Rules**: Knowing the unspoken cues and habits of a group.

We agree with Payne's conclusion that poverty is more about other resources than it is about money. The other seven resources are those that we seek to influence as educators at the Charter School. Our goals are to provide support systems, role models, and opportunities to learn, which will increase the likelihood of each student's success, emotionally, socially, and academically.

CHART 21

Enrollment Without Expansion					
Grade	***2026-2027***	***2027-2028***	***2028-2029***	***2029-2030***	***2030-2031***
6	*40*	*46*	*53*	*60*	*69*
7	*50*	*57*	*65*	*74*	*84*
8	*50*	*57*	*65*	*74*	*84*
Total	*140*	*160*	*183*	*208*	*237*

GOALS AND PHILOSOPHY

Philosophy

According to Dr. Etta R. Hollins (2011),
"Philosophical perspective refers to the vision and purpose for education and its relationship to conditions in the larger society, and how it benefits individuals and groups. In practice, a philosophical stance is the conscious thought process through which a deliberately constructed system of beliefs is operationalized. The central purpose for the deliberately constructed philosophical stance is to develop deep personal meaning, a sense of responsibility, and a commitment to developing teaching practices that contribute to academic and social growth and awareness of students as part of a collective effort to improve the quality of life in society in a particular way" (p. 400). Source: Hollins, E. R. (2011). Teacher preparation for quality teaching. Journal of Teacher Education, 62, 395–407. doi:10.1177/0022487111409415
What is our philosophical stance and what is it based upon?

At GHSA, we are engaged in continuous dialogue, analysis, and thinking to reconstruct, articulate, and represent a shared perspective to guide our practice to advance learning for every student. Presently, our philosophy includes some of the following perspectives:

- Every student must be known, valued, and respected because children are at the center of the educational process.
- Students should have highly effective teachers, principals, and support personnel who are life-long learners.
- Students should have equal access to educational opportunities.
- Curriculum and instruction should meet the needs of all students.
- Parental involvement and volunteer services support and enhance the teaching and learning process.
- Students learn best in a safe, orderly, culturally responsive, positive, and inviting environment.
- Students play an active role in the learning process.
- Educational experiences should enable students to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.

AN EDUCATED PERSON OF THE TWENTY-FIRST CENTURY

An educated person in the 21st century has mastered core subjects and themes essential to personal success and to the advancement of humanity. He or she is highly literate in English language arts, mathematics, science, geography, history, government, and civics. When leaving the secondary school, he or she is well prepared to pursue a career and or a college degree. The 21st century citizen should also be fluent in several world languages and possess an understanding of other cultures and nations. This person has global awareness and, therefore, knows that everyone and everything is interconnected. S/he uses knowledge and skills to understand and address global problems and to work and live collaboratively with individuals from diverse cultures, religions, and lifestyles. This person is capable of being successful in any chosen career in most places in the world.

An educated person of this century has financial, economic, and business literacy, as well as environmental and health literacy. S/he knows how to make appropriate personal economic choices, understands the role of the economy in society, and uses entrepreneurial skills to enhance workplace productivity and career options. This person participates effectively in civic life by staying informed and understanding the impact of "local" decisions on the wider community and

world. The person who has health literacy understands the importance of proper diet, nutrition, and exercise. S/he is a critical, analytical consumer of health information using available information to make appropriate health-related decisions. Environmental literacy allows the educated person to understand the environment, the circumstances, and conditions--population growth and resource consumption are examples—affecting it, particularly as related to air, climate, land, food, energy, water, and ecosystems. The educated person:

- *Is a life-long learner.*
- *Effectively manages resources, and demonstrates personal qualities of responsibility, self-management, and integrity. This person can manage these resources because s/he has developed emotional maturity and stamina that allow him or her to make appropriate choices especially when in stressful or challenging situations.*
- *Works cooperatively with others and is open to new diverse perspectives.* ***The individual is independent but is at the same time interdependent****, being able to work jointly with others as equal partners.*
- *Is a creative and innovative thinker who can create new and worthwhile ideas and products, and solutions using the principles of design and technology.*
- *Consciously seeks to analyze how parts of a whole interact with each other to produce causes and effects.*
- *Master and uses* ***information, communication, design, and automation technologies*** *to enhance his or her work, create and produce new and different useful products and services, and enhance the quality of his or her personal life.*

HOW STUDENTS LEARN BEST

Students learn best when Learning makes sense. Students learn through a variety of sensory experiences that engage the brain and body. Whether the learning experiences are formal or informal, the learner must attend to the stimuli so that it is processed. If learning is to result in an enduring change in behavior or the ability to behave or perform in certain ways, a variety of cognitive processes must be employed by the learner. They include connecting previous knowledge to new learning, visualizing, analyzing, categorizing, memorizing, practicing (verbal, motor, mental), storing and retrieving, interpreting, predicting, drawing conclusions, generalizing, solving problems, and applying new learning to similar and unique situations. Learning experiences that employ multiple sensory modalities (often simultaneous) are more likely to result in stronger learning responses because of increased and sustained attention by the learner. Instruction must also include the teaching of cognitive strategies in which students become highly metacognitive. We believe that the focus on metacognitive learning strategies is how students learn how to learn, and are likely to become adaptable, life-long learners.

Students learn best when ***learning goals and activities are meaningful and culturally relevant***. Students' values, attitudes, needs, and expectations must be considered when planning instruction. Instructional practices that support student learning include:

- Developing and sustaining a learning community where students know that they are cared about.
- Using pre-assessments to determine students' interests, knowledge, concepts, skills, and cognitive strategies. This step informs the teacher about where instruction should begin and must be followed by periodic formative and summative assessments. It is should also be used to help students set goals.
- Sequencing of instructional presentation to insure mastery of early steps before progressing to more complex levels—especially important to the teaching foundational literacy and math skills to most learners.
- Frequently checking for understanding and providing informative feedback—includes results of assessments and the effective use of cognitive strategies
- Using tools such as manipulatives, visuals, realia, exemplars, summaries, synthesizers, graphic organizers, etc. to ensure that learning is making sense and to facilitate the development of more sophisticated cognitive processes.
- Using and promoting the use and construction of visual models to represent concrete and abstract ideas.
- Modeling and coaching verbal and written explanations of content and cognitive strategies. These activities help students to explain what they know and to incorporate academic and content vocabulary while using the formal language registry, the language of work and school.
- Providing opportunities to apply knowledge in different contexts so that skills, knowledge, and concepts are transferred.

Our Vision

Our students will acquire a love of learning and enjoy mastering basic academic skills. They will gain a core knowledge, as well as an expertise in the more technical STEM subjects, to form a foundation for higher education. Their lives will be balanced through acquisition of the moral traits reflected in the six pillars of character (trustworthiness, respect, responsibility, fairness, caring, and citizenship). They will also learn to give back to their community through volunteerism and community service.

Our Mission

To foster each student's innate curiosity and joy of discovery. We prepare students to become analytical questioners, scientific thinkers, and responsible citizens who are able to contribute to the world with confidence, character, and integrity. We achieve this through student-centered, collaborative, and personalized experiential learning, with an emphasis on the environment as an integrating context.

LCFF STATE PRIORITIES

Chart 22

Goal

Goal #	Description	Type of Goal
[Goal 1]	[GHSA employs highly effective instructional strategies and resources in an environment that is safe, and socially and emotionally supportive thus allowing each student to achieve or exceed academic grade level standards in ELA as measured by local data, and performance on annual CAASPP assessments of Common Core State Standards (CCSS) in English Language Arts]	[Broad]

State Priorities addressed by this goal.

[***State Priorities***

Priority 1: Basic (conditions of learning)
Priority 2: State Standards
Priority 3: Parent and Family Engagement
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access

Explanation of why the LEA has developed this goal.

[This goal is focused on preparing our students for success in high school and beyond. Students who matriculate to high school scoring at or above grade level in English Language arts are well prepared to deepen and expand their knowledge and skills in ELA which are the foundations for future academic success in ***ALL*** subjects, careers, or post-secondary education. As measured by the Easy-CBM fluency assessments, ninety-three percent (93%) of our students are able to read fluently with a prosodic voice. However, in 2023, only 20.27 percent met or exceeded standard in ELA on the CAASPP. Very few of the students across the grades can identify or classify types of text or their structural elements. Many of these students believe that they have all the skills and knowledge they need because they read well. As a result of consistently sharing each student's performance on benchmarks and recognizing their progress, we had a greater number of students to increase their performance on the Star Renaissance which we believe will result in an increase in the percentage who will achieve or exceed grade level standards on the most recent State Assessments 2023-2024. As stated above, "The ***Fall 2023 Star Renaissance Reading Benchmark Assessments*** indicated that only 13% (9 of 69 students) were performing at or above grade level. Thirty-seven students (69%) were three or more years below grade level in ELA.

At GHSA grading is based on the mastery of the ELA standards as assessed by Star Renaissance domains, rubrics that evaluate argumentative essays, summaries of articles from multiple sources, and responses (written essays) to literature and poetry. There is an inconsistency across the grade levels on the focus of direct instruction on the ELA standards/domains by teachers. Consistent use of the Freckle Application was highly effective in improving students' growth in ELA domains. Some students grew 2 – 4 years. *Student's academic and confidence/self-esteem grew with our use of positive reinforcement which included certificate, posting students names on charts in the hallways and classrooms and communication with parents.* We engage with parents to encourage their continuous, positive support of their child. Our methods must be rigorous but at the same time accessible, encouraging, and patient. Instructors must be vigilant observers of each student. We must assess each student's work and demeanor to determine why a student is "stuck" or not making progress and figure out how to systematically assist the student in becoming a confident learner. We will consistently employ resources that will allow each student to make one or more years of progress. This goal is, therefore, central to why we are a school. Its accomplishment is evidence that we are fulfilling students', families,' and society's goals of preparing students to be career and college ready but also to be individuals with positive self-esteem and self-efficacy because they have successful learning experiences. They have learned how to learn and are life-long learners who solve problems, work

Chart 22

cooperatively with others, and are responsible citizens. High positive self-esteem and self-efficacy primarily results from students' learning experiences in formal schooling.

Measuring and Reporting Results In ELA

Metric #	Metric	Baseline 2022-2023	Year 1 Outcome 2025-2026	Year 2 Outcome 2026-2027	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	[ELA SBAC Proficiency]	20.27% Schoolwide			[2026 SBAC ELA 38% Schoolwide	18.27%
Metric 2	Students' average domain scores are 80% or greater on the Spring Star Renaissance Benchmarks	29.9% Schoolwide			Star Renaissance Spring Benchmarks 45% Schoolwide	15.1%
Metric 3	Students show growth of 1 year or more in ELA	95%			95%	0
Metric 4	Students score 4 or 5 on writing rubrics	15%			40% Schoolwide	25%
Metric 5	Decrease the average *distance from standard scale score. Grade 6 ELA Score 2439=3rd grade*	2531—2439= 92 DFS			50 Points Average 2489 Standard Nearly Met	-42
Metric 6	Decrease the average *distance from standard scale score. Grade 7 ELA Score 2480=3rd grade*	2552-2480= 72 DFS			40 points Average 2520 Standard Nearly Met	-32
Metric 7	Decrease the average *distance from standard scale score. Grade 8 ELA Score 2498=4th grade*	2567-2498= 69 DFS			40 points Average 2538 Standard Nearly Met	-29

*Distance **from Standard (DFS) represents the distance between a** student's classes' average score **on the lowest threshold scale score for Level 3).***

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Chart 23

Not Applicable?

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[Not Applicable]

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[Not Applicable]

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Not Applicable]

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Chart 24

Action #	Title	Description	Total Funds	Contributing
#1	Instructional Program Resources and Strategies	Fully implement all features of the Star Renaissance Program, which includes every student using the Freckle application a minimum of 45 to 60 minutes weekly. Teacher will monitor students' use daily. Provide direct instruction in composition (written discourse) that includes models, and modeling by teachers in ELA, Social Studies, and Science. Writing over time, which allows students to develop and deepen their thoughts and understanding through discussion is essential in learning to write. Teacher modeling that includes sharing of thinking, reading drafts aloud and making edits is essential.	[$ 0.00]	[Yes/No]

Chart 25

		Furnish each classroom with wall maps and or high quality maps in bound books. Essential for students learning about the wider world and their place in it. Most students have not been taught geograph though it is part of Social Studies Programs. Fully implement the ***myOnLibrary*** and ***myOnNews*** by requiring students to read books of their choice or interest and also books assigned by teachers across the curriculum.		
#2	Teacher Effectiveness competencies	Provide professional development in methods of teaching writing: Strategic use of the features of the Star Renaissance Program. An expanded use of the available features will allow us to individualize or prescribe assignments	[$ 0.00]	[Yes/No]
#3	Tuition Support for Teacher	Provided to teachers and instructional assistants enrolled in college to become credentialed	[$ 0.00]	[Yes/No]
#4	Instructional Assistant	Provide support in implementing RTI –for individuals and small groups	[$ 0.00]	[Yes/No]
#5	Parental Engagement	Host meetings and workshops and regular communication reporting students' progress. Parents will receive benchmark scores and CAASPP reports that will include information assessing their current status. Include strategies that parents will use to support their child. We will also parents to limit time on social media and have their child use the myOnLibrary, myOnNew. Parental suggestions will be implemented when consistent with best practices that support learning, and the student's self-esteem.	[$ 0.00]	[Yes/No]

Insert or delete rows, as necessary.

Chart 26

Goal # 2	Description	Type of Goal
[Goal 2]	[GHSA students meet or exceed grade level standards in Mathematics as demonstrated by performance on annual CAASPP assessments of Common Core State Standards (CCSS) in Mathematics]	[Broad]

State Priorities addressed by this goal.

Priority 1: Basic (conditions of learning)
Priority 2: State Academic Standards
Priority 3: Parent and Family Engagement
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access

[***State Priorities 1, 2, 3, 4, 5, 7.*** explanation of why the LEA has developed this goal.

[This goal is focused on preparing our students for success in high school and beyond in mathematics Students who matriculate to high school performing at or above grade level in mathematics will have expanded opportunities in careers and in college.
At the middle-school level many students think they just can't learn math. This attitude developed early at the elementary level. Many teachers and parents often voice the same opinion. *Star Renaissance 2024 Spring Benchmarks were as follows:* ***Fifty-five students or 76% were 2,3,4, or 5 years below grade level.***

1 year Below	*2 Years below*	*3 Years Below*	*4 Years Below*	*5 Years or more Below*	*One year or above*
7	*11*	*20*	*16*	*8*	*14*

- ✓ **Schoolwide students grew** .6 months in math
- ✓ **Grade 6 students** experienced 9 months of growth in math
- ✓ **Grade 7 students** grew 7 months in math and 1 year in reading.
- ✓ **Grade 8 students** averaged .9 months in math
- ✓ **Schoolwide 9.1% of students** are estimated to score at or above the proficiency benchmark on the Math state test. This is up 3% from spring 2022-2023.

Given this data, we have a sense of urgency to improve academic outcome in mathematics. *We must grow each student's confidence/self-esteem by implementing strategies that will allow every student to experience incremental success.* We engage with parents to ensure their continuous, positive support and encouragement of their child. Our methods must be rigorous but at the same time accessible, encouraging, and patient. Instructors must be vigilant observers of each student. This includes. We assess each student's work the time to determine why a student is "stuck" or not making progress and figure out how to systematically assist the student in becoming a confident learner. We will consistently employ resources that will allow each student to make one or more years of progress.

Chart 27

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	[Math SBAC Proficiency]	4.11% Schoolwide			[2026 SBAC ELA 32.11% Schoolwide	28.00%
Metric 2	Students' average domain scores are 80% or greater on the Spring Star Renaissance Benchmarks	10.00 Schoolwide			Star Renaissance Spring Benchmarks 45% Schoolwide	35%
Metric 3	Students show growth of 1 year or more in Math	95%			95%	0
Metric 5	Decrease the average *distance from standard scale score. Grade 6 Math Score 2395=3rd grade standard nearly met*	2552—2395= 157 DFS Standard Not Met			60 Points Average 2455 Standard Nearly Met	-60
Metric 6	Decrease the average *distance from standard scale score. Grade 7 math Score 2420=3rd 4th grade standard nearly met*	2567-2420= 147 DFS Standard Not Met			60 points Average 2480 Standard Nearly Met	-78
Metric 7	Decrease the average *distance from standard scale score. Grade 8 ELA Score 2432=3rd or 4th grade standard nearly met*	2567-2432= 135 DFS Standard Not Met			72 points Average 2504 Standard Nearly Met	-72

Distance from Standard (DFS) represents the distance between a student's score on the lowest threshold scale score for Level 3).

Chart 28

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[Respond here]
Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

[Respond here]
Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[Respond here]
Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]
Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Chart 29

Actions

Action #	Title	Description	Total Funds	Contributing
#1	Evaluate Students math skills to diagnose instructional needs and deliver appropriate instructional strategies and Resources.	Use Star Renaissance Benchmarks, SBAC interim and summative assessments and current adopted math programs, and diagnostic assessments to determine the Zone of Proximal development for each student. *Teachers MUST release the notion that they are obligated to teach grade level topics to every student wether the students are ready or not.* Deliver instruction, Freckle assignments, and independent work in the ZPD. Teachers group students within the grade level based on their Renaissance bench marks and other data resulting from assessments. **PLEASE SEE PAGES 1 – 2 OF THE INCLUDED CSI PROMPTS** Review current core math materials and supplemental instructional math materials. Purchase supplemental books and math manipulatives designed to meet the developmental needs of students.	[$ 0.00]	[Yes/No]
#2	Purchase additional core and supplemental text to ensure sufficiency	Purchase additional materials including technology if needed.	[$ 0.00]	[Yes/No]
#3	Provide professional development and coaching to ImproveTeacher Effectiveness competencies	Provide professional development to support teachers as they learn about and implement the strategies set forth in the CSI Plan. PD will focus on using concrete and visual models and development of academic language. Teachers will also be supported in using the strategies in the new Math Framework.	[$ 0.00]	[Yes/No]
#4	Tuition Support for Teacher	Supports teachers who are working on their credentials	[$ 0.00]	[Yes/No]
#5	Instructional Assistant	Employ additional instructional assistants to work with small groups	[$ 0.00]	[Yes/No]
#6	Parental Engagement	Hosting meetings and workshops and regular communication reporting students' progress in mathematics. Parents will receive benchmark scores and CAASPP reports that will include information assessing their current status. Host workshops designed to familiarize parents with concepts and strategies, etc. Include strategies that parents will use to support their child.	[$ 0.00]	[Yes/No]

Chart 30

Goal # 3	Description	Type of Goal
[Goal 3]	[Student and staff safety and wellness (emotional and physical) are essential components of an environment that is conducive to teaching and learning. GHSA promots a culture of emotional health, safety, and well-being where our students, and staff thrive. Students and teaching staff have access to appropriate instructional materials that are aligned to the Common Core State Standards or have been adopted to meet the engineering goals of Project Lead the Way. Parents staff, and students are regularly engaged in discussion designed to provide feedback and analysis or feedback concering the school environment.	[Broad]

State Priorities addressed by this goal.

Priority 1: Basic (conditions of learning)
Priority 3 Parental engagement
Priority 5: Pupil engagement
Priority 6. School Climate

An explnation of why the LEA has developed this goal.

[The LCAP goals and actions were developed through a collaborative process where all stakeholder, including parents, staff and students had the opportunity provide input through surveys and discussions/meetings throughout the year. Almost everything impacts student learning. Williams Inspections of facilities and instructionals materials, daily attendance Our ***Student Support Services Department*** plays a vital role in fostering a nurturing and inclusive environment for all students. This department offers a wide range of services to address the social, emotional, behavioral and academic needs of students and families. The
Measuring and Reporting Results

Chart 31

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Metric 1	Williams Inspection of Facilities	100%			100%	18.27%
Metric 2	Williams of Instructional Materials Sufficiency	Sufficient			Sufficient	15.1%
Metric 3	Overall Daily Attendance	95%			95%	0
Metric 4	Chronic Absenteeism	13/80 students Rate 16.25%			10% or lower	6.25%
Metric 5	Suspension Rate	0			0	0
Metric 6	Expulsion Rate	0			0	0
Metric 7	Parent Engagement Meetings Participation	?			?	?
Metric 8	School Climate Survey Participation	?			?	
Metric 9	Parent Survey	?			?	
Metric 10	Staff Survey	?			?	

*Distance **from Standard (DFS) represents the** distance between **a student's** score **on the lowest threshold scale score for Level 3).***

Chart 32

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

[Respond here]
Not Applicable

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Chart 33

[Respond here]
Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

[Respond here]
Not Applicable

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]
Not Applicable

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

or homographs. Ex. Shadow with shallow, consonant, continent • Reading and spelling progress impeded due to inability to accurately and consistently discriminate vowel sounds, especially those that are similar in articulations. /ee/,/i/, /e/,/ae/,/a/, /o/, /aw/ **Vocabulary** • Inaccurate use of prepositions and other structural words • Limited vocabulary— below the 50th ile age or grade • Limited academic vocabulary which interfere with comprehension. **Grammar and Usage** • Subject, verb agreement especially the -s forms • Non-standard use of the forms of the verb *to be* in various tenses • The possessive -s is dropped or • Incorrect use of pronouns—especially those that apply to gender—primarily applies to Latinos. He/she, her/him, hers/his • Use of the present tense form used for --ed or past tense form. **Reading, Writing, &Spelling** • Students make decoding errors while reading that interfere with comprehension. These errors may appear in the students' oral language. • Students' spelling errors are consistent with his or her oral articulation.	the differences in words. Cat: cad, gad, gap: gab • Teach the aural perception of syllables using a method that matches a concrete object—blocks or the learner's fingers—to each syllable. • Teach students to accurately perceive vowel sounds by perceiving or feeling the shape of the mouth, the position of the tongue, and movement of the mouth when pronouncing strong vowel diphthongs. **Vocabulary** • Teach prepositions in the context of sentences while teaching high frequency words. Focus on oral use along with written use. • Directly teach academic and domain specific vocabulary using direct instruction. Provide multiple opportunities for students to hear and use the words in context. • Read aloud text at or above level to develop vocabulary. • Post target words on the word wall for ready reference. **Grammar and Usage** • Provide oral and written practice using verbs in various tenses. • Create and post charts contrasting the standard and non-standard usage of verbs, pronouns and other forms that require practice. • Encourage the correct use of vocabulary by modeling, prompting, recasting or explicit correction. • Provide activities combining and decombining sentences to build sensitivity and understanding of syntax. • Use sentence stems to support the use of more complex language.	• Look for the correct use of prepositions in spoken and written expressions. • Assess improvement in knowledge of academic vocabulary –oral and written cloze passages. • Use a rubric to evaluate students oral and written use of grammar elements identified for improvement. • Use rubrics, and other formative and interim assessments to monitor students' improvement in spelling, comprehension, and composition. Look for increased complexity and preciseness of communication. **How and When Is Instruction Delivered** • Instruction for this group is provided by certificated teachers. • Many of these skills can and should be taught during the ELA/ELD lessons. The strategy of emphasizing the articulation of speech sounds in reading instruction is beneficial for all students, especially ELs and SELs • SELs may also be grouped for ***designated ELD*** focused on their unique needs. This would happen at the same time that Els are regrouped.

Element 2: Measurable Pupil Outcomes and

Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." (Ed. Code § 47605(b)(5)(B).)

"The method by which pupil progress in meeting those pupil outcomes, is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." (Ed. Code § 47605(b)(5)(C).)

Measurable Goals of the Educational Program

Measurable goals of the Educational program are found in the LCFF table in Element 1. Goals incorporate all 8 state priorities and include expected formative and summative assessments measures.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Please refer to the LCFF table in Element 1

Performance Targets Aligned to State Priorities

Please refer to the LCFF table in Element 1.

Other Performance Targets

All other performance Targets are found in the LCFF table in Element 1

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

At the beginning of each school year, all students are administered reading fluency, writing baseline assessments, and math assessments, and the EasyCBM and/or iReady assessments of ELA and math skills. All grades use the first benchmark tests during the first 3 to 4 weeks of school. Teachers also administer 1 minute reading fluency tests which assess how well students who in SBAC bands 1,and 2, "standard not met" and "standard nearly met" can handle core text and what level of support they may need if they cannot read the grade level texts at an instructional level—90 to 95% accuracy. Fluency rubrics are used to describe the quality of students' oral reading. **These are some of the screening assessments used to identify students who may be at risk of failure.** This allows teachers to plan appropriate intervention and remediation—especially for those students who have not been continuously enrolled at **GHSA** from grade 6.

The EasyCBM and iReady assessments, given in the fall, winter, and spring are primary tools used to monitor students' progress. The MAP reports help teachers to focus instruction for the class, individuals and small groups. The percentile and RIT score, a type of scale score, have been aligned to the CCSS. We have determined that students need to score above the 60th ile to 65th ile to have a scale score meeting or exceeding standard.

The administrative team, Principal, and instructional coordinator has the responsibility of directing and monitoring the assessment plan. The Principal and coordinator meet with grade levels on a regular basis to review students' work and to evaluate their progress on benchmark assessments. The staff **continuously monitors** students' progress through weekly and bi--weekly assessments and evaluations of students' work. Teacher-made assessments, rubrics, benchmark tests, teachers' observations, checklists, and anecdotal records are used to determine whether students are making adequate progress toward mastering **our measurable standards-based objectives.** Benchmarks indicate the interim steps students have achieved in mastering standards and goals. They, therefore, serve as a

gauge to monitor students' progress and determine if they are making sufficient progress towards attaining annual goals.

During at least one meeting each year, parents, teachers, and students participate in student-led conferences where each child shares the progress he or she has made towards mastery of the standards.

The following chart gives an overview of the types of assessments regularly used by the school.

SITE-BASED ASSESSMENTS

Assessment	Description	Rationale	Frequency
Screening Assessments • EASY CBM—reading fluency • **i-Ready** • Phonics Survey • CBM ORF –Using grade level texts • Adopted Singapore Math Program Assessments • **Math Mammoth** grade and topical assessments • **Collections** ELA diagnostic assessments for each grade	• Students are administered the EASY CBM ORF benchmark and progress assessments. Regular progress assessments are focused on students reading 1 or more years below level. • Additional assessments are done, if students are at risk. This may include a phonics survey ***to*** determine specific weaknesses in phonological awareness, decoding ad spelling, automaticity with high frequency words, etc. •	• The results from screening assessments are useful in making decision about the kind of early support and intervention a student may require to prevent later or continued failure. These assessments are used to determine the proficiency of individual students or groups of students on a specific standard or prerequisite skill. • Teachers use the information gained from assessments to provide focused instruction RTI to individuals, to form small groups, and to plan pacing	• Fall first 3 weeks of school.
Formative Assessments • Collections Benchmark and Unit Assessments • ***i-Ready*** progress assessments for each individual student based on their initial placement. • SBAC Interim and Block. • Math lesson and unit assessments • Teacher or staff created quizzes. • Curriculum Embedded assessments (students work) • Checklists • Observed responses, &behaviors • Homework • Portfolios student work	• Assesses students' development, of concepts, skills, knowledge, and application, of standards based objectives. • The SBAC block assessments are used to take a closer at look how students are performing on specific claims. • Writing samples are used to document student improvement in writing and kept in portfolios.	• These assessments are critical because they help the teacher to monitor and adjust instruction from day to day, and week to week for various individuals—pacing, steps, practice, complexity, etc. • Teachers use the results of the assessments for common planning	• For key standards-based objectives, weekly or bi-weekly depending on the lesson cycle. • More frequently depending upon the skill and the students.
Progress Monitoring & Benchmarks **Language Arts, Math, Science** • EASY CBM—Oral Reading Fluency assessments • DIBLES DAZE • SBAC Interim summative assessments • Unit tests reading, math, and science. • Teacher or staff created assessments • Measuring Up – ELA, Math, Science • Writing Portfolios **Authentic Assessments** • ***Writing Tasks*** in all content areas, including research reports and identified writing forms for each grade level. • Collections or other Performance assessments • **Projects** using multiple media and modalities—related to content areas.	• **Periodic assessments for all students,** the domains and strands of the standards are assessed at the end of each ***major set of lessons*** (every six to eight weeks) to ensure all students are progressing as expected and to provide feedback on the effectiveness of instruction. • EASY CBM Progress ORF grades 1 --8 & DAZE Progress Grades– 3 -6. The level administered is based on students initial screening assessments and their documented progress. • ***Authentic assessments are scored by rubrics*** that describe levels of performance of the task. ***GHSA*** teachers collaborate on the development of rubrics. Some are holistic, and others are analytical.	• These assessments help to answer questions about student progress or growth. (1) Who is meeting or exceeding standards? (2) what percentage of students did not meet standard, and (3) What percentage of students showed progress in reading? Math? (4) Which students need additional instructional support and in what areas? (5) What are the possible reasons for lack of growth?	• Progress monitoring Weekly or bi-monthly depending on students' RTI level, using the NWEA Skills Navigator. • Program based tests follow lesson cycles. • Benchmarks--Every 6 to 8 Weeks.

Goals for consistent, school-wide implementation related to assessment practices include: (1) The use of the results of i-Ready assessments to form small groups for RTI and for enrichment. (2) Use of program based pretesting and surveys before beginning a unit or series of related lessons, so that effective

decisions about pacing, grouping, scaffolding, and differentiation are made; (3) The regular robust use of the ***i-Ready reports*** to check more frequently on students' growth.

Data Analysis and Reporting

We ask a series of questions that will help to interpret and understand what the data is telling about students' performance. Examples are included in the chart below for the assessments most used. **i-Ready** assessments provide multiple reports that are used to look at students' performance, individually, by class, by grade level, and school wide. A growth report is provided for each student along with objectives that is mailed home to parents with the students' report cards.

Questions About i-Ready	How the Answers Inform Instruction, Curriculum, etc.
• Which groups have met or exceeded growth targets? • Which groups did not meet or exceed growth targets? • What number and percentage of students had negative growth? • For these groups, what accounts for the differences in growth in this strand? • Which students need intervention? • Which Students need enrichment? • What percentage of students are performing at or above the at or above grade level.	The ***i-Ready*** reports give us detailed data for the school by grade level and is also disaggregated by groups. In addition, we can look closely at each teacher's class and each student's achievement in each class. Additional questions are also posed The regular use of the ***i-Ready*** assessments and the lessons assigned by the system allows us to make frequent checks on students' progress toward their individual goals. If students or groups are not progressing, we look at the delivery of daily instruction. • To what extent is intervention for groups and individuals being implemented with fidelity—occurring daily, focused on identified goals? • To what extent do instructional strategies need to be modified to increase and accelerate learning? • What support, if any, do teachers need to improve instruction? Knowledge, skills, practices?
Questions Easy CBM ORF Progress & Benchmark Monitoring	**How the Answers Inform Instruction, Curriculum, etc.**
• How many and what percentage of our students are high risk? Moderate, low risk? • What percentage of grade ____ students read with a fluency rate at the 50th% or higher? • What additional assessments explain why students are dysfluent?	Because independent reading with excellent comprehension is a primary goal, Easy CBM ORF (oral reading fluency) progress and benchmark continue to be important in assessing the impact of reading instruction on achievement. This is especially so for students initially identified as being below grade level in reading fluency. These assessments allow the teacher to look more closely at how each student is performing. However, the results must guide the teacher in determining whether there needs to be a closer look at underlying foundational skills. Students will improve when gaps in foundational (phonemic awareness, phonics, syllabication, etc) skills are improved. In addition, we must provide access to reading materials designed to build fluency.
Program Benchmarks	**How the Answers Inform Instruction, Curriculum, etc.**
• To what extent does student performance on program benchmarks align with performance on EASY CBM assessments?	Students' performance on adopted program benchmarks should to a great degree be predictive of how they perform on NWEA, and SBAC assessments. These assessments along with lesson assessments, homework assignments are used to determine students' grade. However, more students are receiving grades approaching and at standard while their performance on NWEA and SBAC is lower or sometimes even higher. Teachers need to look more closely at grading and if certain assignments like homework, or classwork participation may be inflating grades for some while deflating grades for others.
SBAC Interim and Block Assessments	**How the Answers Inform Instruction, Curriculum, etc.**
• What percentage of students at each grade level and by disaggregated groups are performing at levels 1, 2, 3, or 4? • How many students were within 10 scale points of the band above the range in which they scored? • On which claim(s) are students performing best? (by Grade, level, groups) • On which claim(s) are students performing the lowest? (by Grade, level groups) • To what extent does **i-Ready** performance predict performance on SBAC?	These assessments tell us if we are moving in the right direction and how far away we are from meeting our goals. The **block assessments** give us more specific information on how students in grades are performing on specific skills for a claim or a group of related standards.

We are increasingly focused on using data effectively to inform instructional practice. Our greatest challenge is in helping teachers to plan, organize, and deliver instruction focused on students' needs as

identified by the assessments. However, teachers still need to have a sensitivity to the need, to observe students closely to gain additional insight in to how best to adjust instruction. Responsive teaching is extremely important. As we deepen our understanding of the role of socio-economic conditions on learning, we expect to increase all students' achievement by using strategies that will positively impact their achievement. This data is shared with the ELAC/SSC, and Board meetings by teachers, the Principal and the Executive Director.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

GRADING POLICY

Reporting student progress is a continuous process, with teachers communicating with students and their families. Formal reporting is done four times per year. The reporting system gauges the progress of each student in meeting the standards for each grade, which are based upon the California State standards. Progress is reported using the following four-point metric:

4	Above Standard Test score of 93%-100%	Consistently does high quality work meets or exceeds the standard; has a strong knowledge and understanding of the standards. Uses a wide range and variety of books, tools, and materials. Demonstrates originality, initiative, and independence. Uses a well-developed vocabulary.
3	At Standard Test Score of 80%--92%	Regularly meets standards by exhibiting these behaviors: Is thorough and accurate in explaining and applying knowledge. Has knowledge and understanding of the subject areas standards. Can draw information from a variety of sources. Can utilize problem-solving skills. Has good working vocabulary in subject area.
2	Approaching Standard Test Score of 79%--65%	Developing thoroughness and accuracy. Has a developing knowledge of the standard(s). Is developing independence, but requires some teacher guidance. Uses an adequate vocabulary.
1	Below Standard less Test Score of 64% or less	More time, practice, effort is needed to meet subject standard. Frequently requires assistance.

- GHSA issues Assessment Reports every 6 weeks. These reports list assignments and the overall performance for each subject. Assignments include homework, classwork, weekly assessments, citizenship and behavior.
- Standards/based report cards are issued every 8 weeks— 4 times yearly. Grades are included for all subjects. Parent conferences are held during the first and third reporting periods. One of the conferences also includes a student led conference where the student shows his or her classwork and explains what s/he has learned.

PROMOTION/RETENTION POLICY AND PROCEDURES

1. Any student recommended for retention must have had an SST if the student is not making adequate progress on various assessments, including classwork. It is our policy to address these needs early in the school year. Parents are part of the SST process. A plan for intervention based on student need is created and interventions are provided over time.
2. A parent receives an official notification of the possibility of retention during the first reporting period during the parent conference. The report card includes interventions and supports provided during the grading period. The parent must sign the report card that they were notified about the possibility of retention.
3. If the student continues to fail to make adequate progress, the second report card will also indicate that the student is likely to be retained. The parent is again asked to sign this notification.
4. Parents are also encouraged to address concerns they have about promoting their child. These concerns will be addressed by the teacher, administrator and if needed an SST will be held.
5. Parents are notified on or before by April 30th of each school year as to whether the student will be retained based continual below grade level standard performance.
6. *Parents have a right to appeal a retention or promotion. A parent can submit a written appeal*

within 15 days of the notice to the teacher and the Principal. The final decision is made in collaboration with the teacher, parent and Principal prior to the issuance of the final report card. If a consensus cannot be reached, the Principal makes the final decision.

The education code gives the school full authority to retain or promote students based on their criteria.

ELEMENT 4 GOVERNANCE STRUCTURE

"The governance structure of the charter school, including but not limited to, the process to be followed by the charter school to ensure parental involvement." (Ed. Code § 47605(b)(5)(D).)

A. The District is not responsible or liable for the operations of Grace Hopper STEM Academy. The School is governed pursuant to this Charter and its Articles of Incorporation and adopted bylaws (attached in Exhibit A). Ladera Education Institute does not delegate any or all of its governance or management duties for Grace Hopper STEM Academy to any other person or entity, including but not limited to, a parent, subsidiary, or related corporation, except as specifically provided for in this Charter.

B. Should the provisions of this Charter conflict with the Articles of Incorporation, Bylaws, policies, or practices of the School or the corporation, the provisions of this Charter shall prevail. Grace Hopper and Ladera Education Institute shall provide written notice to the District Superintendent of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three weeks prior to consideration of adoption of the revision(s) by the Ladera Education Institute governing board. Should the District Superintendent or designee indicate that the District considers the proposed revision(s) to be a material revision to Grace Hopper STEM Academy's governance structure or Charter, Ladera Education Institute may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should Ladera Education Institute adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the District within three business days of the adoption of such revision(s).

C. Grace Hopper STEM Academy shall provide to the District Superintendent copies of all of its Governing Board agendas (including all backup materials), and agendas (including all backup materials) of any other boards and committees, on or before the date required for posting of such agendas in compliance with the Brown Act.

Public Operating Principles

GHSA complies with all Federal and State laws and regulations including state codes pertaining to charter schools. GHSA is nonsectarian in its programs, admission policies, employment practices, and all other operations. GHSA does not charge tuition, nor does it discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Ladera Education Institute voluntarily complies with Government Code section 1090 *et seq.,* and is subject to the Political Reform Act of 1974 (Gov. Code section 87100, *et seq.,* the "PRA") and any attendant regulations as they may be amended from time to time, and all conflict of interest laws and prohibitions applicable to California charter schools. All officers, employees, and members of the governing board of Ladera Education Institute shall comply with the requirements of each and all of those conflict of interest laws and regulations. Ladera Education Institute has adopted the Fair Political Practices Commission's Model Conflict of Interest Code, pursuant to California Code of Regulations, title 2, section 18739, including the formal designation of reporters and reporting categories and the forms to be filed there under, and review, revise and maintain that Code as current throughout the term of the

Charter, and provide a copy of that Conflict of Interest Code and the documentation of board action adopting it to the District (and any revisions thereto), and require all affected Ladera Education Institute officers, employees, representatives and governing board members to comply therewith.

Ladera Education Institute complies with the Ralph M. Brown Act as set forth in California Government Code section 54950, *et seq.,* and any attendant regulations as they may be amended from time to time.

Ladera Education Institute

GHSA is governed by the Board of Directors of Ladera Education Institute (LEI). LEI is a non-profit California corporation and is responsible for all legal and fiduciary matters involving GHSA.

The Board of Directors

LEI administers GHSA. The LEI Board of Directors has legal and fiduciary responsibility for GHSA. The Board of Directors is a self-selecting body as outlined in LEI's Articles of Incorporation and By-laws. The Board of Directors has dedicated positions for an IUSD representative, and 2 parents of GHSA students. The LEI Board of Directors provides fiscal accountability by approving and monitoring the budgets and other financial matters. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, fundraising, and overseeing, so that school resources are managed effectively.

Executive Director

The LEI Board has delegated authority to the LEI Executive Director to be responsible for all aspects of the operations of LEI. The LEI Board of Directors has sole responsibility for hiring and evaluating the Executive Director. To ensure there is no conflict of interest, the Executive Director cannot be selected from members of the Board of Directors.

Director of Education (DOE)

The DOE serves as the superintendent for LEI and its educational entities. She/He is responsible for the operation of LEI's educational functions and for advising and informing the Executive Director and governing board with respect to such activities.

The Principal

The GHSA Principal answers directly to the LEI DOE. She/He uses leadership, supervisory and administrative skills to promote the educational development of the individual student and, through that development, student achievement that ensures school accreditation.

LEI Director of Operations (DOO)

Administrative and Logistics functions are the province of the DOO who works in conjunction with, and answers directly to the Executive Director. The DOO assumes the duties of the Executive Director in her absence.

Admissions Administrator

The Admissions Administrator schedules and conducts interviews and campus tours with potential students and their parents/guardians. Parents/guardians and students can obtain information regarding GHSA and its offerings from the Admissions Administrator.

Business and Operations Management

LEI provides or contracts for services such as fundraising, grant writing, facility and site development, real estate purchases, as well as operating services such as budgeting/ forecasting, accounting, contract labor, compliance/reporting, service vendor contract negotiations, management, and purchasing. LEI monitors adherence to the charter process and laws. LEI has adopted an accounting system that adheres to Generally Accepted Accounting Principles (GAAP). LEI is solely responsible for the legal

obligation and financial debts of the corporation, and agrees to follow all applicable California public benefit corporation laws.

LEI Board of Director Members are:

Elaine Parker-Gills, Ed.D.	Chair
Lance W. Williams, Ph.D.	Secretary
Paul Radke, MBA	Treasurer
Thomas F. Johnston	Member
Betty Rae Jones, Ph.D., Ed.D.	Member
Sharon McDaniel, Ed.D.	Member
Terrence J. Roberts, Ph.D.	Member
Donald V. Stevenson, M.D.	Member
Maribel Capilla	Parent Representative
Lisa Lawson	Parent Representative
To be appointed	IUSD Representative

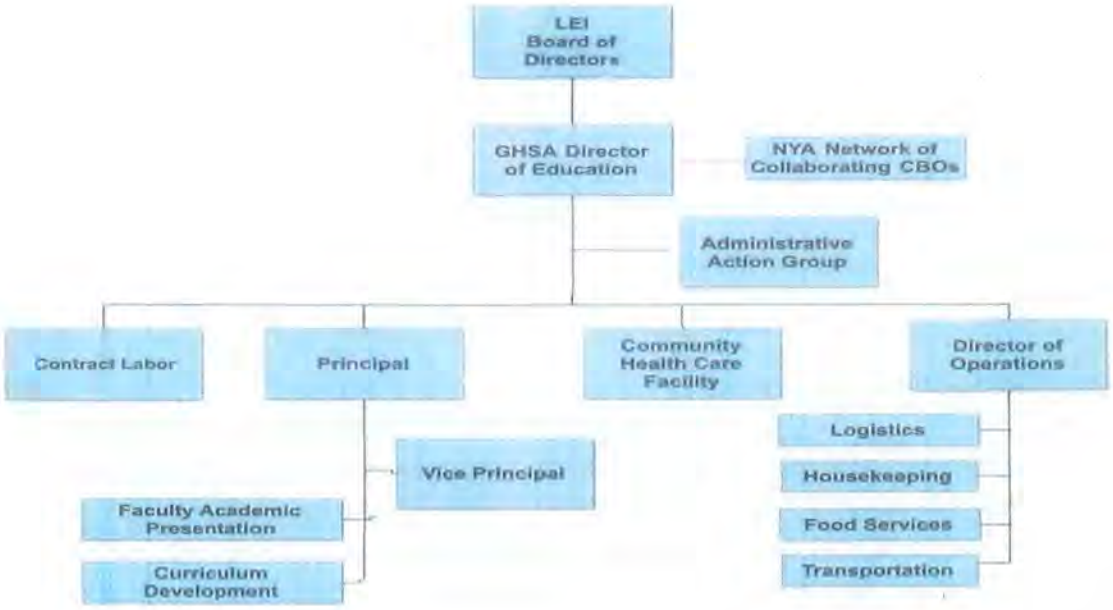
Parents/Guardians Our Partners

As a part of governance, the Board of LEI recognizes the importance of parent involvement. It is for this reason the program design addresses the students' academic, physical, psychological and emotional well-being in an educational setting. The students' parents/guardians are the school's partners in their children's education and personal development. That is why there are two seats on the LEI Board of Directors that can only be filled by parents of GHSA students.

Administrative Action Group (AAG)

Because of how LEI was formed, in all aspects of governance with the school's program, our model has been designed for inclusiveness. The AAG is an advisory body formed to assure a comprehensive service delivery referral model. The group consists of parents, teachers, law enforcement, the clergy, administrators, consultants, and business owners as well as community representatives who meet with the Executive Director, and help provide an objective perspective of events that require her judgement and action.

GHSA ORGANIZATION CHART



Other Components

The charter school program is the anchor, with the residential dormitory, health clinic, and a host of human social services to satisfy the needs of the participants as well as their families. Casa Ladera is the dormitory for foster girls which houses 25 foster youths. The Health Connection is designed to serve the needs of all of our participants.

GHSA is in the process of establishing its own School Based Health Clinic, which will accompany its Assessment and Treatment Dormitory they plan to open prior to the 2017-18 school year.

Community Involvement

LEI is a member of a network of over 15 Community Based Organizations headed up by Neighborhood Youth Achievers, in Watts. This is LEI's secret weapon! The collaborative of CBOs provides the children and families served by its partners a host of services—including, but not limited to: Family Support, ESL, SSL, Parenting Classes, Clinical Services (Mental Health), Anger Management, Individual/Family Counseling, Substance Abuse Counseling, Domestic Violence, Conflict Resolution, Tutoring, Mentoring, Health and Nutrition workshops, as well as Job Training, Job Coaching and Job Placement. All of these services are funded from other sources and are available to LEI/GHSA's students and families through network referrals at little or no cost.

Element 5: Employee Qualifications

"The qualifications to be met by individuals to be employed by the charter school." (Ed. Code § 47605(b)(5)(E).)

QUALIFICATIONS FOR SCHOOL PERSONNEL

The school personnel of Grace Hopper STEM Academy (GHSA) are a group of professionals committed to the education and development of all children. Our guiding principles demand that students engage in a rich, meaningful learning experience that encourages them to become life-long learners.

GHSA does not discriminate against any personnel on the basis of race, religious belief, color, sex, pregnancy, sexual orientation, age, national origin, ancestry, physical or mental disability, medical condition, marital status, or any other protected classification, in accordance with applicable law.

Definitions of calendar, holidays, workday, work year, sick days, personal days, school personnel benefits and due process procedures for disputes are to be found in the school's personnel handbook.

GHSA complies with the provisions of Every Student Succeeds Act (ESSA) as they apply to certificated and paraprofessional personnel of charter schools.

SCHOOL PERSONNEL SELECTION

GHSA selects its own staff. Selection of all of GHSA personnel, or contract staff is in compliance with AB 544. Appropriate GHSA staff members monitor ongoing credentialing requirements. School personnel' job duties and terms and conditions of employment are negotiated in individual contracts. General job descriptions have been developed for the administration, teachers, academic counselors, staff members, and other personnel.

GHSA, and its staffing contractors, adhere to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. All new school personnel must furnish or be able to provide:

1. Medical Clearance to verify individual is free from tuberculosis and other communicable diseases (except as prohibited by applicable law).
2. Full disclosure statement regarding prior criminal record.
3. Sign-off of child-abuse policy.
4. Fingerprinting/Criminal record check. (Applicant submits prints and service fee to the Department of Justice for criminal record check. GHSA processes all background checks through the Department of Justice.) Documents establishing legal status.
5. Principal and applicants for employment are required to provide a full disclosure regarding relationships that are considered nepotism prior to employment.
6. Meet all requirements of the state of California Department of Education.

No new school personnel or contract staff members begin work until all of the above are cleared. GHSA complies with conflict of interest laws that apply to all public entities per Government Code section 1090.

Selection of Faculty and Staff shall be made under the following guidelines and criteria:

1. The Administration of the School:

- researches and establishes job qualifications
- announces opening(s)
- recruits applicant(s)
- requires an appropriate certificate or credential
- verifies previous employment
- interviews candidate(s)
- requests resume, references, records of experiences, credentials, licenses, etc.
- selects top candidate

SELECTION OF ADMINISTRATORS

The LEI Board of Directors is responsible for hiring and evaluating the Executive Director (ED) of LEI. The ED, has formed a committee to help her vet and employ her Administrative Action Team. Selection of team members is based on proven experience in educational leadership, child development, and educational vision as it relates to the STEM program, experience in educating children, demonstrated ability in program design and/or development, entrepreneurial skills, and interest and commitment to educational reform. The process includes recruiting, hiring, training, and evaluating. Responsibilities of the Administrative Action Team include but are not limited to:

— Commitment to the equal education of all students.
— Developing future candidates in the Race for STEM.
— Facilitating communication between all school stakeholders.
— Overseeing the day-to-day operations of the school.
— Preparing credentialing paperwork and monitoring processing.
— Planning and organizing professional development.
— Assisting with student discipline.
— Reporting to the ED on the progress of the school in achieving educational success and personnel development.
— Assisting with preparing grant requests, facilitating fundraising efforts, and/or obtaining loans.
— Overseeing the development and implementation of all programs.

QUALIFICATIONS OF TEACHERS

Each teacher holds a Commission or Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school is required to hold. These documents are maintained on file at GHSA and are subject to periodic inspection by IUSD. Because of GHSA's commitment to STEM, we recruit instructors who are experienced professionals in one or more of the STEM fields. All potential teachers must meet the requirements of the state of California Code Section 47605(1). The HR Department works with staffing companies who employ qualified teachers. Using a list of these teachers, HR recommends individuals on an application and interview basis and forwards the list of candidates to the Director of Education. Inexperienced/emergency credentialed teachers (employed by the staffing companies) are also recommended and vetted by the HR Department which forwards the list of candidates to the Director of Education.

Responsibilities for the teachers include but are not limited to:

— Developing lesson plans within the framework of the grade level team.
— Turning in lesson plans a week prior to instruction.
— Preparing and implementing lesson plans that lead to student understanding of the established curriculum content.
— Assessing student progress and maintaining accurate records.
— Identifying students at-risk academically and initiating an intervention program with the Principal to ensure that student succeeds.
— Participating regularly in professional development opportunities.
— Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders.
— Maintaining regular, punctual attendance.
— Complete all paperwork.

Instructional Coach

Our Principal has the responsibility of being the Instructional Coach. The instructional coach meets teacher qualifications and has a record of successful teaching experience. The Instructional Coach is responsible for providing assistance to new and experienced teachers in effective teaching practices, in planning and assessing student proficiency on content standards.

Teacher Evaluation

Teachers are evaluated by the Principal at the end of each semester. This evaluation is based on teachers meeting their responsibilities as outlined above.

Selection of Teacher Associates and Classroom Support Staff

Recruitment and evaluation are accomplished by the administration of the school in order to form a pool of qualified candidates. Every effort is made to recruit qualified Spanish-language proficient paraprofessionals to assist the English language learner students. Compliance with ESSA, medical clearance and fingerprinting are required.

Selection of Day-to-Day Substitutes

GHSA has established and maintains a list of qualified substitutes who can be contracted as needed. They are paid at a competitive hourly rate based upon a 6.5 hours day. Classified school personnel are paid on an 8.0 hour day.

Office Personnel

Office personnel are selected by the HR Department on an application and interview basis. Selection is based on the ability to perform the job duties that are contained in the job description for that position. Office personnel duties may include, but are not limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memoranda, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents/guardians and community.

Financial Personnel Qualifications

The administrative assistant meets the job description qualifications and has experience and capacity to be responsible for:

- Maintaining accounts of all expenses
- Enrollment
- Time reporting
- Attendance accounting
- General Bookkeeping
- Maintenance and reconciliation
- Assisting in using the LEI Fiscal Management system

Classified Staff

The HR Department reviews the applications and resumes of applicants and referrals for classified staff positions. HR vets and interviews those applicants who meet the job requirements as outlined in the job description. After all of the potential candidates have been vetted and interviewed, HR will make a selection of the candidate they determine to be best qualified and forward their recommendation to the Executive Director (ED) for a final decision. After securing the ED's approval, HR will inform the staffing contractor about which candidate has been selected to fill the position.

Performance Evaluations

Evaluations are performed each semester so that the vendor and school personnel are informed of their productivity or lack thereof. Performance measures are used to evaluate all GHSA personnel.

The Principal is evaluated by the LEI Director of Education based on:

- Overall successful school academic program and achievement of educational and personal development goals.
- High parental and community involvement.
- Completion of required job duties.
- Maintenance of a school culture of enthusiasm, warmth, and cooperation among all parties.

Teachers are evaluated by the Principal based on:

- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies.
- Performance of job duties.
- Knowledge of curriculum
- Students' academic outcomes and personal development.

Classified and other personnel are evaluated by their supervisor or department head based on completion of assigned job duties and regular, punctual attendance.

If an evaluation reveals poor job performance, a conference is scheduled between the individual and the evaluator to develop a written action plan detailing recommendations for improvement. The action plan outlines an implementation for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If the individual fails to meet the expectations of the action plan—it will be reported to the vendor.

Element 6 – Health and Safety Procedures

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237." (Ed. Code § 47605(b)(5)

Policies and Procedures

Grace Hopper STEM Academy (GHSA) has adopted and implemented health, safety, and risk management policies and procedures. These policies and procedures are reviewed regularly by our Health and Safety Committee which is composed of staff members, students, parents, and community representatives. The Committee Chair is responsible directing, and maintaining records of all drills and a copy of this file is in the main office.

These policies were developed in consultation with the school's insurance carrier to address the following topics:

- Policies and procedures for response to natural disasters and emergencies, including fires, and earthquakes.
- A requirement that school facilities are approved by a state fire marshal and by a structural engineer to determine that there is no substantial seismic safety hazard.
- A policy that the school functions as a drug, alcohol, and tobacco free workplace.
- Policies relating to the administration of prescription drugs and other medications.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state and local authorities.
- A requirement that all enrolling students provide documentation of immunizations to the extent required for enrollment in non-charter public schools. Record of immunizations is maintained, and staff members comply with County requirements for Tuberculosis (TB) testing. No prospective employee commence employment prior to obtaining clearances.
- A policy requiring criminal background checks for school employees as required by the California Educational Code 44237. No prospective employees commence employment prior to obtaining clearances.
- Procedures for complying with all health and safety laws and regulations that apply to non-charter public schools including those regarding transportation, food services and custodial services, and those required by CAL/OSHA, the California Health Safety Code, and EPA.
- Per Title IV of the Safe and Drug Free Schools and Communities Act GHSA has adopted and fully implements policies and educational programs, which focus on the prevention or curtailment of the use of tobacco, drugs, and alcohol by students. GHSA involves parents and community in these programs in order to provide a safe learning environment for students to achieve academic success.

Health Services and Prescription Medications

All parents complete the appropriate form authorizing school nursing staff to administer medication. Medical staff keeps detailed records and logs of all medication schedules and dispenses medications at the appropriate times. All medications, and records pertaining to student medications, are stored in a secure storage cabinet in order to comply with HIPAA privacy and security standards.

Fire Drills

Fire drills are conducted at least once each semester. Office personnel maintain a record of fire drills held and total required time for complete evacuation. When an alarm sounds, teachers lead students in their room out of the building in compliance with the evacuation route/map that is posted in each classroom. Once outside of the building teachers take roll to ensure that all students are accounted for. Students remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

Disaster Drills (i.e. earthquake)

Disaster drills are conducted once every three months. Students have been made familiar with the "duck and cover" routine. In case of a real earthquake, everyone engages in the duck and cover routine immediately and remains in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes too dangerous, or when the shaking stops, teachers proceed with their students to the evacuation site or other safety zone. Teachers take roll and report any missing students to the administration. Teachers stay with their classes for the duration of the emergency. In the event of an earthquake or national disaster, teachers are designated "Civil Defense Workers" and are not allowed to leave the school until they receive official clearance from administrative staff.

Student Supervision

Students are supervised at all times by teachers, paraprofessionals, or other qualified adults according to state law.

Evacuation Plan

In the event an evacuation is warranted. Teachers proceed with their students as outlined on the evacuation plan posted in each classroom. Before leaving the room, teachers assure they have their class attendance roster with them. Students who are not in a classroom attach themselves to the nearest teacher exiting the school for the purpose of getting to a designated evacuation site. Once at the evacuation site teachers and staff members assure that students find their proper class and teachers. Teachers then take roll to ensure all students are accounted for. The names of any students unaccounted for are immediately provided to administrative personnel and a staff member assigned the task of finding any missing students. Teachers stay with their class for the duration of the emergency. All students stay with their teachers at the designated evacuation site until the administration staff gives the "all clear" signal. In the event students cannot return to the school, the administrative staff notifies parents and/or the media where students can be picked up. The office staff signs out students as they are being picked up by a parent or other authorized adult listed on the emergency information card. Parents are asked to remain in a designated pick-up area, and the students are escorted to their parents for release.

INSURANCE AND INDEMNIFICATION

Insurance

Grace Hopper STEM Academy ("GHSA")/Ladera Education Institute ("LEI") shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the Inglewood Unified School District's risk manager and as specified below. GHSA/LEI'S obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end GHSA/LEI'S right to operate as a charter school pursuant to this Charter or cause GHSA/LEI to cease operations until GHSA/LEI has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of GHSA/LEI, throughout the life of the Charter, GHSA/LEI shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

a. *COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage* for: "bodily injury," "property damage", "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, with combined single limits of not less than $1,000,000 per occurrence and $2,000,000 in the aggregate. Additionally, Excess Liability coverage shall be procured in the amount of $4,000,000 per occurrence.

   General Liability Insurance Endorsement Negligence Related to Sexual Abuse or Molestation providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse. Such coverage shall provide for defense outside of liability limits and provide liability coverage of $15 million per sexual abuse injury. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or Principal, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

   General Liability Insurance Endorsement Negligence Related to Corporal Punishment providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of corporal punishment. Such coverage shall provide for defense outside of liability limits and provide liability coverage in an amount acceptable to the District. Such insurance must include coverage for corporal punishment perpetrated by a student in supervised internship program, employed school psychologists and counselors, employee, officer or Principal, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

b. EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount acceptable to the District.

c. COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than $1,000,000 per person and per occurrence.

d. WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

e. PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of GHSA/LEI. If any Inglewood Unified School District property is leased, rented or borrowed, it shall also be insured by GHSA/LEI in the same manner as (a), (b), and (c) above.

f. PROFESSIONAL LIABILITY insurance and/or coverage providing coverage for educators' legal liability and error and omissions, in an amount not less than $1,000,000 per occurrence with an aggregate policy limit of $2,000,000.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the Inglewood Unified School District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "Inglewood Unified School District and the Inglewood Unified School District Personnel") as additional insureds; (b) shall insure Inglewood Unified School District and Inglewood Unified School District Personnel to the same extent as GHSA/LEI; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the Inglewood Unified School District and/or by the Inglewood Unified School District Personnel shall be in excess of GHSA/LEI'S insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by GHSA/LEI; (d) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty days' prior written notice thereof given by the insurer to the Inglewood Unified School District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the Inglewood Unified School District by the insurer, GHSA/LEI shall also provide the Inglewood Unified School District with thirty days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, Inglewood Unified GHSA/LEI shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two business days, the Charter shall be subject to revocation pursuant Education Code Section 47607.

The acceptance by the Inglewood Unified School District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of GHSA/LEI or of any insurer or joint powers authority to the Inglewood Unified School District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the Inglewood Unified School District and/or the Inglewood Unified School District Personnel are waived.

GHSA/LEI shall provide to the Inglewood Unified School District duplicate originals or copies, as available, of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the Inglewood Unified School District within thirty days of the approval of this Charter and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original

endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of GHSA/LEI to defend, indemnify, and hold harmless the Inglewood Unified School District and the Inglewood Unified School District Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of GHSA/LEI to defend, indemnify, and hold harmless the Inglewood Unified School District and the Inglewood Unified School District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney s fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the Inglewood Unified School District.

GHSA/LEI shall promptly respond to all inquiries from the Inglewood Unified School District regarding any claims against GHSA/LEI and/or any obligation of GHSA/LEI under the foregoing provisions of this Charter.

Additionally, GHSA/LEI shall, beginning in GHSA's second year of operation, maintain a funds balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

Indemnification

To the fullest extent permitted by law, Grace Hopper STEM Academy ("GHSA") and Ladera Education Institute ("LEI") agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to Inglewood Unified School District and hold harmless the Inglewood Unified School District, the Inglewood Unified School District's Board of Trustees, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of GHSA/LEI, and/or on the part of the Board of Directors, officers, board appointed groups, committees, boards, and any other GHSA/LEI appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of GHSA/LEI in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or in any way related to the operation or operations of GHSA/LEI or of any other facility, program, or activity. The obligations of GHSA/LEI to defend the Inglewood Unified School District and the other Indemnities identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate GHSA/LEI to indemnify Indemnities for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of GHSA/LEI shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

GHSA/LEI further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

GHSA/LEI'S obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end GHSA/LEI'S right to operate as a charter school pursuant to this Charter or cause GHSA/LEI to cease operations.

Pursuant to Education Code section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight

responsibilities required by law. GHSA/LEI shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the District proof it has applied for its federal tax exempt status on or before July 1 following approval of this Charter. Further, GHSA/LEI shall work diligently to assist the District in meeting any and all oversight obligations under the law, or other District-requested protocol(s) to ensure the District shall not be liable for the operation of the Charter School. Nothing in this paragraph shall serve to reduce or excuse GHSA/LEI'S obligations to obtain and maintain the insurance required by this Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

ELEMENT 7 ACHIEVING RACIAL AND ETHNIC BALANCE

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." (Ed. Code § 47605(b)(5)(G).)

Grace Hopper STEM Academy (GHSA) makes every effort to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the community we serve. GHSA was established to accommodate the unique academic, and social development needs of foster youths and children from low income, impoverished communities in south Los Angeles County. We have two areas of focus. Our primary recruitment area is the five housing developments in Watts, and the surrounding community. To a lesser extent, we also recruit in the Adams corridor.

The community demographics of the areas we target for recruitment: Watts: 65% Latino; 33% African American; 2% Other. Adams Corridor: 55% Latino; 43% African-American; 2% Other. 93% to 95% of our students live in areas served by the Los Angeles Unified School District. As a result, all of our school brochures, fliers and marketing material outlining the school mission, purpose, goals, and enrollment information are available in both English and Spanish. Press releases are distributed throughout the year to local and regional publications. Orientation meetings and school tours are conducted on a regular basis along with community presentations and other methods as required to assure racial and ethnic balance. GHSA works with, and receives referrals from, over 15 Community Based Agencies who are service providers I south Los Angeles County.

Methods to recruit students for enrollment include:

- Announcements to families of students in elementary schools in our targeted area of south Los Angeles County.
- Flyers distributed throughout the targeted area,
- Community meetings open to all interested parents and community members -
- Local newspaper announcements,
- Open House at the school site prior every other month (scheduled) or (by appointment) anytime—7 am to 6 pm Mon through Fri.
- Presentations Churches and Community Centers in the targeted area,
- Presentations to Local Elected Officials.

ELEMENT 8 ADMISSION REQUIREMENTS

"Admission requirements, if applicable." (Ed. Code § 47605(b)(5)(H).)

Grace Hopper STEM Academy will continue to abide by all state and federal laws regarding admissions. Admission is available to all students residing in the state of California. GHSA complies with all laws establishing minimum age for public school attendance. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Non-Discriminatory Statement

GHSA does not discriminate against any student or family. GHSA is nonsectarian in its programs, admission policies, employment practices, all other operations and does not charge for tuition. GHSA does not discriminate against any student on the basis of any of the characteristics listed in Education Code Section 220.

Pre-Admission

1. Before students are admitted, their parents/caregivers attend an orientation meeting to ensure their understanding of and commitment to the school's vision and policies. Based on what they learn at this meeting parents decide whether they wish their child to attend GHSA.
2. After parents/caregivers of prospective students make a preliminary decision to have their children attend GHSA, they attend a family orientation meeting with their child(ren) to meet and discuss the opportunities for a first-rate education at GHSA and specific details of the school's operation. This includes their role in the Parents as Partners program and the importance of parental participation in the achievement of their child's academic goals.
3. The parents/caregivers whose children are admitted to GHSA are asked to review and to sign the parent/student responsibility contract.
4. Parents/caregivers are strongly encouraged to volunteer at least four hours per month at the school site. However, no student or their family is penalized or if this goal is not met.
5. If parents/caregivers do not provide volunteer time, they are referred to the family support center for alternate arrangements, if appropriate, or if necessary a waiver from this requirement.

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students:

- Dedicated space for 25 students from the Los Angeles County foster care system in its dormitory.
- Admission preference is given to siblings of students who are already enrolled in the school, and to children of GHSA employees.
- Admission preference is also given to residents of the District.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times are communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Enrollment

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

GHSA uses enrollment, cumulative records, bilingual records, etc. designed specifically for the school, unless other IUSD forms are specifically mandated. GHSA agrees to adhere to applicable state and federal laws governing the privacy and confidentiality of pupil records. Upon leaving GHSA, student records are processed accordingly and shared with the student's new school.

Enrollment Criteria:

- Students must have satisfactorily met requirements for completing the fifth grade.
- Students residing in community or attending schools in the community served are established as a priority through targeted publicity.
- Should the applications received at the time of the deadline not exceed space available, all applicants who qualify are accepted for enrollment.

When:

The first week in June, prior to the scheduled opening of school.

How Parents are Notified:

1. Parents of students who submitted applications are notified individually by telephone and U.S. mail of the date, time, place, openings available and procedures of the public random drawing.
2. All students receive a number in order of submission of all required enrollment documents.
3. Parents are informed in writing of the enrollment and random drawing procedures and timeline.

Fair Random Public Drawing:

- Procedures to be followed are publicized in the community.
- Procedures to be followed and related materials used will be made available to the IUSD Charter Office. IUSD Charter Office staff members are invited to observe and participate in the Random Public Drawing should one be necessary.
- Student enrollment, by law, is open to all students in the state of California.
- Once the enrollment capacity is reached, as vacancies occur we continue to fill spaces available from the waiting list by grade level, on a first come, first served basis by the date the application was received.

ELEMENT 9 FINANCIAL AUDIT

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." (Ed. Code § 47605(b)(5)(I).)

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Charter School will select an independent auditor through a request for proposal format. The auditor will have, at a

minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them.

Audit exceptions and deficiencies in the final report will be resolved to the satisfaction of IUSD. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

GHSA uses attendance accounting procedures that satisfy requirements for IUSD, and CDE. This includes reporting enrollment and attendance figures to IUSD on a monthly basis or as requested.

ELEMENT 10 Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

One of the most important lessons education should teach is self-discipline. While it does not appear as a subject, it underlies the whole educational structure. The purpose of our disciplinary policy is to insure the rights of each student to attend school in a safe, positive and productive learning environment.

REINFORCE AND TEACH APPROPRIATE BEHAVIORS

Teachers and all staff members are expected to form positive supportive relationships with each student and with their classes or other groups they may supervise. Adults are to be kind, caring, and respectful of every student. It is never acceptable for adults to speak or treat students unkindly. Teachers and other staff are expected to

1. Have positive communications with parents/guardians the first days of school to establish a working relationship. They make phone call, send notes, text messages or emails.
2. Have weekly class meeting when students sit in a circle and discuss how to solve problems, how to listen, setting goals, sharing ideas, celebrating successes. This procedure gives students an ongoing voice. When consistently and appropriately implemented, it changes the climate of the classroom and school very quickly. Students learn to take responsibility and hold their peers accountable. (Based on William Glasser Work)
3. Model appropriate behaviors, also teach what is not appropriate and why.
4. Catch students behaving appropriately, by giving quiet attention or specific feedback.
    a. "you did an excellent job when you took your time to...,
    b. I really appreciate your helping ..., It so important that we help each other
    c. Your paper looks great! Would you please share it with...
    d. You were walking to the bathroom when many of your classmates were running. Good job
5. Give classroom recognition.
6. Periodically call the home or send home a note informing the parents about how well the student is doing academically and socially.
7. Call parents/guardians when there is a problem but use a positive, collaborative approach.
8. Select students who are consistently well behaved as monitors. The positions and opportunities are rotated.
9. Give citizenship and other awards, lunch with the teacher, etc.

HANDLE CONFLICT AND MISBEHAVIOR APPROPRIATELY

The following behaviors are also expected from staff:

1. Keep your cool and never over react to the things that students do or say.
2. Never engage a student in a discussion while you are angry or the student is angry. ***Model respect for students.*** In a very calm voice direct the student to a place where he can sit and not be disturbed by other students. Other adults should minimize their interactions so the event is not reinforced.
3. Always first give attention and reinforcement to students who are behaving appropriately before engaging off task, or misbehaving students. The exception is if the behavior is a danger to others.

4. Quietly thank students who maintain their attention and appropriate behavior while another or other students are misbehaving.
5. Address misbehaving students in a low, even tone of voice.
6. Give students three or four other behaviors that would be more appropriate.
7. Take time to address misunderstanding in a positive way because sometimes adults do misunderstand students' intentions.
8. Spend time really getting to know each child so that you develop a positive, caring trusting relationship.
9. Remember that misbehavior is a way to get attention. Try never to give attention when students are misbehaving. Continue to teach instead. See Number 2 and 3 above.

PROGRESSIVE DISCIPLINE POLICY

In situations where students are not actively engaged in productive behaviors that support learning, our teachers and staff focus on identifying alternative instructional practices or strategies that can be used to proactively teach children the expected behavior and respectful social interaction. Parents and students should be advised that teachers and staff will exercise discretion and independent judgment for each situation in implementing the strategies described below.

Teachers and staff members regularly engage in collaborative planning to identify shared practices to support the growth and development of children. The primary strategy is engaging the student or students in discussions where the alternative practices are used to teach children appropriate behavior and social interaction may include actively including and engaging families in decision making; systematic use of positive reinforcement, re-grouping practices, re-teaching expectations and routines; as well as supporting student reflection, dialogue and analysis, peer mediation, mentoring or other alternative strategies.

COLLABORATIVE PROBLEM SOLVING APPROACH

Student misbehavior that continues may require a collaborative team approach to develop a solution to re-engage children in productive behavior and social interaction that supports learning. Developing a collaborative plan including students and families, teachers and staff may occur through the Student Success Team (SST) or other team structures. Enlisting parent participation in positive reinforcement and encouraging families to visit the classroom during the school day may also be identified as effective strategies. Other school responses may include the active involvement of children in designing a solution and support plan, assignment of school beautification projects or other activities to re-engage and support children in appropriate and responsible behavior.

USE CONSEQUENCES NOT PUNISHMENT

1. If students make a mess, they will clean it up.
2. If students waste time in class, they are asked to make up the time. However, always check to see that the student understands the task. Encourage effort and give feedback and support. Let the student know that you will help him or her learn what s/he doesn't know.
3. Student provides community service, e.g., tutoring other students, cleaning the school campus before or after school, during breaks, nutrition or lunch time.
4. Students lose a significant privilege.
5. Student keeps a behavioral log that tracks behavior daily throughout the day each week.
6. Behavioral contracts which includes rewards and reinforcers for success and consequences for continuing to behave in manners not consistent with school and classroom norms.
7. Have students write a reflection about his or her behavior during recess.

PROFESSIONAL DEVELOPMENT

Throughout the school year, teachers and staff receive professional development on classroom and schoolwide discipline. This is related to one of our major LCFF actions and outcomes. Teachers collaborate and discuss methods for supporting students who need support in learning appropriate school behavior. A primary focus is helping teachers to better understand the impact of the lack of social/emotional resources and familiarity with school norms on students' behavior including learning.

IN SCHOOL SUSPENSIONS

Some student discipline issues are resolved through one-to-one counseling with a teacher, or school Principal, and may require no more than an in-school suspension. This means that students are removed from the classroom for a short period

of time for the purposes of redirecting or resolving misbehavior. At GHSA students are sent to another predesignated classroom. In-school Suspensions will be limited to 5 consecutive days per incident and 20 total days during the school year. Students are assigned to a 'suspension' classroom where they are separated from other students and supervised by paraprofessional or an administrator. Students complete schoolwork and tests missed during the suspension. Each student is responsible for contacting his or her teacher to receive assignments to be completed while assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom assigns work.

- At the time a student is assigned to the supervised suspension classroom, a school employee shall notify, in person or by telephone, the student's parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil's parent or guardian.

GHSA SUSPENSION AND EXPULSION POLICIES AND PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property.
g) Stole or attempted to steal school property or private property.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property.
m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall

apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
      iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
      iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
   2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
      i. A message, text, sound, or image.
      ii. A post on a social network Internet Web site including, but not limited to:
         (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
         (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
         (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
      iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled

substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property.
g) Stole or attempted to steal school property or private property.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property.
m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a

student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. **Non-Discretionary Expellable Offenses**: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge

of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of an Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the

pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

If a school of the District for purposes of special education, the Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student that the Charter School or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to

implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of

behavior demonstrated by the child, directly to the Principal of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11 EMPLOYEE RETIREMENT PLAN

EMPLOYEE RETIREMENT PLAN

Retirement Systems When Grace Hopper STEM Academy (GHSA) begins to employ its teachers, it will enroll only full-time salaried eligible employees in State Teachers Retirement System ("STRS") in order for them to receive employee retirement benefits as set forth below as mandated by this Charter, the State of California and LACOE. GHSA will use (when appropriate) a retirement reporting system compatible with LACOE to report contributions in a timely matter.

Certificated Employees-When Grace Hopper STEM Academy (GHSA) begins to employ its teachers, only full-time salaried eligible employees of GHSA will participate in a defined benefit Plan ("STRS" or "Plan"), as established by the State of California and LACOE. As part of the Plan, all certificated employees will contribute the required percentage of their salary (currently 8.57% of salary). GHSA will make a "matching" contribution of 9.23%[2]. All withholdings from employees and from GHSA will be sent to the Defined Benefit Plan (STRS) as required. Employees will accumulate service credit years in the Defined Benefit Plan as determined by the terms of Defined Benefit Plan. The vesting period and other relevant Plan terms are defined as set forth in the Plan.

Any employee who leaves the school, whether voluntarily or is terminated for cause, prior to the end of the vesting period as defined by the Plan, will receive all contributions (8.57%)* deferred by them from their paycheck. The monies contributed by GHSA (9.23%)* will remain in the Plan.

Social Security-All employees who must contribute to Social Security according to Federal and State laws and do not contribute to STRS because they are ineligible to participate in the Plans, continue to contribute to Social Security (and not to the Plan) in the same manner with employee withholding and GHSA matching for a total of 15.3%*.

ELEMENT 12

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Grace Hopper STEM Academy (GHSA) is a school of choice. No student is required to attend, and no employee is required to work at GHSA. Los Angeles County students living within the attendance area of Los Angeles County who do not desire to attend GHSA may attend another school in Los Angeles County or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of residence.

[2]These numbers are subject to change as mandated by the STRS administration as well as the Federal Social Security Administration. These numbers are subject to change as mandated by the STRS administration.

ELEMENT 13

SCHOOL DISTRICT EMPLOYEE RETURN RIGHTS

Job applicants for positions at Grace Hopper STEM Academy are considered through an open process, and if hired, enter into a contractual agreement with GHSA.

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14

CHARTER SCHOOL/CHARTERING AUTHORITY DISPUTE RESOLUTION

GHSA and the District will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures. Both parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

If the District determines that a violation of the Charter or law may have occurred or a problem has arisen related to the operation of GHSA or the District's oversight obligations, or a dispute otherwise arises between the District and GHSA, the following procedures shall be followed to resolve the dispute:

1) Should the District determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health or safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems appropriate.

2) If the violation or issue in question does not constitute a severe and imminent threat, but the District believes that the dispute relates to an issue that could lead to revocation of the Charter, the District will follow all requirements of Education Code Section 47607 and any other applicable laws or regulations in effect at the time of potential revocation, and the District shall not be bound to comply with any other portion of this dispute resolution procedure and participation in the dispute resolution procedures outlined in this Element shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code section 47607 and its implementing regulations. Rather, the District may choose, in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below and may choose at any time to cease following this dispute resolution process and proceed to the revocation procedures set forth in the Education Code.

3) If the violation or issue in question does not constitute a severe and imminent threat and the District has not decided to commence revocation procedures without following some or all of these dispute resolution procedures, the District will provide written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date. The District representative at the meeting will be the Superintendent or the Superintendent's designee, and the GHSA representative will be the GHSA Principal or his/her designee[3]. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4. Any period of time agreed upon at the meeting for GHSA to attempt to cure the issue shall be deemed and is agreed by GHSA and the District to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code section 47607(d) prior to revocation of the Charter.

4) The District may commence revocation of the Charter and/or other appropriate action in accordance with Education Code section 47607 or applicable law.

Internal Disputes

The GHSA Board will adopt policies and processes for airing and resolving disputes, other than those between the District and GHSA which are covered above. Parents, students, Board members, volunteers and staff at GHSA will be provided with a copy of GHSA's policies and dispute resolution process.

The District will promptly refer all disputes or complaints it receives not related to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations to GHSA's Principal for resolution according to GHSA's internal dispute resolution process. The District may choose to submit disputes that are related to possible violations of the Charter or law or to the operation of the Charter School or the District's oversight obligations to GHSA's Principal for

[3] The Charter School is to identify the title of the representative.

resolution according to GHSA's internal dispute resolution process. Should the District receive a complaint regarding GHSA that is referred to GHSA for investigation and/or resolution, GHSA shall provide the District with updates regarding GHSA's investigation and resolution of the matter at least every two weeks and upon resolution of the complaint or issue. In the event that GHSA's adopted policies and processes fail to resolve the dispute, the District agrees not to intervene in the dispute without the consent of the GHSA Board unless the matter relates to a possible violation of the Charter or law or to the operation of the Charter School or the District's oversight obligations.

ELEMENT 15

Closure Protocol

A. The following procedures shall constitute the "Closure Protocol" and shall apply in the event GHSA ceases to be a charter school or otherwise closes for any reason:

B. Any decision to close GHSA as a charter school operating pursuant to this Charter shall be documented by official action of the GHSA Charter Governing Body ("Closure Action"). The action will identify the reason for closure (e.g., decision not to renew as a charter school). The Closure Action shall be deemed to have been automatically made if any of the following occur: the Charter is revoked or non-renewed, the GHSA Governing Board votes to close GHSA, or the Charter lapses. In the event of a Closure Action, the following steps shall be implemented.

1. The GHSA Governing Body will notify the authorizer of the determination of the Closure Action and of the effective date of the closure as a charter school within 72 hours of the Closure Action.

2. Written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.

3. Written notification of the Closure Action and the effective date of closure of GHSA shall be made by GHSA to the California Department of Education and the Los Angeles County Office of Education by registered mail within 72 hours of the Closure Action.

4. On closure, GHSA shall remain solely responsible for all liabilities arising from the operation of the charter school.

5. The GHSA Governing Body will ensure notification to the parents and students of the GHSA of the closure and provide information to assist parents and students in locating suitable alternative programs. This notice will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and completed coursework.

6. GHSA will provide parents, students and the receiving school districts with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at GHSA if GHSA is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfer of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 USC Section 1232g. GHSA will ask the District to store original records of Charter School students.

7. As soon as is reasonably practical, GHSA will prepare final financial records. GHSA will also have an independent audit completed by an independent auditor, approved in advance by the District Board, and included on the State Controller's approved list of independent auditors as soon as is reasonably practical, but in no case later than six months after closure. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by GHSA shall be the responsibility of GHSA and not the District. GHSA understands and acknowledges that GHSA will cover the outstanding debts or liabilities of GHSA. Any unused monies at the time of the audit will be returned to the appropriate funding source. GHSA understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the District or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

8. For six calendar months from the later of the Closure Action or effective date of the closure, whichever comes first, sufficient staff will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the School and student transfers.

9. The GHSA Governing Board shall adopt a plan for wind-up of the School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

10. In addition to the final audit, GHSA shall also submit any required year- end financial reports to the California

Department of Education and the District, in the form and timeframe required.

11. If GHSA is operated by or as a nonprofit corporation, and the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.

C. This Closure Protocol shall survive the revocation, expiration, termination, cancellation of this Charter or any other act or event that would end GHSA's right to operate as a charter school pursuant to this Charter or cause GHSA to cease operation.

D. All remaining assets will be liquidated and all creditors will be paid first. Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to a political subdivision of the state organized for educational purposes at the discretion of the corporation's governing board. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

APPENDIX A GENERAL ASSURANCES

MISCELLANEOUS

Free Schools Guarantee

GHSA will at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, section 5, in all aspects of the GHSA program. GHSA is in compliance with the free schools guarantee in that no labor shop fees are charged the students.

Term of Charter:

A. The term of this Charter extension shall be for one academic year, through and including June 30, 2017. GHSA's Governing Board may request that the District renew the Charter, and submit the necessary documentation for such renewal request any time between January 1 and March 31, of the final year of operations approved hereunder.

B. This timing provides GHSA and District an adequate opportunity to focus on the renewal request, while taking into account all years of performance. Such renewal request shall include, but is not limited to, a complete Charter that has been revised and updated to meet all legal requirements and reflect the current status and practices at GHSA, including a redline indicating all revisions made from the current Charter and an electronic (Microsoft Word) version of the revised Charter and attachments thereto.

Submittal of Documents, Reports, and Information:

C. GHSA shall submit all documents, reports, and information to the District required by law, including but not limited to, all reports required pursuant to Education Code section 47604.33.

D. On or before May 1 of each year, GHSA shall submit to the District an approved school calendar establishing that GHSA is complying with the required minimum number of school days and an approved bell scheduled to establish the number of instructional minutes being offered.

E. No less than one month before the commencement of each new semester, GHSA shall provide the District with a list of classes to evidence class offerings for the semester.

F. On or before September 15, of each year, GHSA shall provide the District with a teacher roster by resident/ nonresident to determine tracking of students between the District and the Charter School. The Charter School shall track students who leave GHSA to return to the District.

If a pupil who is subject to compulsory full-time education pursuant to Education Code section 48200 leaves the Charter School without graduating or completing the school year for any reason, GHSA shall notify the superintendent of the school district of the pupil's last known address within thirty days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Inspections:

G. Grace Hopper agrees to permit the District to inspect and receive copies of all records relating to the operation of GHSA, including financial, personnel, attendance accounting, and pupil records. GHSA shall promptly comply with all reasonable inquiries from the District in accordance with Education Code section 47604.3. GHSA shall be subject to the California Public Records Act.

Oversight Costs:

H. The District shall charge Grace Hopper for supervisory oversight of Grace Hopper up to any maximum permitted by law (currently described and limited in Education Code section 47613). Grace Hopper acknowledges that the District's actual costs in conducting its oversight obligations will meet or exceed the maximum percentage permitted by law and the District shall not be required to submit documentation of its actual oversight costs.

Governing Law and Construction:

I. This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed so as to require the commission of any act contrary to law.

Debts and Obligations

J. Grace Hopper and Ladera Education Institute shall be solely responsible for all costs and expenses related to this Charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.

K. Grace Hopper and Ladera Education Institute shall have no authority to enter contracts for or on behalf of the District. Any contracts, purchase orders, or other documents which are not approved or ratified by the District Governing Board, as required by law, including but not limited to, Education Code section 17604, shall be unenforceable against the District and shall be Grace Hopper and Ladera Education Institute's sole responsibility.

Independent Entity:

L. Grace Hopper and Ladera Education Institute and their respective officers, board members, employees and volunteers, shall operate and provide the school services pursuant to this Charter as a wholly independent entity. IUSD and LEI shall not in any way or for any purpose become or be deemed to be agents, partners, joint ventures, or a joint enterprise. The District shall not be liable for the actions or liabilities of Grace Hopper and/or Ladera Education Institute.

Use of Funds:

M. No state or federal funds generated through apportionment from this Charter may be transferred or used to start or operate another charter school without the prior approval of the District Board of Education.

Compliance with Law:

N. GSA shall follow any and all other federal, state and local laws and regulations that apply to the Charter School, including but not limited to:

O. GHSA shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.

P. GHSA shall comply with any jurisdictional limitations to locations of its facilities.

Q. GHSA shall comply with all laws establishing the minimum and maximum age for public school enrollment.

R. GHSA shall comply with all applicable portions of the Every Student Succeeds Act.

S. GHSA shall comply with the Public Records Act.

T. GHSA shall comply with the Family Educational Rights and Privacy Act.

U. All of the attachments to this Charter are hereby incorporated herein and made a part hereof by this reference:

GENERAL ASSURANCE - MCKINNEY VENTO ACT

GHSA will comply with the federal McKinney-Vento Homeless Assistance Act for homeless children.

INSURANCE AND INDEMNIFICATION

Insurance

Grace Hopper STEM Academy ("GHSA")/Ladera Education Institute ("LEI") shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the

Inglewood Unified School District's risk manager and as specified below. GHSA/LEI'S obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end GHSA/LEI'S right to operate as a charter school pursuant to this Charter or cause GHSA/LEI to cease operations until GHSA/LEI has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of GHSA/LEI, throughout the life of the Charter, GHSA/LEI shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

g. COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, with combined single limits of not less than $1,000,000 per occurrence and $2,000,000 in the aggregate. Additionally, Excess Liability coverage shall be procured in the amount of $3,000,000 per occurrence.

h. General Liability Insurance Endorsement Negligence Related to Sexual Abuse or Molestation providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse. Such coverage shall provide for defense outside of liability limits and provide liability coverage of $10 million per sexual abuse injury. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or Principal, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

i. General Liability Insurance Endorsement Negligence Related to Corporal Punishment providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of corporal punishment. Such coverage shall provide for defense outside of liability limits and provide liability coverage in an amount acceptable to the District. Such insurance must include coverage for corporal punishment perpetrated by a student in supervised internship program, employed school psychologists and counselors, employee, officer or Principal, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

j. EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount acceptable to the District.

k. COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than $1,000,000 per person and per occurrence.

l. WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

m. PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of GHSA/LEI. If any Inglewood Unified School District property is leased, rented or borrowed, it shall also be insured by GHSA/LEI in the same manner as (a), (b), and (c) above.

n. PROFESSIONAL LIABILITY insurance and/or coverage providing coverage for educators' legal liability and error and omissions, in an amount not less than $1,000,000 per occurrence with an aggregate policy limit of $2,000,000.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the Inglewood Unified School District and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "Inglewood Unified School District and the Inglewood Unified School District Personnel") as additional insureds; (b) shall insure Inglewood Unified School District and Inglewood Unified School District Personnel to the same extent as GHSA/LEI; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the Inglewood Unified School District and/or by the Inglewood Unified School District Personnel shall be in excess of GHSA/LEI'S insurance and/or coverage required by the foregoing provisions of this Charter and

shall not contribute with the primary insurance and/or coverage to be provided by GHSA/LEI; (d) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the Inglewood Unified School District by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the Inglewood Unified School District by the insurer, GHSA/LEI shall also provide the Inglewood Unified School District with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, Inglewood Unified GHSA/LEI shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two business days, the Charter shall be subject to revocation pursuant Education Code Section 47607.

The acceptance by the Inglewood Unified School District of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of GHSA/LEI or of any insurer or joint powers authority to the Inglewood Unified School District.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the Inglewood Unified School District and/or the Inglewood Unified School District Personnel are waived.

GHSA/LEI shall provide to the Inglewood Unified School District duplicate originals or copies, as available, of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the Inglewood Unified School District within thirty days of the approval of this Charter and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by the District for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of GHSA/LEI to defend, indemnify, and hold harmless the Inglewood Unified School District and the Inglewood Unified School District Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of GHSA/LEI to defend, indemnify, and hold harmless the Inglewood Unified School District and the Inglewood Unified School District Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney s fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the Inglewood Unified School District.

GHSA/LEI shall promptly respond to all inquiries from the Inglewood Unified School District regarding any claims against GHSA/LEI and/or any obligation of GHSA/LEI under the foregoing provisions of this Charter.

Additionally, GHSA/LEI shall, beginning in GHSA's second year of operation, maintain a funds balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

Indemnification

To the fullest extent permitted by law, Grace Hopper STEM Academy ("GHSA") and Ladera Education Institute ("LEI") agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to Inglewood Unified School

District and hold harmless the Inglewood Unified School District, the Inglewood Unified School District's Board of Trustees, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of GHSA/LEI, and/or on the part of the Board of Directors, officers, board appointed groups, committees, boards, and any other GHSA/LEI appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of GHSA/LEI in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or in any way related to the operation or operations of GHSA/LEI or of any other facility, program, or activity. The obligations of GHSA/LEI to defend the Inglewood Unified School District and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate GHSA/LEI to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of GHSA/LEI shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

GHSA/LEI further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

GHSA/LEI'S obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end GHSA/LEI'S right to operate as a charter school pursuant to this Charter or cause GHSA/LEI to cease operations.

Pursuant to Education Code section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authorizing entity has complied with all oversight responsibilities required by law. GHSA/LEI shall at all times be operated by or as a nonprofit public benefit corporation and shall provide to the District proof it has applied for its federal tax exempt status on or before July 1 following approval of this Charter. Further, GHSA/LEI shall work diligently to assist the District in meeting any and all oversight obligations under the law, or other District-requested protocol(s) to ensure the District shall not be liable for the operation of the Charter School. Nothing in this paragraph shall serve to reduce or excuse GHSA/LEI'S obligations to obtain and maintain the insurance required by this Charter and/or its obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this Charter.

Grace Hopper STEAM Academy

Charter Oversight Evaluation Report 2025

I. Purpose and Scope of Review

This Charter Oversight Evaluation Report is issued by the Inglewood Unified School District (the authorizer) in fulfillment of its statutory oversight responsibilities pursuant to the California Education Code. The purpose of this review is to evaluate the academic, operational, governance, and fiscal performance of Grace Hopper STEAM Academy during the 2024–2025 school year and to document findings that will inform charter renewal consideration and ongoing monitoring.

This report synthesizes multiple data sources, including state accountability measures, local performance indicators, instructional observations, human resources data, governance documentation, and fiscal reporting. The evaluation assesses the school's alignment with its approved charter, compliance with applicable legal requirements, and performance expectations under the California accountability framework. Findings reflect student outcomes and school performance across all state-tested grade levels served by Grace Hopper STEAM Academy.

Strategic Performance Overview and Charter Performance Category

Based on review of state and local performance data over multiple years, the authorizer assigns the following charter performance categorization:

School Name	2023	2024	2025
Grace Hopper Steam Academy	Low Performing	Low Performing	Middle Performing

The authorizer confirms that Grace Hopper STEAM Academy demonstrated measurable improvement in overall performance in 2025, resulting in an upward shift from Low Performing to Middle Performing. This change reflects incremental academic gains and stabilization across select accountability indicators. Continued improvement will be required to sustain and advance this performance classification in future review cycles.

II. CAASPP Academic Achievement, Growth, and Instructional Effectiveness

The California Assessment of Student Performance and Progress (CAASPP) serves as the primary academic accountability measure for charter school oversight. Review of CAASPP data for Grades 6–8 indicates emerging growth trends alongside continued academic challenges.

CAASPP Results Summary (Grades 6–8)

Middle School	English Language Arts (ELA)		Mathematics	
Grade	2023–24 Met/Exceeded	2024–25 Met/Exceeded	2023–24 Met/Exceeded	2024–25 Met/Exceeded
Grade 6	14.28%	25%	21.43%	14.29 %
Grade 7	23.53%	37.04%	0%	22.22%
Grade 8	24.14%	27.50%	0%	7.50%
All Grades	22.08%	29.48%	3.90%	13.69%

English Language Arts (ELA)
Overall ELA proficiency (Met/Exceeded) increased from 22.08% in 2023–24 to 29.48% in 2024–25, indicating modest improvement across grade levels. Gains were observed in each tested grade, with Grade 7 showing the largest increase year over year. While proficiency rates remain below state averages, the upward trend reflects progress in literacy instruction and targeted academic support.

Mathematics
Mathematics outcomes remain an area of concern. Overall proficiency increased from 3.90% to 13.69%, reflecting improvement from a very low baseline. While these gains are notable, mathematics achievement remains substantially below expected performance levels, indicating a need for strengthened instructional rigor, coherence, and intervention structures.

III. Instructional Effectiveness

Classroom observations and instructional documentation indicate limited evidence of consistent instructional rigor and aligned lesson planning across content areas. The authorizer notes variability in instructional quality and limited demonstration of grade-level standards alignment. Additionally, teacher credentialing data indicates that the credentialed teacher rate requires continued attention to ensure compliance with credentialing requirements and instructional capacity.

IV. Science Achievement and Continuous Improvement (CAST)

Science achievement data, as measured through the California Science Test (CAST), was reviewed as part of continuous improvement monitoring. While CAST results do not currently indicate strong proficiency levels, the authorizer recognizes this as an emerging instructional area. Continued focus on standards-aligned science instruction, inquiry-based learning, and teacher professional development is necessary to support improved outcomes in future cycles.

V. California School Dashboard: State and Local Indicators

2025 Dashboard Summary

Indicator	Grace Hopper Steam Academy		
Status	**2023**	**2024**	**2025**
English Language Arts	Red	Red	Yellow
Mathematics	Orange	Red	Orange
Chronic Absenteeism	Yellow	Red	Orange
Suspension Rate	Blue	Blue	Blue



Lowest Performance Highest Performance

Academic Indicators

Dashboard data reflects incremental improvement in ELA, with the indicator moving from Red to Yellow in 2025. While Yellow represents progress, performance remains below state expectations, requiring continued instructional improvement. Mathematics remained at Orange, indicating ongoing challenges and the need for targeted, systemwide instructional intervention.

Student Engagement and School Climate

Chronic absenteeism improved from Red in 2024 to Orange in 2025, reflecting progress in attendance monitoring and outreach efforts. While this represents improvement, absenteeism remains an area requiring sustained focus.

The suspension rate remained Blue across all three years, indicating consistently low levels of exclusionary discipline and effective schoolwide behavior management practices.

VI. Federal Accountability (ESSA)

Under the Every Student Succeeds Act (ESSA), Grace Hopper STEAM Academy currently holds **no federal accountability designation**. The authorizer will continue to monitor federal indicators as part of routine oversight.

VII. Instructional Program, Student Supports, and Human Resources

Review of instructional programming indicates minimal evidence of consistently rigorous instruction across classrooms. Lesson planning artifacts and classroom observations suggest a need for stronger instructional coherence, clear learning objectives, and consistent implementation of standards-aligned practices.

Human resources data reflects areas requiring continued monitoring, including teacher credentialing compliance and staffing stability. Strengthening instructional leadership, professional development, and instructional coaching structures will be critical to improving academic outcomes.

VIII. Educational Partner Engagement and School Climate

As part of its oversight responsibilities, the authorizer reviewed evidence of educational partner engagement, including feedback from parents, staff, and students.

Parents consistently report high levels of satisfaction, describing Grace Hopper STEAM Academy as welcoming, inclusive, and family-oriented. Families express trust in school staff and leadership and value consistent communication and responsiveness.

Staff report a supportive professional environment, citing access to instructional guidance, collaboration opportunities, and leadership support. Students report feeling safe, supported, and known by their teachers, contributing to a positive school climate.

IX. Governance and Organizational Oversight

The governing board is composed of long-standing supporters of the school and its mission, providing continuity of vision and institutional knowledge. While this stability is recognized as a strength, the authorizer identified a documentation compliance concern during the renewal review period.

Required governance documents were missing from the renewal file submission, including but not limited to board policies, meeting agendas and minutes, and conflict-of-interest documentation. Complete and timely submission of governance materials is a critical component of charter oversight.

Authorizer Expectation:
The school is expected to submit all outstanding governance documents promptly and ensure full and timely compliance with documentation requirements moving forward. Failure to do so may result in increased oversight or corrective action.

X. Facilities Review

A facilities review was conducted as part of this evaluation. No major facilities concerns were identified. Facilities were found to be suitable for instructional use and supportive of the school's educational program. Facilities will continue to be monitored through routine oversight.

XI. Fiscal Oversight, Compliance, and Student Population

Student Population Overview

(Data to be verified and submitted as part of fiscal and demographic reporting)

- **Grace Hopper STEAM Academy – 2025 Demographics**
- **Total Enrollment:** 80 students (grades 6–8)
- **Socioeconomically Disadvantaged:** *not specified*
- **English Learners:** 7.5%
- **Foster Youth:** *not specified*
- **Black or African American:** 78%
- **Hispanic/Latino:** 19%
- **Two or More Races:** 2% of students
- **American Indian/Alaska Native:** 1%

The authorizer finds that Grace Hopper STEAM Academy demonstrates overall fiscal stability and appropriately allocates resources to support instructional programs and student services. The school also reports a low suspension rate, consistent with Dashboard data reflecting a positive school climate.

Fiscal Oversight Finding and Expectation

While no material fiscal instability was identified, the authorizer emphasizes the critical importance of timely fiscal reporting, adherence to all financial deadlines, and complete document submission. This includes budget revisions, interim reports, annual audits, and all required fiscal documentation.

Authorizer Expectation:
Continued compliance with fiscal reporting requirements is essential to maintain transparency, accountability, and good standing. Delayed or incomplete submissions may result in increased oversight or corrective action.

XII. Authorizer Determination and Oversight Summary

The authorizer finds that Grace Hopper STEAM Academy has demonstrated incremental academic improvement, resulting in an upward shift to a Middle Performing classification in 2025. Strengths include positive school climate, strong educational partner engagement, and improving attendance and ELA outcomes.

However, significant academic challenges persist, particularly in mathematics, instructional rigor, and documentation compliance. Continued focused improvement, strengthened instructional systems, and timely compliance with governance and fiscal requirements will be essential to sustaining progress and supporting future renewal consideration.

The authorizer will continue to monitor Grace Hopper STEAM Academy through routine oversight and targeted follow-up aligned to the findings in this report.

Inglewood Unified School District Team
Charter School Oversight Visit

After reviewing the confirmations there were 12 instead of 10.

We look forward to visiting your site on Monday, March 10, 2025 from 8:30am - 11:30am. During the visit the Chief Business Officer, Director of Human Resources and the Facilities team will need to meet with individuals managing those areas. If those team members are off site can a zoom be arranged for an interview? Grace Hopper 2024-2025

SAMPLE AGENDA

8:30am - Welcome: Meet and Greet with Leadership Team
8:45-9:15am - Charter School Overview Presentation - Questions & Answers
9:15-9:45am - Classroom Walkthroughs and Observations
9:45am-10:00am - IUSD Leadership Comfort Break
10:00-10:50am - Focus Groups (Governance, Parents, Staff, and Students)
10:50-11:05am - IUSD Team Meeting
11:05-11:30am - Debrief with the Leadership Team and Feedback from IUSD

Inglewood Unified School District Team
Charter School Oversight Visit

Guest	Title
Dr. James Morris	County Administrator
Dr. Bernadette Lucas	Assistant Superintendent of Educational Services
Raphel Guzman	Chief Business Officer
Dr. Ugema Hosea-James	Deputy Chief Academic Officer
Dr. Dawnyell Goolsby	Director II State and Federal Programs
Tiffany Egan	Director II Human Resources
Nayeli Chacon	Director I English Learners
Dr. Joanna Clifton	Director I Child Development
Latonya Southall	Director II Special Education
Phyllis Brown	Administrator of Instruction Special Education
Lena Atutoa	Advisor of Assessment and Instructional

Inglewood Unified School District Team
Charter School Oversight Visit

	Technology
Claire Darsa	Instructional Support Services TOSA
Ana Deras	EL Services Instruction Coach

Facilities Team	
Mike Orona	Facilities Team
Anthony Boyd	Facilities Team
Sharon Roby	Facilities Team

Inglewood Unified School District Team

Charter School Oversight Visit

Guest	Title	Guidance
Dr. James Morris	County Administrator	Governance
Dr. Bernadette Lucas	Assistant Superintendent of Educational Services	Governance Educational Program and Ongoing Assessment
Raphel Guzman	Chief Business Officer	Finance & Facilities
Dr. Ugema Hosea-James	Deputy Chief Academic Officer	Student Services Educational Program and Ongoing Assessment
Dr. Dawnyell Goolsby	Director II State and Federal Programs	LCAP Student Services
Tiffany Egan	Director II Human Resources	Personnel
Nayeli Chacon	Director I English Learners	Educational Program and Ongoing Assessment Section B, D
Dr. Joanna Clifton	Director I Child Development	Educational Program and Ongoing Assessment Student Services
Latonya Southall	Director II Special Education	Educational Program and Ongoing Assessment Section B, D
Phyllis Brown	Administrator of Instruction Special Education	Educational Program and Ongoing Assessment Section B, D
Lena Atutoa	Advisor of Assessment and Instructional Technology	Educational Program and Ongoing Assessment Section C, E
Claire Darsa	Instructional Support Services TOSA	Educational Program and Ongoing Assessment Section C & D
Ana Deras	EL Services Instruction Coach	Educational Program and Ongoing Assessment Section B

Focus Group Teams

Focus Group	Team
Governance	Dr. Morris, Dr. Lucas
Parents	Dr. Goolsby Claire Darsa, LaTonya Southall
Staff	Nayeli Chacon, Phyllis Brown,Jo Anna Clifton Lena Atutoa
Students	Dr. Hosea Anna Deras

Inglewood Unified School District Team
Charter School Oversight Visit

Inglewood Unified School District Team
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Site Team

Inglewood Unified School District Team
Charter School Oversight Visit

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Inglewood Unified School District Team
Charter School Oversight Visit

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Latonya Southall	Director II Special Education	Educational Program and Ongoing Assessment Section B, D
Phyllis Brown	Administrator of Instruction Special Education	Educational Program and Ongoing Assessment Section B, D
Lena Atutoa	Advisor of Assessment and Instructional Technology	Educational Program and Ongoing Assessment Section C, E
Claire Darsa	Instructional Support Services TOSA	Educational Program and Ongoing Assessment Section C & D
Ana Deras	EL Services Instruction Coach	Educational Program and Ongoing Assessment Section B

Resolution No. 17/2013-2014 Amendment
Approving a
Material Revision to the Charter
For the Grace Hopper STEM Academy
by the State Trustee of the
Inglewood Unified School District

WHEREAS, pursuant to Education Code section 47600, *et seq.*, the Governing Board of the Inglewood Unified School District is required to review and consider authorization of charter schools and material revisions to charters; and

WHEREAS, pursuant to Education Code section 47607(a)(2), requests for material revision to a charter are governed by the standards and criteria in Education Code section 47605; and

WHEREAS, Dr. Donald Brann, has been appointed as the State Trustee ("State Trustee") of the Inglewood Unified School District, County of Los Angeles, State of California; and

WHEREAS, on or about August 21, 2013, the State Trustee approved the Charter for the Grace Hopper STEM Academy ("Grace Hopper" or "Charter School") for a three-year term ending June 30, 2016; and

WHEREAS, on or about September 12, 2013, Grace Hopper submitted a request for a material revision to its Charter ("Request"), pursuant to which it will educate both male and female students; and

WHEREAS, a public hearing on the Request for material revision of the Charter was conducted on September 20, 2013, pursuant to Education Code section 47605, at which time the State Trustee considered the level of support for the material revision to the Charter by teachers employed by the District, other employees of the District, and parents; and

WHEREAS, the District staff, including experts from the District's various departments has reviewed and analyzed all information received with respect to the Request for material revisions to the Charter submitted September 12, 2013, and information related to the operation and potential effects of the proposed revised Charter, including speaking to and meeting with Grace Hopper representatives relative to the Request for a material revision, and made a recommendation to the State Trustee that the Request, submitted on September 12, 2013, be approved based on that review; and

WHEREAS, the State Trustee has fully considered the request for a material revision to the Charter and the recommendation provided by District staff; and

WHEREAS, in reviewing the Request for a material revision to the Charter, the State Trustee is cognizant of the value the Charter School will provide to the community.

NOW, THEREFORE, BE IT RESOLVED AND ORDERED AS FOLLOWS, that the State Trustee finds the above listed recitals to be true and correct and incorporates them herein by this reference.

BE IT FURTHER RESOLVED AND ORDERED that the State Trustee hereby approves the material revision to the Charter submitted on September 12, 2013, to provide Grace Hopper will educate both male and female students in the 2013-3014 school year, and authorizes Grace Hopper to commence providing services to students effective September 23, 2013.

The foregoing resolution was considered, passed, and adopted by the State Trustee at its Special Board meeting of September 20, 2013.

Dr. Don Brann, State Trustee
Inglewood Unified School District

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11559570.1

CHARTER SCHOOL OVERSIGHT CHECKLIST Grace Hopper.

VIII. STUDENT SERVICES

		Yes	No	N/A
A.	**Admissions**			/
1.	The charter school is complying with the admissions practices described in the approved charter.	☐	☐	☐

Comments
SPOKE to the admissions process, BUT WILL PROVIDE A copy of the packet.
• access SPED info in CALPADS as well

2.	The charter school facilitates admissions for a student with an IEP in the same manner as for a student without an IEP.	☐	☐	☐

Comments
once the packets are received, they review the information and hold IEP w/in 30 days.

3.	If the charter school is an independent study charter school, it facilitates admissions for a student with an IEP in the same manner as for a student without an IEP and in accordance with Education Code Section 51746 (b) and 5 CCR 11700 related to the enrollment of students with IEPs in an independent study program.	☐	☐	☐

no written policy
RSP offered - NO SDC classes offered.

Comments
holds IEP to determine change of placement.
• has not had a need for independent studies in a while. Adele Walker teacher of record

4.	The charter school enrollment forms indicate compliance with all applicable laws and with the approved charter.	☐	☐	☐

Comments
conduct SST Process up front as they observe - or per parent request

5.	If the charter school has needed to use a lottery system to determine which students will be allowed to enroll, there is documentation that the process was held in the manner described in the approved petition.	☐	☐	☐

Comments
NO Lottery system due to low enrollment. 1st come 1st Serve.

6. The charter school has records documenting immunizations to the extent required for enrollment in charter schools. ❑ ❑ ❑

Comments
office managers keep records and maintains intake of immun. docs

7. The charter school has documented efforts to have its enrollment reflect a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Education Code Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. [EC 47605 (b)(5)G] ❑ ❑ ❑

Comments
take all students, just ensure they receive all services, they take an assessment to see where baseline is

8. Student cumulative files are accurate and have pertinent data regarding court documents, IEPs, 504 plans and assessment records. ❑ ❑ ❑

Comments

B. Discipline 0% suspensions or expulsions

1. The governing board has policies regarding student discipline, including the following:

   a. A list of the offenses for which students may be suspended or expelled. ❑ ❑ ❑

   b. Procedures for suspension or expulsion and a means to provide students with due process. ❑ ❑ ❑

   c. Procedures by which parents and students will be informed about the reasons for suspension or expulsion. ❑ ❑ ❑

   d. Procedures for suspension or expulsion that protect the required due process rights of students with IEPs or 504 plans. ❑ ❑ ❑

office staff communicate w/ parents

 ALMA system - section for notes.

e. Procedures to ensure that parents and students will be informed of their due process rights in regard to suspension or expulsion and that demonstrate an awareness that charter school students are entitled to the same due process rights as students enrolled in noncharter public schools. ❑ ❑ ❑

Comments

Dean of students - keeps records.

2. The charter school provides the authorizer with accurate data regarding suspensions and expulsions. ❑ ❑ ❑

Comments

0% Suspensions - invidual learning. in house suspension staff will monitor ex Dean of Students

3. The charter school has sound discipline policies and practices, safety procedures, and a crisis plan to deal with violence and threats of violence as well as bullying. ❑ ❑ ❑

Comments focus on PBIS, Restorative Practices mental Health, additional Support offered by staff

C. **Health & Safety**

1. The charter school has a method for conducting legally required criminal background checks on potential employees, contractors and volunteers to ensure that it does not hire any person who has been convicted of a violent or serious felony. ❑ ❑ ❑

Comments criminal background checks for staff + volunteers

2. By March 1 annually, the charter school has reviewed and updated (if necessary), its comprehensive health, safety, disaster preparedness and emergency plan for students and employees that addresses seismic safety, natural disasters, fire emergencies, earthquakes, civil disorder, accidents, injuries, and other threats to the health and safety of students and staff. ❑ ❑ ❑

Evidence that the School Safety Plan includes all of the topics listed in Education Code Sections 32282 and 47605. ❑ ❑ ❑

safety plans - have one - will provide cop.

providing me w/ a copy

Date of last review _____

Date of last update _____

Comments

3.	There is evidence that staff have been trained in health, safety, disaster preparedness and emergency procedures.	❑	❑	❑

Comments They receive trainins
M. Marcus Allen or Bradshaw provides trainins

4.	The charter school maintains a calendar of emergency drills for each site at which it operates.	❑	❑	❑

Comments
providing copy

5.	The charter school has a policy related to supervision of students before and after school while on campus and during student pick-ups, as well as a procedure for visitors to enter and leave campus.	❑	❑	❑

Comments

6. The charter school conducts the following to ensure the health and safety of its pupils and staff to the same extent as would be required by law if the pupils attended a noncharter public school:

Partner w/ Vision to Learn

a. Vision screening	❑	❑	❑
b. Hearing screening	❑	❑	❑
c. Scoliosis screening	❑	❑	❑

Comments

7. Did the charter school provide each needy pupil, as defined in Education Code Section 49552, with one nutritionally adequate free/ reduced-price meal. [EC 47613.5] ❑ ❑ ❑

Comments

offer Breakfast, lunch, after school supper - vast majority qualify for free and Reduced meals.

8. Records indicate that staff have been trained to meet students' health needs, including the administration of required medication. ❑ ❑ ❑

Comments

Findings:

Recommendations Based on Above Findings:

Review Conducted by:_____ Date:_____

Charter School Food Services Oversight Visit Report

School: Grace Hopper STEM Academy
Date of Visit: March 6, 2026
Prepared for: Dr. Goolsby
Interviewers: Faye Armstrong, Director of Food Services
Omar Pettway, Operations Manager, Food Services

1. Executive Summary

An oversight visit was conducted at Grace Hopper STEM Academy to review the administration and structure of the school's child nutrition program operating under the National School Lunch Program.

The visit included a meeting with school administration and the Food Service Director, a walkthrough of the kitchen and serving area, and a student focus group. The school reported a total student enrollment of approximately **80 students in grades 6–8**.

The school indicated that it operates as its own School Food Authority and provides breakfast and lunch to students in accordance with California's Universal Meals requirements. Administration reported that approximately **88% of students qualify for free or reduced-price meals**. The school also partners with the Avalon Carver Community Center to provide an after-school snack program.

Meal service was not observed during the visit. Staff described a pre-plated service model in which meals are prepared in advance and distributed to students from a serving table.

The principal indicated that she serves as the CNIPS administrator and maintains responsibility for program compliance. The Food Service Director is new to the position and is completing required child nutrition training hours.

A follow-up visit during an active meal service period may provide additional insight into daily meal operations.

2. Program Administration

School administration reported that the school operates its child nutrition program as its own School Food Authority under the National School Lunch Program.

The principal indicated that she serves as the **CNIPS administrator** and manages the school's child nutrition program documentation and compliance requirements.

The Food Service Director, **Lisa Lopez**, is relatively new to the position and is responsible for operational aspects of the program including meal service oversight and invoice reconciliation. Administration indicated that the Food Service Director is currently completing required professional standards training hours.

During the discussion, several program-related questions were addressed primarily by the principal.

3. Site Observations

The oversight team toured the kitchen and serving area. No food preparation was in progress at the time of the visit.

Staff described their meal service model as a **pre-plated service system** in which meals are plated prior to student arrival and distributed from a serving table.

Students take a prepared meal, select milk, and proceed to designated dining areas. Fruits and vegetables may be portioned into individual cups prior to service.

It was noted that students eat in **separate designated dining areas by gender**.

4. Procurement and Participation

School staff reported that food products are purchased from vendors such as **Costco Business Center** and **Smart & Final**, with purchases occurring multiple times per week as needed.

Administration reported that approximately **30–50 students participate in breakfast service daily**. Administration indicated that **the majority of students participate in the lunch program**.

5. Student Feedback

A student focus group was conducted with **six 8th grade students**. Grace Hopper STEM Academy serves students in grades **6–8**, however only 8th grade students were represented in the focus group.

Students reported that they feel supported by teachers and school staff and indicated that wellness and mental health resources are available to students.

Students were asked whether they are given opportunities to provide feedback on meals through taste testing or similar activities. Both students and the principal indicated that **formal student taste testing opportunities are not currently conducted at the school.**

6. Areas for Continued Monitoring

The following areas may benefit from continued monitoring or follow-up:

- Observation of meal service during an active breakfast or lunch period
- Ongoing training and development for the Food Service Director
- Procurement procedures and purchasing practices
- Menu planning structure and documentation practices

Charter School Oversight Report
School: Grace Hopper Charter School
Focus Area: English Learner (EL) Educational Program Review

This oversight review examined Grace Hopper Charter School's implementation of its English Learner program, including instructional services, staffing, materials, professional learning, and compliance with state and federal requirements for the identification and education of English Learner students. The review included a document review of policies and procedures, interviews with the EL teacher/coordinator, and observations regarding program implementation.

Summary

Grace Hopper Charter School demonstrates a willingness to support its small population of English Learner students and has staffing levels that are sufficient to implement an effective program. However, several areas require further development to ensure full alignment with the charter petition and compliance with state and federal requirements. These areas include the implementation of Designated ELD instruction, adoption of an ELD curriculum, staff training on EL policies and procedures, professional learning for staff, and stronger intervention systems for students demonstrating persistent academic and language development needs. Strengthening these program elements will help ensure that English Learner students receive targeted language instruction and equitable access to academic success.

Implementation of the Curricular and Instructional Plan for English Learners

Grace Hopper Charter School has policies and procedures indicating that Designated English Language Development (ELD) is part of the instructional program. However, during the interview, the EL teacher/coordinator indicated that Designated ELD instruction is not currently being provided. Instead, the three identified English Learner students receive pull-out support every other day for approximately 45–60 minutes for reading and mathematics assistance. While this support provides academic assistance, it does not constitute Designated ELD as defined by state guidance, which requires dedicated instruction focused on developing English language proficiency. Therefore, the current implementation does not fully align with the curricular and instructional plan described in the charter petition or with state expectations for Designated ELD.

Staffing Sufficiency

Grace Hopper Charter School currently serves three English Learner students. Based on this small number of students, the assignment of one teacher serving as both EL instructor and coordinator appears sufficient to carry out the programmatic responsibilities, provided that appropriate instructional structures and compliance systems are implemented. The staffing level itself does not present a barrier to delivering the program; however, additional training and program structures may be necessary to ensure full implementation of required EL services.

Availability of Instructional Materials

Students appear to have access to general instructional materials used for core academic subjects. However, the school does not currently have a designated English Language Development curriculum or instructional materials specifically designed to support English language development. The absence of a dedicated ELD curriculum may limit the school's ability to systematically address language development needs for English Learner students.

Commitment to Serving All Students, Including English Learners

Grace Hopper Charter School demonstrates a willingness to provide support to its English Learner students through pull-out academic assistance and teacher collaboration. The EL teacher reported meeting with general education teachers to plan instruction and discuss student needs. While this collaboration reflects a positive effort to support EL students, the current structures described in practice are not clearly documented in the school's policies and procedures. Strengthening documentation and formalizing these practices could further demonstrate the school's commitment to serving English Learners.

Understanding and Capacity to Comply with State and Federal Requirements

The EL teacher/coordinator demonstrated limited familiarity with several policies and procedures related to the identification and education of English Learner students. When asked to elaborate on program procedures, the coordinator was unable to provide detailed explanations and directed questions about program documentation to the school principal. Additionally, the coordinator reported plans to administer the ELPAC but did not provide information regarding required test examiner training or certification. These responses suggest that the school may benefit from strengthening staff training and internal systems to ensure full compliance with state and federal EL requirements.

Use of Instructional Curricula and Materials Designed for English Learners

The school currently does not use a dedicated Designated ELD curriculum. Instructional support provided to EL students primarily focuses on general academic skills in reading and mathematics rather than targeted language development. The lack of specialized ELD instructional materials may limit the effectiveness of the program in addressing students' English language acquisition needs.

Access to Grade-Level Core Curriculum

English Learner students appear to have access to the same grade-level core curriculum as their peers. However, one student has remained at ELPAC Level 1 and CAASPP Level 1 for more than two years without additional intervention structures documented. According to the EL teacher, no Student Study Team (SST) process has been initiated, and no home-language literacy assessment has been conducted to determine whether additional supports or potential learning needs may exist. Establishing a structured intervention process would help ensure that English Learner students who demonstrate persistent academic challenges receive appropriate evaluation and support.

Professional Learning Opportunities

The EL teacher reported that she has not participated in professional development related to English Learner instruction during her time at the school so far, though she referenced upcoming training opportunities. While future professional learning is anticipated, ongoing and structured professional development is essential to ensure that staff members are prepared to implement effective ELD instruction and comply with program requirements.

Participation in Statewide Assessments

The school indicated that it will administer the English Language Proficiency Assessments for California (ELPAC) to its English Learner students as required by the state. However, additional clarification regarding test examiner training and certification procedures is recommended to ensure full compliance with state assessment administration requirements.

3/26 Grace Hopper 6-8 visit

Site Visit Checklist

CLASSROOM OBSERVATION

	Yes	No	Not Applicable
A. Diverse Learning Needs			
1. Instruction, materials, and assessment are adapted to support/challenge all learners.	☑	☐	☐

Comments
Books other materials not current but present and available for student to use.

2. Classroom staff and additional resources support diverse learning needs of students.	☑	☐	☐

Comments
Small group instruction b/c of low ratio classes.

B. High Expectations			
1. Teacher communicates and enforces specific standards for student work and effort.	☑	☐	☐

Comments
displayed on boards, reinforced in math lessons

2. Teacher models and reinforces ways that students can master challenging material through effort.	☐	☐	☑

Comments
NO observed during visit.

C. Student Engagement			
1. Uses instructional practices that are likely to motivate and engage most students during the lesson.	☑	☐	☐

Comments
Students offered opport. to work 1:1 with intervention teacher. Other strategies not observed during visit

8/16/26 Grace Hopper 6-8 visit

Site Visit Checklist

2. Percentage of students that appear to be on task and/or participating during most/all of the lesson.

☐ Less than 25%
☐ 25% to 75%
☒ 75% to 99%
☐ 100%

Comments

D. Safe Learning Environment

1. Classroom climate is characterized by respectful relationships, behaviors, tones and discourse.	☑	☐	☐

Comments

2. Classroom is well-organized with routines in place.	☑	☐	☐

Comments

3. Learning time is maximized for all students.	☑	☐	☐

Comments

4. Learning environment is physically and emotionally safe.	☑	☐	☐

Comments

5. Expected behavior system is used as appropriate.	☐	☐	☑

Comments (List school specific strategies):
Not observed during visit. However students were engaged and on task

Grace Hopper Student Focus Group Summary

March 6, 2026

1. All of the students present were in the 8th grade.
2. See Below:
    a. One of the students transferred from Centinela Elementary January. Was a Highland student from Preschool - 6th grade
    b. Another student left Kelso in 5th grade, when there was not another grade to matriculate to
    c. The other students attend schools outside of the district or private school
    d. Two of the students had applied to the Ivoine/Young Academy and were not accepted
3. The best qualities of the school, according to the students, were:
    a. Small school support readily available
    b. Extracurricular activities - cooking, PLTW Arts, Legos, coding, body building
    c. Help right away when struggling
    d. Mental Health Support (when needed)
    e. Wednesday school (4th period additional support, boost in class)
4. Challenges:
    a. Completing the 8th Grade portfolio- Autobiography, resume
    b. Grades, Binder
    c. Access to technology
    d. Updating throughout the year

    4a. Support:
    e. Monday & Thursday Portfolio Support
    b. Tuesday & Friday PLTW
    c. 50 Minutes Flex period
    h. Letter of Recommendation
    i. Prep for High School
5. Supports or Opportunities for Struggling/High Achieving Students:
    a. All students are supported, and know to reach out for support when needed
    b. There are Morning check-ins for all of the students
6. Do you feel safe at school?
    a. Yes, not disrespected, teachers always there for you, physically and mentally
    b. Huge focus on mental support
    c. Can go to cooling rooms when needed
7. How are student achievements highlighted or recognized:
    a. Monthly student recognition
    b. End of year ceremony
    c. Medals and Certificates
    d. Daily Hopper Bucks

Grace Hopper (68)

Site Visit Checklist

Blank on purpose

Grace Hopper Student Focus Group Summary

March 6, 2026

e. Black history month performance
f. Miles taken off for PE runs
g. Hopper bucks, good behavior, not being mean for other people
h. Community Service
i. All Staff can give out Hopper Bucks
j. Monthly Parent Meetings
k. End of year meetings
l. Notice of Fees for end of year 8th grade activities
m. Email communication to Parents regarding activities, events

8. What encourages you to come to school each day?
    a. Looking forward to something good happening at school
    b. Academics
    c. Teachers support in coming to school, moral support
    d. Looking forward to Activities, especially Wednesday is fun
    e. Teachers are important, Wednesday after school in the courtyard
    f. Parents and keeping up grades
9. Food Services:
    a. Enjoy Food and Menu's

Clifton - Grace Checklist

Summary:
During the Grace Hopper visit, many of the students were outside participating in PE. The classes were set up with learning goals and objectives. In some of the classes the students were engaged in learning, in a lecture style setting. There was no current work posted within the classrooms. The 6th grade classes were gender based. The 7th and 8th grade classes were mixed gendered. The students were engaged in the instruction, however there were no small groups, and no evidence of supplemental support during instruction. Sans the physical class, the teachers were not circulating throughout the classroom offering support. There were students in 1:1 settings with resource professionals and/or teaching staff receiving support.

Findings:
There was no evidence of a current adoption. However, there were textbooks available to all students to use. Additionally, the students had access to technology. The class sizes are small, this was considered small group instruction. What was displayed on the boards was being reinforced in the lessons. There was no indication of increased rigor based on students' needs. There is support offered to work 1:1 with intervention teachers, other strategies for the whole group not observed during observation. There was no evidence of ELL or SPED supports in use for students with that particular need. Additionally, there was no evidence of a curriculum being used for English Language Learners.

Recommendations: The physical education classes should take place in a shaded and/or grass area. There should be small groups with targeted supports, interventions, and enrichment incorporated during the instructional day. There should be targeted assistance for English Language Learners, as well as a curriculum to aid in the acquisition of English language.

Grace Hopper Classroom observations

A Diverse Learning Needs

1. I did not see any Instruction, materials, or assessment that are adapted to support/challenge all learners. All students were given the same materials.

2. I did not see classroom staff or additional resources supporting diverse learning needs of students.

B. High Expectations

1. The teacher communicates and enforces specific standards for student work and effort by posting the standards being taught

2. I did not see the teacher modeling or reinforcing ways that students can master challenging material through effort.
I only saw teachers helping students work though worksheets or questions in a textbook.

C. Student Engagement

1. I did not see the use of instructional practices that are likely to motivate and engage most students during the lesson.

Darsa - Grace Hopper Teacher Focus Group

Four teachers were interviewed. There were a variety of subjects taught. All taught 6th - 8th grade. Most of the teachers had about six years of teaching experience.

Teachers stated
challenges: Students are challenging.
Good qualities: It feels like a family, students are supported, it's a safe place.

Professional DEvelopment:
The school offers In House Professional Development every Wednesday with subjects like Lesson Planning and Behavior Management. Teachers are able to attend outside Professional Development if they are interested.

Teacher Evaluation Process:
The administration has 2 informal evaluations before the formal evaluation. A lot of feedback and time is given for improvement throughout the process.

Climate:
Communication of important issues: Monthly parent conferences, student lead conferences, school newsletters, emails.
Challenges: SST meetings, wellness checks in school and out of school conducted by USC interns, IEPs are held before and after school, Zen Den for wellness needs,

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Student Support Services and Safety Summary
Visit to Grace Hopper

Student Support Services met with staff at Grace Hopper to review specific practices to ensure compliance with key requirements related to **admissions, discipline, and health and safety**. It examines whether the school follows its approved charter admission policies, provides equal access for students with IEPs (including in independent study programs), maintains compliant enrollment documentation, and uses a properly documented lottery system if enrollment exceeds capacity. It also verifies that the school maintains required records such as immunizations, accurate student cumulative files, and efforts to ensure enrollment reflects the demographics of the surrounding community. In addition, the review evaluates whether the governing board has clear discipline policies that protect student due process rights, including for students with IEPs or 504 plans, and whether accurate suspension and expulsion data are reported. Finally, it assesses health and safety compliance, including background checks for staff, annual review of the Comprehensive School Safety Plan, staff emergency training, emergency drill schedules, supervision and visitor policies, required student health screenings, provision of free or reduced-price meals for eligible students, and staff training to address student health needs such as medication administration.

Findings:
Written policies are in place with a clear admissions process, however during the in-person interview, the documents needed to reference were not readily available. The staff made note of which documents were needed as evidence of practice.

Mental Health support is in place according to the interview as well as the written materials. Documents need updating to reflect a change in staff titles. Restorative practices are documented and were verbalized through the interview.

The School Site Comprehensive Safety Plan that was provided had an adoption year of 2020-2021; Updated August 19, 2025; reviewed with staff-October 25, 2025; No date of Board approval. Although it did include aspects of the current legislative update of SB 153-Instructional Continuity Plan, the plan did not appear to be complete.

Recommendation:

- Update the School Site Comprehensive Safety Plan to include complete narratives as well as specific procedures and contacts.
- Include dates of safety drills in the safety plans
- Update the Comprehensive Safety Plans to include upcoming legislative updates.

Charter School Food Services Oversight Visit Report

School: Grace Hopper STEM Academy
Date of Visit: March 6, 2026
Prepared for: Dr. Goolsby
Interviewers: Faye Armstrong, Director of Food Services
Omar Pettway, Operations Manager, Food Services

1. Executive Summary

An oversight visit was conducted at Grace Hopper STEM Academy to review the administration and structure of the school's child nutrition program operating under the National School Lunch Program.

The visit included a meeting with school administration and the Food Service Director, a walkthrough of the kitchen and serving area, and a student focus group. The school reported a total student enrollment of approximately **80 students in grades 6–8**.

The school indicated that it operates as its own School Food Authority and provides breakfast and lunch to students in accordance with California's Universal Meals requirements. Administration reported that approximately **88% of students qualify for free or reduced-price meals**. The school also partners with the Avalon Carver Community Center to provide an after-school snack program.

Meal service was not observed during the visit. Staff described a pre-plated service model in which meals are prepared in advance and distributed to students from a serving table.

The principal indicated that she serves as the CNIPS administrator and maintains responsibility for program compliance. The Food Service Director is new to the position and is completing required child nutrition training hours.

A follow-up visit during an active meal service period may provide additional insight into daily meal operations.

2. Program Administration

School administration reported that the school operates its child nutrition program as its own School Food Authority under the National School Lunch Program.

The principal indicated that she serves as the **CNIPS administrator** and manages the school's child nutrition program documentation and compliance requirements.

The Food Service Director, **Lisa Lopez**, is relatively new to the position and is responsible for operational aspects of the program including meal service oversight and invoice reconciliation. Administration indicated that the Food Service Director is currently completing required professional standards training hours.

During the discussion, several program-related questions were addressed primarily by the principal.

3. Site Observations

The oversight team toured the kitchen and serving area. No food preparation was in progress at the time of the visit.

Staff described their meal service model as a **pre-plated service system** in which meals are plated prior to student arrival and distributed from a serving table.

Students take a prepared meal, select milk, and proceed to designated dining areas. Fruits and vegetables may be portioned into individual cups prior to service.

It was noted that students eat in **separate designated dining areas by gender**.

4. Procurement and Participation

School staff reported that food products are purchased from vendors such as **Costco Business Center** and **Smart & Final**, with purchases occurring multiple times per week as needed.

Administration reported that approximately **30–50 students participate in breakfast service daily**. Administration indicated that **the majority of students participate in the lunch program**.

5. Student Feedback

A student focus group was conducted with **six 8th grade students**. Grace Hopper STEM Academy serves students in grades **6–8**, however only 8th grade students were represented in the focus group.

Students reported that they feel supported by teachers and school staff and indicated that wellness and mental health resources are available to students.

Students were asked whether they are given opportunities to provide feedback on meals through taste testing or similar activities. Both students and the principal indicated that **formal student taste testing opportunities are not currently conducted at the school**.

6. Areas for Continued Monitoring

The following areas may benefit from continued monitoring or follow-up:

- Observation of meal service during an active breakfast or lunch period
- Ongoing training and development for the Food Service Director
- Procurement procedures and purchasing practices
- Menu planning structure and documentation practices

Thank you again for supporting the Grace Hopper visit. In an effort to assist with complying the data for the final report I need your data. It is proving difficult to decipher the checklist notes so I am requesting from each member a narrative that consists of the summary, findings, and recommendations. The summary is a narrative of the checklist. You can use google docs or a pdf to upload to the Grace Hopper

Guest	Title	Narrative
Dr. James Morris	County Administrator	Submitted
Dr. Bernadette Lucas	Assistant Superintendent of Educational Services	Need narrative
Raphel Guzman	Chief Business Officer	Need narrative
Dr. Ugema Hosea	Deputy Chief Academic Officer	Absent
Erica Willis	Human Resources	Need narrative
Siddhant Bhatta	Executive Director Fiscal Services	Absent
Nayeli Chacon	Director I English Learners	Submitted
Dr. Joanna Clifton	Director I Child Development	Need narrative
Latonya Southall	Executive Director Special Education	Need narrative
Irvin Shannon	Assistant Director Special Education	Need narrative
Kiwaina Cain	Director I Student Support Services	Need narrative
Shanti Prasad	Director Instructional Technology	Need narrative
Kimberly Kirkwood	Counselor	Need narrative
Lena Atutoa	Advisor of Assessment and Instructional Technology	Absent
Claire Darsa	Instructional Support Services TOSA	Need narrative
Robert Allard	EL Services Instructional Coach	Need narrative
Faye Armstrong	Food Service	Submitted
Sucheta Shirke	State and Federal Programs	Submitted
John Nunez Bryan Miller Anthony Boyd Sharon Roby	Facilities	Need narrative

Grace Hopper STEM Academy Visit

VI – Governance

The visiting team met with Governing Board Members Martin and Jackson. Other invited Board Members (Dr. Jones and Dr. Stevenson) were scheduled to attend but unavailable. School Founder, Margot Harris also participated in the interview.

The school's website includes links for Governing Board information including:

- Board of Directors
- Board Meetings

At the time of the visit and follow-up review, the weblinks for each governance topic indicated it was "Under Construction" with no content on the website.

The Board Members reported that there are currently 10 Board Members and 6 of the 10 are education professionals and that the Board represents a diverse cross section of professionals, in alignment with the Charter and school community. Documents submitted by the Charter are inconsistent in identifying the Board Members. One document identities the Board members as Jones, Williams, Stevenson, Johnston, Gills, Johnson, and Roberts. Another document submitted adds two additional names, Martin and Portillo. Ms. Jackson participated in the Board interview and is not listed as a Member on either of the submitted documents. There is mention of new Board Members (Martin and Jackson) in the 7-26-25 meeting with no information on their term of office. It is suggested that the Charter develop and maintain a current and accurate list of Board members.

It was reported that the Board meets quarterly and addresses all agenda items and may sometimes discuss new things. The Board Members are all voting representatives. It was reported that at the end of each quarterly meeting, the following meeting date is established. Meeting agendas and minutes were submitted for 2-1-25, 4-26-25, and 7-26-25. Minutes reflect Board approval of changes to the LCAP (7-26-25) but do not provide details of the changes or when the LCAP was approved. There were no current year documents submitted. It is suggested that the charter develop a consistent format for preparing, posting and making meeting agendas and minutes available to the public including on the website as required.

Board training occurs when new Board Members are on-boarded and the training by a consultant from the school's back-office provider and includes "a really nice PowerPoint covering laws and all the regulations". Documents submitted include a Brown Act

overview PowerPoint but there is no agenda or sign-in sheet to validate that the training was actually provided and the date of the presentation.

It was reported that "in-house staff manages the budget and this has been successful". There were no documents submitted indicating Board approval of the school's budget per statutory guidelines.

In the debrief session at the conclusion of the visit, IUSD requested the following documents:

- A current roster of Governing Board Members and Officers
- Documentation of the Board's oversight of the Local Control and Accountability Plan (LCAP)
- Evident of Board training in the areas of budget oversight, the Brown Act, and governance
- A Board Governance Handbook and Board Bylaws
- Documentation of Government Code 1090 compliance and annual filing for Governing Board Members
- Governing Board Agendas and Meeting Minutes

The school Principal indicated the requested information would be sent by close-of-business on Friday, March 6, 2026. As of 3-10-26, not all of the requested information has been provided to the reviewers.

The charter did not provide any documentation of Government Code 1090 compliance.

GHSA Renewal Petition 2026-2031

Grace Hopper STEM Academy

601 Grace Avenue
Inglewood, CA 90301

An Independent Public Middle School

Term: July 1, 2026 - June 30, 2031

Submitted by the
Grace Hopper STEM Academy
Board of Directors

Submitted to the Los Angeles County Office of Education (LACOE)

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GRACE HOPPER STEM ACADEMY

Executive Summary

A concise overview of the school, its educational model, documented progress, and renewal priorities

Grace Hopper STEM Academy (GHSA) is an independent public charter middle school that has demonstrated measurable academic improvement while serving students from historically underserved communities throughout South Los Angeles. During the current charter term, GHSA improved from California's Low Performing category to Middle Performing while increasing student achievement across multiple independent measures of success.

Serving grades 6–8, GHSA provides students from Inglewood, Watts, Willowbrook, and surrounding communities with a standards-aligned, STEM-focused, whole-child educational program. GHSA seeks renewal for July 1, 2026 through June 30, 2031 and combines grade-level core instruction, Project Lead The Way and STEM learning, Multi-Tiered System of Supports (MTSS), including Response to Intervention (RTI), targeted intervention, STAR Renaissance and EasyCBM progress monitoring, Freckle by Renaissance practice, student-led conferences, family partnership, and behavioral-health supports.

In 2026, the California Department of Health Care Services (DHCS) approved GHSA to participate in Cohort 6 of the Children and Youth Behavioral Health Initiative (CYBHI) statewide multi-payer school-linked Fee Schedule Program. This approval expands GHSA's capacity to provide and seek reimbursement for eligible school-based and school-linked behavioral health services for students, while strengthening family engagement and care coordination. For a small, standalone middle school, this readiness approval represents significant organizational capacity to integrate academic and whole-child supports.

Table 1. GHSA at a Glance

Who We Serve	Students in grades 6–8 from Inglewood, Watts, Willowbrook, and surrounding South Los Angeles communities, including English learners, students with disabilities, foster and kinship-care youth, students experiencing homelessness or mobility, and students with diverse academic strengths and support needs.
Educational Model	Standards-aligned core instruction; STEM and Project Lead The Way; MTSS/RTI; flexible grouping and intervention; technology-supported learning; student goal-setting; counseling and whole-child supports; family engagement.
Documented Progress	Middle Performing status for the 2025 cycle; ELA Dashboard Yellow with a +25.7-point improvement; Mathematics Dashboard Orange with a +35.3-point improvement; three-year CAASPP growth; positive 2025–2026 STAR Renaissance benchmark growth.
Independent Validation	ACS WASC accreditation reaffirmed through June 30, 2027. School records also document an exemplary Williams facilities review, a passed Williams instructional materials review, and two passed Inglewood health inspections.
Renewal Focus	Accelerate grade-level proficiency, strengthen mathematics foundations and algebra readiness, sustain literacy gains, support students entering below grade level, and continue curriculum, instructional, staffing, governance, and organizational improvement.

Figure 1. Results at a Glance

OFFICIAL STATUS **Middle Performing** Improved from the Low Performing category	**ELA DASHBOARD** **Yellow | +25.7** 71.4% of students improved	**MATH DASHBOARD** **Orange | +35.3** 64.9% of students improved
CAASPP 2023–2026 **ELA: 20.27% → 34.2%** Level 3+ schoolwide	**CAASPP 2023–2026** **Math: 7.1% → 18.2%** Level 3+ schoolwide	**STAR Renaissance 2025–2026** **+29 Reading | +7 Math** Matched winter-to-spring medians

Data Sources and Interpretation Notes

Primary Sources

- California School Dashboard, 2025, including academic status, change, and school performance category.
- Publicly reported GHSA CAASPP results for 2023–24 and 2024–25.
- 2025–26 CAASPP results compiled from individual student score reports available through administrative access in the California Educator Reporting System (CERS), using access instructions provided by IUSD. Public 2026 Dashboard confirmation was not available as of July 2026.
- GHSA STAR Renaissance Reading and Mathematics matched winter-to-spring benchmark analyses, June 2026.
- GHSA EasyCBM benchmark and progress-monitoring records used for skill-specific MTSS and RTI decisions.
- ACS WASC reaffirmation documentation through June 30, 2027.
- California Department of Health Care Services, CYBHI Fee Schedule Program Cohort 6 participant information, 2026.

How to Read the Evidence

- Dashboard colors and Distance from Standard (DFS) values refer to the official 2025 California School Dashboard.
- Level 3 or higher means that a student met or exceeded the CAASPP achievement standard.
- "Above the statewide grade-level mean" is a supporting student-level measure. It is not the same as proficiency, Dashboard color, or Distance from Standard.
- The 2025–26 CAASPP results were compiled from individual student score reports available through administrative access. No 2026 Dashboard color or official 2026 DFS is claimed in this petition.
- Grade-level displays follow GHSA's reporting order of 8th, 7th, and 6th grade and use percentages only.
- STAR Renaissance and EasyCBM are local instructional measures used within the school's coordinated MTSS and RTI framework; they do not replace state accountability measures.

Abbreviations: DFS = Distance from Standard; MTSS = Multi-Tiered System of Supports; RTI = Response to Intervention.

Introduction: The GHSA Story

Community purpose, students served, and the educational response

A Community-Built Middle School

Grace Hopper STEM Academy was founded on a simple belief: students deserve access to a rigorous middle school where academic excellence, STEM education, and individualized support work together to prepare every child for future success. That belief took shape in Watts, where families, grandparents, foster parents, relative caregivers, extended family members, and community partners sought a middle school that would address academic learning while recognizing the developmental importance of the middle grades. GHSA was established to combine rigorous academics, STEM learning, close adult relationships, and coordinated support in a small-school environment. The belief that it takes a village to raise a child remains central to the school's mission and educational response.

Who We Serve

GHSA serves students in grades 6–8 from Inglewood, Watts, Willowbrook, and surrounding South Los Angeles communities. Students bring diverse strengths, interests, cultures, and aspirations. The school also supports English learners, students with disabilities, foster and kinship-care youth, students experiencing homelessness or mobility, economically disadvantaged students, and students who enter with unfinished learning or interrupted attendance. The school does not view these circumstances as defining students' potential. Instead, they identify the supports students need to succeed.

GRADES SERVED	COMMUNITIES	LEARNING MODEL	SUPPORT SYSTEM
6–8	**Inglewood • Watts • Willowbrook**	**Small-school • STEM-focused**	**Academic • Whole-child • Family**

Figure 2. GHSA School Profile at a Glance.

What It Means to Be an Educated Person at GHSA

An educated GHSA student is academically prepared, technologically capable, able to communicate and collaborate, and increasingly responsible for personal learning. Students are expected to reason, solve problems, use evidence, apply knowledge across disciplines, persevere through challenge, and contribute constructively to their school and community. College and career readiness includes academic proficiency as well as curiosity, self-advocacy, ethical judgment, resilience, and the ability to navigate a changing technological world. These outcomes are reflected in the experiences and accomplishments of GHSA students and alumni.

Figure 3. How Learning Best Occurs

GRADE-LEVEL CORE Standards-aligned instruction with clear learning targets and rigorous tasks.	**STEM APPLICATION** Project-based, inquiry-based, and engineering experiences connected to authentic problems.	**TARGETED SUPPORT** Flexible grouping, MTSS/RTI, STAR Renaissance, EasyCBM, small-group and individual intervention.	**REFLECTION & PARTNERSHIP** Frequent feedback, student-led conferences, goal-setting, family engagement, and whole-child support.

Table 2. 2025–2026 Student Demographic Snapshot

Indicator	2025–2026	Indicator	2025–2026
Enrollment	80 students	**Gender**	35 female / 45 male
African American	71.25%	**Latino**	21.25%
English learners	5%	**Free/reduced-price meal eligible**	87.5%
Students with disabilities	15%	**Foster/kinship/DCFS extended family**	12%
Section 504	Less than 2%	**Grades served**	6–8

Source: GHSA 2025–2026 CBEDS/CALPADS enrollment snapshot supplied for renewal review. Selected indicators are shown for program-planning purposes.

Whole-Child Commitment

GHSA's academic program is supported by a whole-child framework that recognizes that learning is influenced by physical health, psychological and emotional well-being, social development, safety, family stability, and access to trusted adults. In 2026, DHCS approved GHSA to participate in Cohort 6 of the CYBHI statewide multi-payer school-linked Fee Schedule Program. GHSA was among 102 local educational agencies and five institutions of higher education selected through the state's operational readiness review for Cohort 6. This approval demonstrates GHSA's readiness to participate in a statewide provider network and expands the school's capacity to coordinate eligible behavioral-health services, early intervention, family engagement, and care coordination with instruction and the school's coordinated MTSS and RTI framework. These supports increase readiness to learn and complement—not replace—rigorous academic expectations.

Current Renewal Direction

This renewal request is grounded in GHSA's current grades 6–8 program and its demonstrated pattern of improvement. The school's immediate direction is to deepen implementation, accelerate proficiency, strengthen mathematics and literacy foundations, sustain whole-child supports, and improve the instructional, staffing, governance, and organizational systems necessary for long-term success.

Evidence of Progress

A Pattern of Sustained Improvement

GHSA's renewal case does not depend on one assessment or one cohort. The record is strongest when the evidence is considered together: the California Dashboard establishes official improvement; CAASPP shows a three-year schoolwide trajectory; STAR Renaissance provides current-year student-level benchmark evidence; and WASC provides independent validation of the school's program and improvement processes. The evidence also identifies continuing needs, particularly mathematics proficiency and the acceleration of students entering the middle grades below benchmark.

Table 3. Three-Year CAASPP Trajectory

Subject	2023–2024	2024–2025	2025–2026 Results	Change from Baseline
English Language Arts	20.27%	29.47%	34.2%	+13.93 points
Mathematics	7.1%	13.68%	18.2%	+11.1 points

Figure 4. Official 2025 California Dashboard Improvement

PERFORMANCE STATUS	ELA	MATHEMATICS	CHRONIC ABSENTEEISM
Middle Performing	**Red → Yellow**	**Red → Orange**	**Red → Orange**
Improved from Low Performing	+25.7 DFS; 71.4% improved	+35.3 DFS; 64.9% improved	27.7% → 25.0%

Table 4. 2025–2026 CAASPP Results by Grade

Grade	ELA Level 3+	Mathematics Level 3+
8th	42.3%	19.2%
7th	40.0%	20.0%
6th	15.0%	14.3%

Table 5. 2025–2026 STAR Renaissance Benchmark Evidence

Subject	Median SS Growth	Positive Growth	Below-Benchmark Students Showing Growth
Reading	+29	71.2%	84.0%
Mathematics	+7	57.9%	75.8%

Figure 5. GHSA Continuous Improvement Framework

IDENTIFY NEED	PLAN	TEACH	INTERVENE	MONITOR	REFINE
CAASPP, EasyCBM, STAR Renaissance, classroom evidence	Standards, curriculum, student goals	Core, STEM, differentiation	MTSS/RTI, small groups, supports	Benchmarks, work samples, conferences	Adjust instruction, staffing, resources

Figure 6. Priorities for the Renewal Term

1. Mathematics Acceleration Strengthen foundational fluency, proportional reasoning, expressions and equations, and algebra readiness.	**2. Sixth-Grade Entry Support** Use early diagnostic evidence and rapid intervention to address unfinished learning at entry.	**3. Literacy Across the Curriculum** Sustain upper-grade ELA gains and extend reading, writing, and evidence-based reasoning across subjects.
4. Curriculum and Instruction Maintain current standards-aligned materials, coherent pacing, instructional coaching, and evidence of implementation.	**5. Whole-Child and Attendance Supports** Coordinate academic, behavioral-health, family, attendance, and student-support systems.	**6. Accountability and Capacity** Use clear goals, subgroup monitoring, qualified staff, governance oversight, and documented continuous improvement.

Taken together, these measures demonstrate that GHSA's progress is neither isolated nor accidental. State accountability indicators, local assessment evidence, independent accreditation, and continuous improvement practices collectively demonstrate a school moving in the right direction while remaining committed to further growth. The sections that follow explain how GHSA will sustain this progress through its educational program, measurable pupil outcomes, governance, staffing, student supports, and organizational procedures during the renewal term.

Data-status note: The 2025–2026 CAASPP percentages were compiled from individual student score reports available through administrative access in CERS. The 2026 California Dashboard had not been released as of July 2026; no 2026 Dashboard color or official DFS is claimed. Grade-level results are shown in the agreed order of 8th, 7th, and 6th grade and report percentages only. STAR Renaissance evidence uses winter-to-spring 2025–2026 benchmark comparisons.

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Grace Hopper STEM Academy (also referred to herein as "GHSA" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of any characteristic protected by Education Code section 220 or other applicable law. (Ed. Code § 47605(e)(1).)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of the pupil's parent or legal guardian, within California, except as otherwise permitted by law. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. (Ed. Code § 47605(e)(2)(B).)
- In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand. (Ed. Code § 47605(e)(2)(C).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code section 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

ELEMENT 1 – THE EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." (Ed. Code § 47605(c)(5)(A)(i).)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities described in subdivision (d) of Section 52060 that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for those priorities, and the specific annual actions to achieve those goals." (Ed. Code § 47605(c)(5)(A)(ii).)

Table 6. General Information	
● The contact person for Charter School is:	Bonita Bradshaw
● The contact address for Charter School is:	601 Grace Avenue, Inglewood, 90301
● The contact phone number for Charter School is:	310-910-0230
● The grade configuration of Charter School is:	6-8
● The grade level(s) of the students in the first year will be:	6-8
● Charter School's scheduled first day of instruction in 2026–2027 is:	August 18, 2026
● The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
● The bell schedule for Charter School will be:	8:30 am-3:20 pm
● The term of this Charter shall be from:	July 1, 2026 to June 30, 2031

Our Mission

To foster each student's innate curiosity and joy of discovery. GHSA prepares students to become analytical questioners, scientific thinkers, and responsible citizens who contribute to the world with confidence, character, and integrity. The school advances this mission through student-centered, collaborative, and personalized experiential learning, with the environment serving as an integrating context.

Our Vision

GHSA students will develop a love of learning while mastering essential academic skills. They will build strong core knowledge and technical STEM expertise as a foundation for high school, higher education, careers, and civic life. Their development will be balanced by the Six Pillars of Character—trustworthiness, respect, responsibility, fairness, caring, and citizenship—and by opportunities to serve their community.

PHILOSOPHY AND GOALS

Philosophy

Dr. Etta R. Hollins describes philosophical perspective as the vision and purpose of education, its relationship to conditions in the larger society, and the deliberate system of beliefs that guides teaching practices toward academic and social growth. (Hollins, E. R. (2011). "Teacher Preparation for Quality Teaching," Journal of Teacher Education, 62, 395–407.)

At GHSA, this philosophy is developed through continuous dialogue, analysis, reflection, and shared responsibility. It guides the school's practice and its commitment to advancing learning for every student. GHSA's philosophical commitments include:

- Every student must be known, valued, and respected because students are at the center of the educational process.
- Students should have highly effective teachers, school leaders, and support personnel who are themselves lifelong learners.
- Every student should have equitable access to educational opportunity and rigorous grade-level learning.
- Curriculum and instruction should respond to students' strengths, needs, cultures, and aspirations.
- Family involvement and partnership should support and enhance teaching and learning.
- Students learn best in a safe, orderly, culturally responsive, positive, and inviting environment.
- Students should play an active role in learning, reflection, and goal-setting.
- Educational experiences should enable students to communicate effectively, solve problems competently, think critically and creatively, and act responsibly.

AN EDUCATED PERSON OF THE TWENTY-FIRST CENTURY

An educated person in the twenty-first century has developed strong literacy and numeracy, a broad understanding of science, history, geography, government, and civic life, and the capacity to apply knowledge across disciplines. GHSA students are prepared to pursue demanding high-school programs, postsecondary education, careers, and meaningful participation in their communities. They understand that people, cultures, economies, technologies, and environmental systems are interconnected and that responsible citizenship requires awareness of perspectives beyond one's immediate experience.

An educated person also develops financial, economic, business, health, environmental, technological, and civic literacy. These capacities support sound personal decisions, responsible participation in society, innovation, and a healthy and sustainable life. The educated GHSA student:

- Is a lifelong learner who remains curious and adaptable.
- Manages time, information, and resources responsibly and demonstrates self-management, integrity, resilience, and sound judgment.
- Works cooperatively with others, values diverse perspectives, and balances independence with interdependence.
- Thinks creatively and innovatively to develop worthwhile ideas, products, and solutions using principles of design and technology.
- Analyzes how parts of a system interact to produce causes, effects, and possible solutions.
- Masters and uses information, communication, design, and automation technologies to strengthen academic work, create useful products and services, and improve quality of life.

HOW STUDENTS LEARN BEST

Students learn best when learning makes sense and connects prior knowledge to new ideas. Learning is strengthened through purposeful sensory experiences, visualization, analysis, categorization, practice, interpretation, prediction, problem solving, application, reflection, and retrieval. Instruction should explicitly teach cognitive and metacognitive strategies so that students

increasingly understand how they learn, monitor their own progress, and become adaptable lifelong learners.

Students also learn best when goals and activities are meaningful, culturally relevant, appropriately challenging, and responsive to their values, interests, needs, and expectations. Instructional practices that support student learning include:

- Developing and sustaining a learning community in which students know they are cared for and respected.
- Using pre-assessments to identify students' interests, knowledge, concepts, skills, and learning strategies; using the results to determine where instruction should begin and to help students set goals.
- Sequencing instruction to ensure mastery of foundational steps before students progress to more complex learning, particularly in literacy and mathematics.
- Frequently checking for understanding and providing timely, specific, and actionable feedback.
- Using manipulatives, visuals, realia, exemplars, summaries, graphic organizers, and other tools that make concrete and abstract ideas accessible.
- Using and teaching students to construct visual models that represent relationships, processes, and concepts.
- Modeling and coaching oral and written explanations so that students develop academic vocabulary, content knowledge, and formal language for school and work.
- Providing repeated opportunities to apply knowledge and skills in varied contexts so that learning transfers to new situations.

Students and Communities Served

Grace Hopper STEM Academy (GHSA) is a public charter middle school serving students in grades 6–8. The school serves families from Inglewood, Watts, Willowbrook, and surrounding communities. The student population includes learners with varied academic histories and strengths, including students entering middle school with unfinished learning, English learners, students with disabilities, foster and kinship-care youth, students experiencing homelessness or mobility, socioeconomically disadvantaged students, and students ready for advanced academic opportunities. GHSA designs its program so that background, prior performance, or personal circumstance does not become a fixed limit on a student's access to grade-level learning and future opportunity.

The school's small-school structure is intended to ensure that each student is known, valued, and supported. GHSA combines rigorous academic expectations with targeted intervention, student support services, family partnership, restorative practices, and consistent progress monitoring. The selected 2025–2026 demographic indicators below reflect the GHSA CBEDS/CALPADS enrollment snapshot supplied for renewal planning and help inform curriculum, staffing, family engagement, and coordinated MTSS and RTI supports.

Educational Program Overview

GHSA provides a standards-aligned, STEM-focused, whole-child educational program. Instruction is guided by the California Common Core State Standards, Next Generation Science Standards, California History–Social Science Framework, English Language Development standards, and applicable physical education and health standards. The program emphasizes literacy across content areas, mathematical reasoning, scientific inquiry, problem solving, project-based learning, responsible technology use, communication, collaboration, and preparation for high school.

The educational model connects four functions that are sometimes presented separately: what students are taught, how teachers deliver instruction, how progress is measured, and how the school responds when evidence shows that a student needs additional challenge or support. This connection is carried out through common planning and the school's coordinated MTSS and RTI framework, including classroom formative assessment, universal screening, skill-specific benchmarking, targeted intervention, counseling and wellness supports, and regular communication with students and families.

Vulnerable Student Populations and Coordinated MTSS and RTI Supports

GHSA uses the term vulnerable student populations to describe circumstances that may create barriers to educational access, continuity, participation, or achievement—not to define a student's ability, identity, or potential. GHSA maintains high expectations for every learner while recognizing that some students require timely, differentiated, and increasingly intensive support to participate fully in the educational program.

Students who may require coordinated support include English learners; students with disabilities and students with Section 504 plans; foster and kinship-care youth; students experiencing homelessness, housing instability, or high mobility; socioeconomically disadvantaged students; students experiencing chronic absenteeism or interrupted schooling; students entering with unfinished learning; and students requiring behavioral, social-emotional, physical-health, or mental-health assistance. A student may experience more than one of these circumstances, so GHSA organizes services around the whole student rather than addressing each need in isolation.

GHSA uses a coordinated Multi-Tiered System of Supports (MTSS), with Response to Intervention (RTI) serving as the structured academic intervention process within the broader framework. MTSS organizes academic, behavioral, attendance, social-emotional, wellness, and family supports. RTI provides the academic cycle of universal screening, identification of specific skill needs, targeted instruction, frequent progress monitoring, analysis of student response, and adjustment of intervention intensity.

Early Identification Through Multiple Measures

GHSA does not rely on a single score, referral, or characteristic to determine student need. Staff consider multiple sources of evidence, which may include CAASPP achievement and growth, STAR Renaissance screening, EasyCBM benchmark and progress-monitoring results, ELPAC performance, classroom assessments, student work, grades and assignment completion, attendance and mobility information, behavioral and social-emotional indicators, IEP and

Section 504 progress, teacher observations, and student and family input. These sources are reviewed together to determine the type, frequency, duration, and intensity of support.

Tiered Supports

- **Tier I—Universal support.** All students receive standards-aligned core instruction, differentiation, flexible grouping, universal screening, integrated and designated English language development as applicable, accessibility supports, culturally responsive instruction, restorative classroom practices, attendance monitoring, social-emotional support, and regular family communication.
- **Tier II—Targeted support.** Students demonstrating additional need may receive small-group RTI instruction, supplemental literacy or mathematics intervention, tutoring, increased progress monitoring, targeted English language development, check-in/check-out support, counseling groups, attendance intervention, short-cycle instructional adjustments, and family problem-solving conferences.
- **Tier III—Intensive and individualized support.** Students with persistent or significant needs may receive individualized academic intervention, increased frequency or duration of services, Student Study Team review, intensive counseling or behavioral support, individualized attendance or reentry planning, special education or Section 504 coordination, crisis response, and referral to appropriate school-linked or community services.

Population-Specific Coordination

- **English learners.** Integrated and designated English language development, language-accessible core instruction, ELPAC monitoring, targeted literacy support, and communication with families in an accessible language are coordinated through MTSS and RTI while preserving access to grade-level content.
- **Students with disabilities and students with Section 504 plans.** GHSA implements IEPs and Section 504 plans, provides required accommodations and specialized instruction, monitors progress toward individual goals, and coordinates general education interventions without delaying or replacing legally required evaluation or services.
- **Foster and kinship-care youth, students experiencing homelessness, and highly mobile students.** Supports may include immediate enrollment and records coordination, attendance and reentry support, academic recovery, access to materials and technology, confidential referrals, caregiver or educational-rights-holder communication, and coordination with appropriate agencies or community partners.
- **Socioeconomically disadvantaged students and students with unfinished learning or interrupted attendance.** GHSA provides access to instructional resources, targeted RTI, tutoring, flexible grouping, technology, enrichment, attendance outreach, family conferences, and reassessment so that temporary circumstances do not become permanent barriers to grade-level opportunity.
- **Students requiring behavioral, social-emotional, or wellness support.** Restorative practices, counseling, behavior coaching, check-in systems, individualized support plans, family partnership, crisis response, and school-linked or community referrals are coordinated with academic intervention so that wellness and instructional needs are addressed together.

Progress Monitoring, Equity, and Family Partnership

Student support is a shared responsibility. Classroom teachers, intervention personnel, instructional assistants, special education staff, English learner staff, administrators, attendance and wellness personnel, families, caregivers, and community partners coordinate services through GHSA's MTSS and RTI processes. Progress is reviewed through PLC meetings, intervention reviews, Student Study Team meetings, assessment cycles, attendance and behavior reviews, classroom evidence, and family conferences.

When evidence shows that a student is not responding adequately, staff adjust the instructional strategy, group size, personnel, frequency, duration, or intensity of support. When sufficient progress is demonstrated, support may be reduced or transitioned while monitoring continues. Movement between tiers is based on documented need and response to instruction—not on subgroup membership, disability, language status, housing status, economic circumstance, or another fixed label.

GHSA protects equitable access by maintaining grade-level core instruction, using multiple measures, communicating with families in accessible formats, disaggregating outcomes by legally reportable student group, monitoring patterns of referral and exclusion, protecting student privacy, and avoiding the use of discipline as a substitute for academic,

behavioral, attendance, or wellness intervention. The purpose of the coordinated MTSS and RTI framework is to remove barriers while preserving rigor, belonging, and meaningful access to the full educational program.

ACADEMIC ACHIEVEMENT

Evidence of Academic Progress, 2024–2026

GHSA evaluates the effectiveness of its educational program by giving primary weight to California's official accountability measures and annual CAASPP outcomes, then using local assessments and progress-monitoring evidence to explain student needs, guide instruction, and confirm whether improvement is occurring between state testing windows. The following evidence demonstrates a sustained pattern of improvement rather than reliance on a single measure or year.

Three-Year CAASPP Proficiency Trajectory

Schoolwide and grade-sequence evidence show a sustained improvement pattern in English language arts and mathematics across the reporting period. Figure 7 and Chart 1 highlight the progression of ELA results across the middle-school sequence and the three-year mathematics trajectory paired with official 2025 Dashboard evidence.

Figure 7. ELA Sequence Journey showing grade-sequence CAASPP Level 3-or-higher results across the middle-school sequence.

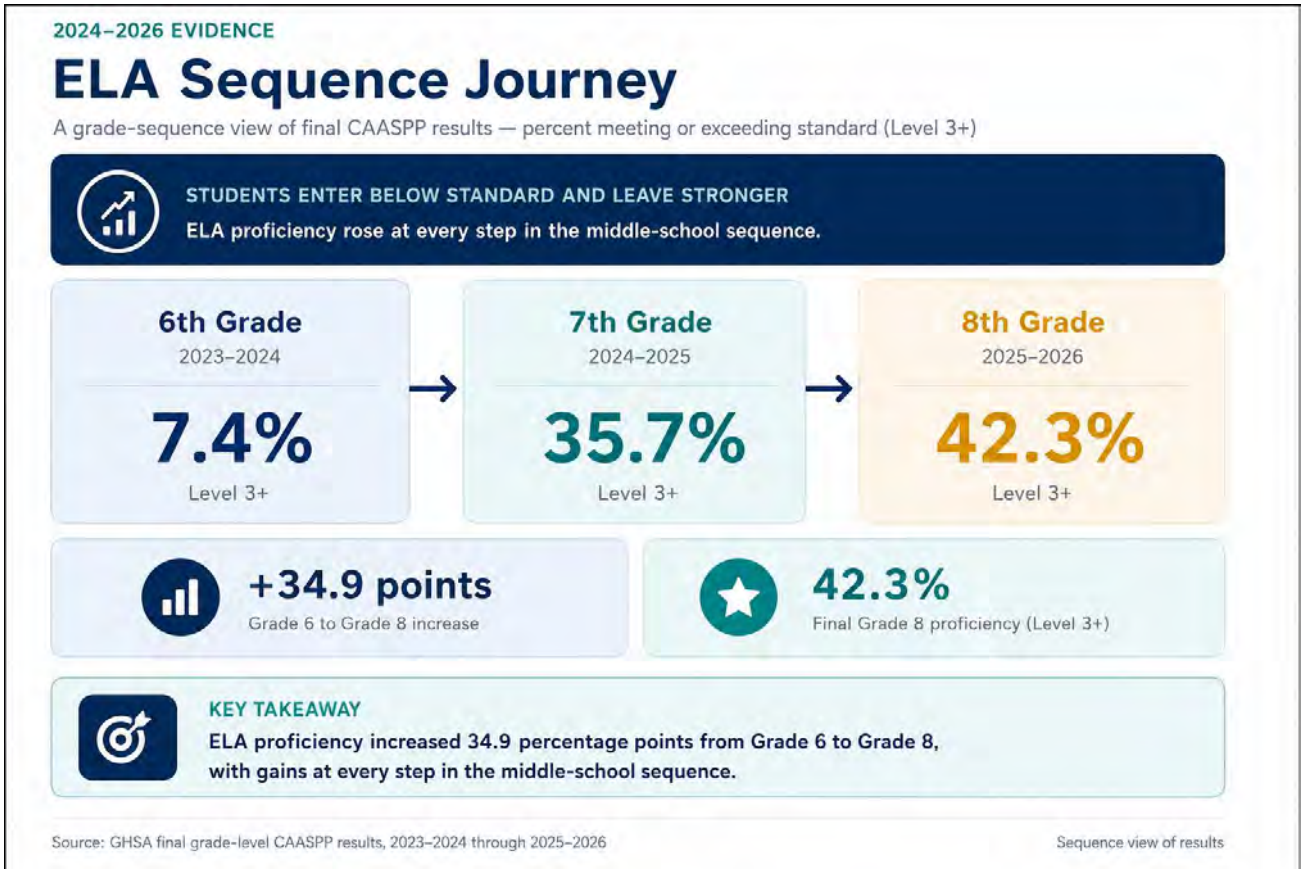
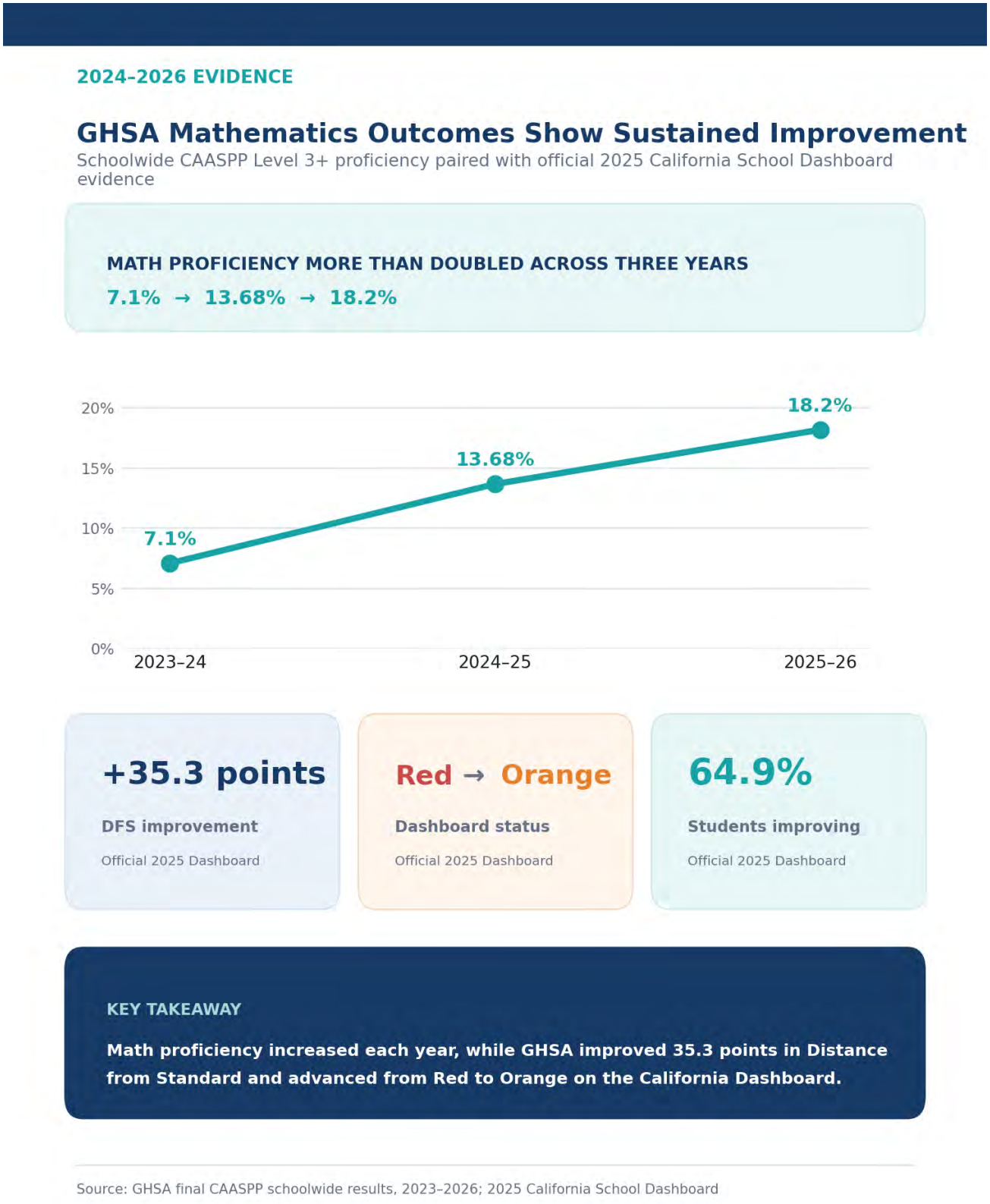
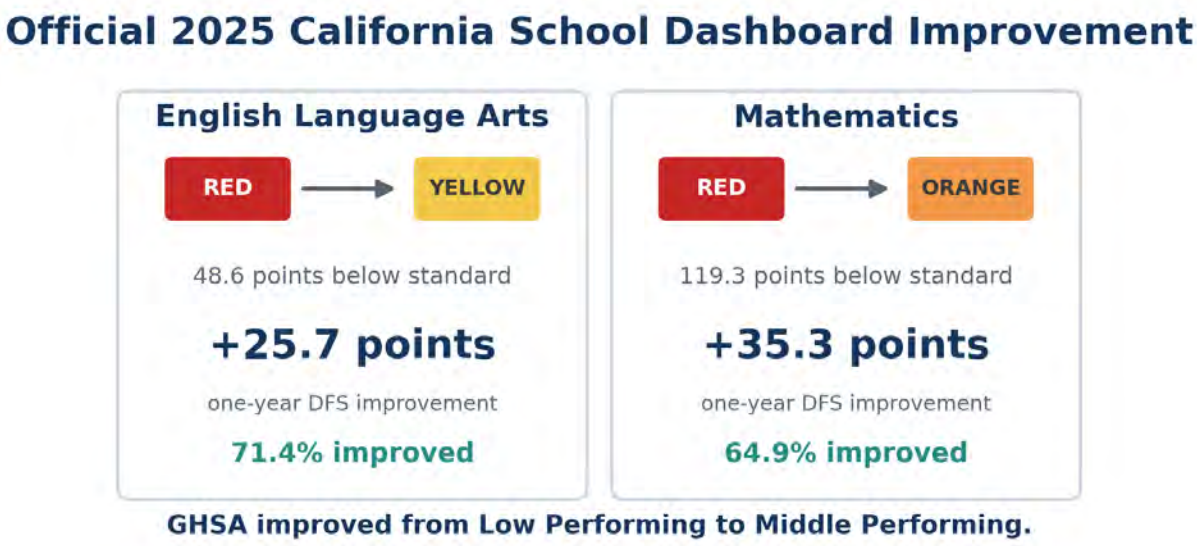


Chart 1. GHSA mathematics outcomes showing the three-year CAASPP Level 3-or-higher trend paired with official 2025 Dashboard evidence.



2025 California School Dashboard Improvement

Figure 8. Official 2025 California School Dashboard academic improvement.



The 2025 Dashboard reclassified GHSA from a Low Performing school to a Middle Performing school. English Language Arts improved from Red to Yellow on the California Dashboard. GHSA closed the gap to the state standard by 25.7 points, moving from 74.3 points below standard to 48.6 points below standard. ELA growth was rated Accelerated, with 71.4% of students showing improvement. Mathematics improved from Red to Orange and posted a 35.3-point gain in Distance from Standard. The results show both the remaining need and the magnitude of the school's improvement.

Student-Level and Student-Group CAASPP Evidence

Student-level and disaggregated CAASPP results provide additional views of schoolwide improvement. Table 7 summarizes the percentage of students scoring above the statewide grade-level mean, while Charts 2 and 3 show year-to-year growth among reportable student groups. Because student-group membership may differ from one testing year to the next, the charts should be interpreted as student-group trend evidence rather than as a longitudinal cohort study.

Table 7. Students scoring above the statewide grade-level mean.

School Year	ELA Above State Mean	Math Above State Mean	Source Status
2024–25	37.9% (36 of 95)	24.2% (23 of 95)	Final CAASPP student-level results
2025–26	39.5% (30 of 76)	29.9% (23 of 77)	Actual 2025–2026 CAASPP administrative results accessed through CERS

Chart 2. English language arts student-group growth, comparing the percentage meeting or exceeding standard (Level 3+) from 2024–2025 to 2025–2026.

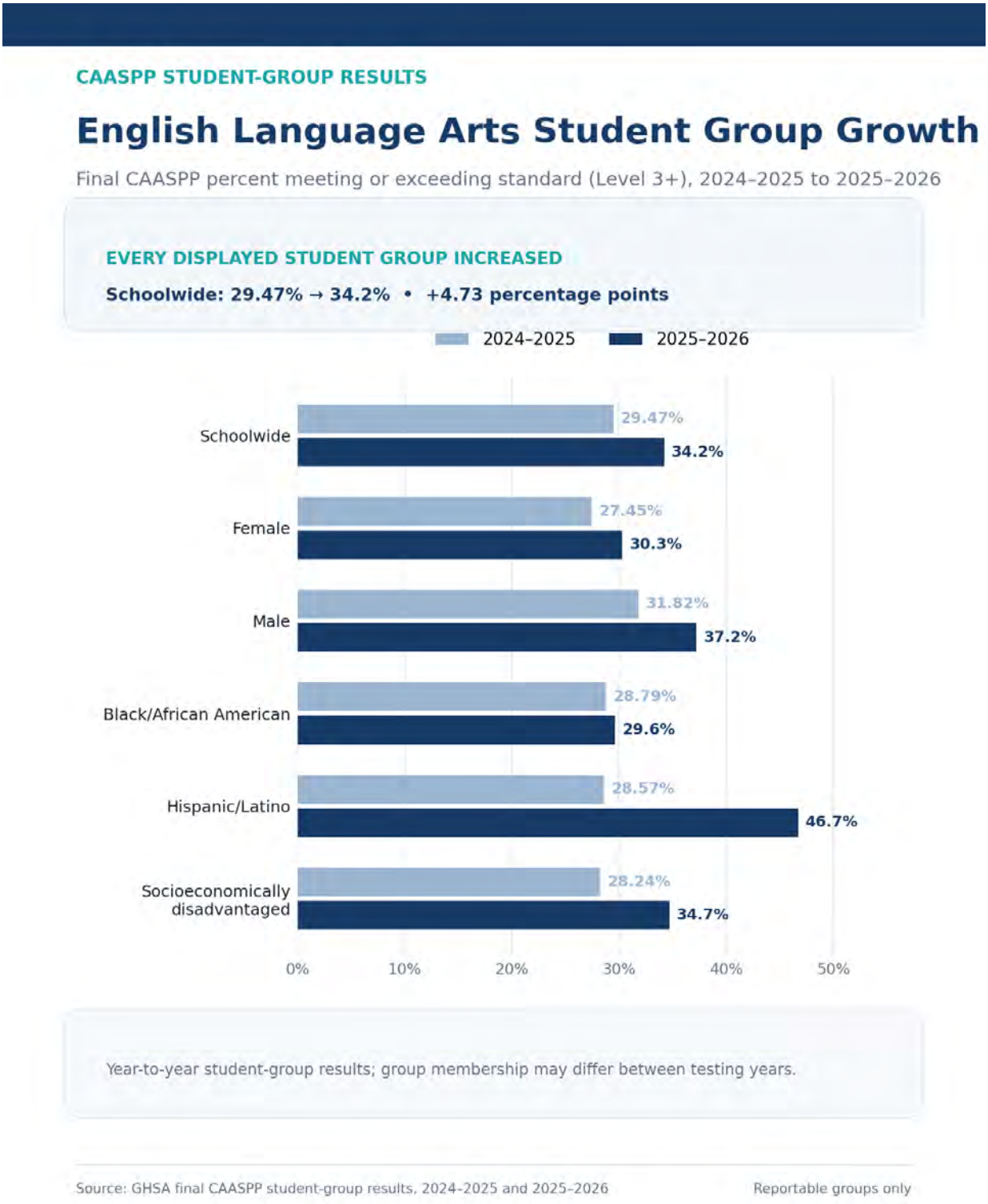
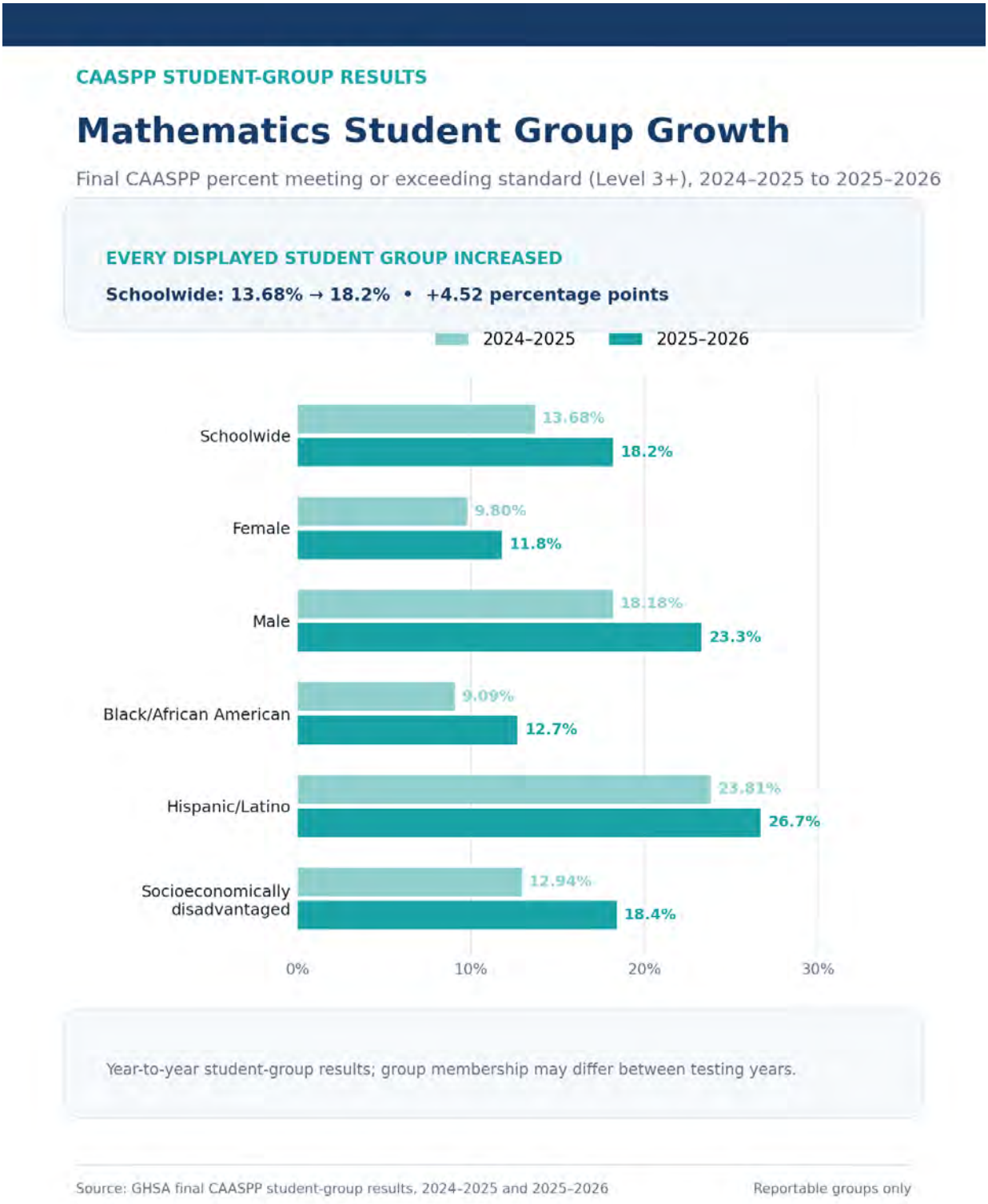


Chart 3. Mathematics student-group growth, comparing the percentage meeting or exceeding standard (Level 3+) from 2024–2025 to 2025–2026.



Across the displayed reportable groups, every ELA and mathematics student group increased from 2024–25 to 2025–26. This pattern supports GHSA's conclusion that improvement was not confined to a single subgroup or a schoolwide average alone.

These student-group results complement the schoolwide CAASPP, Dashboard, STAR Renaissance, and EasyCBM evidence presented elsewhere in Element 1 and are consistent with GHSA's coordinated MTSS and RTI approach to identifying need, targeting support, and monitoring progress.

STAR Renaissance and EasyCBM Local Assessment Evidence

Local assessment evidence is used within GHSA's MTSS and RTI framework to identify needs, group students, provide targeted instruction, monitor response, and adjust the intensity of support. STAR Renaissance provides schoolwide benchmark and growth evidence, while EasyCBM provides skill-specific benchmark and progress-monitoring evidence that helps staff refine instruction and intervention between annual CAASPP administrations.

Figure 9. Winter-to-spring 2025–2026 STAR Renaissance benchmark evidence supporting GHSA's coordinated MTSS and RTI framework.

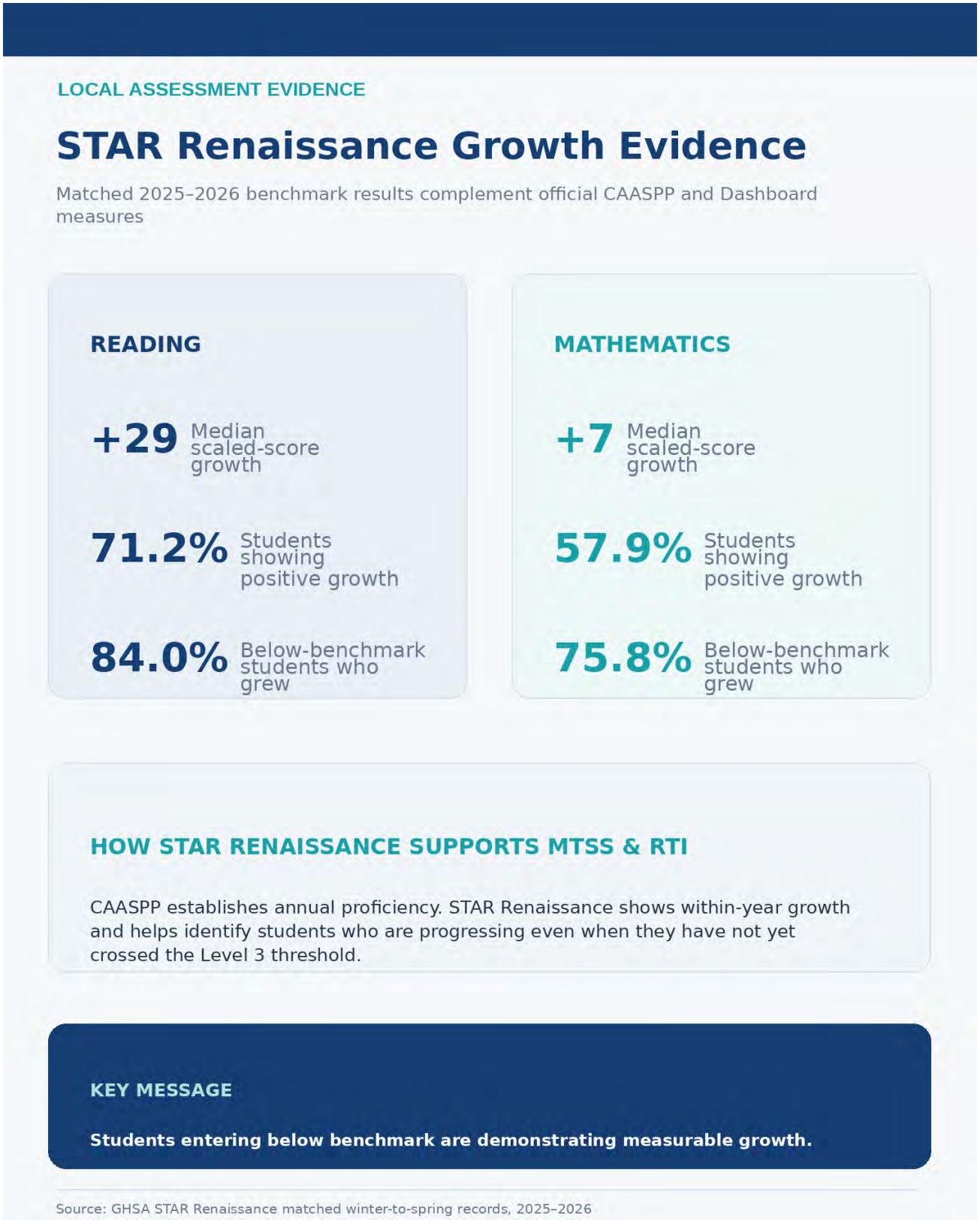


Figure 10. Selected 2024–2025 EasyCBM winter-to-spring benchmark highlights supporting GHSA's coordinated MTSS and RTI framework.

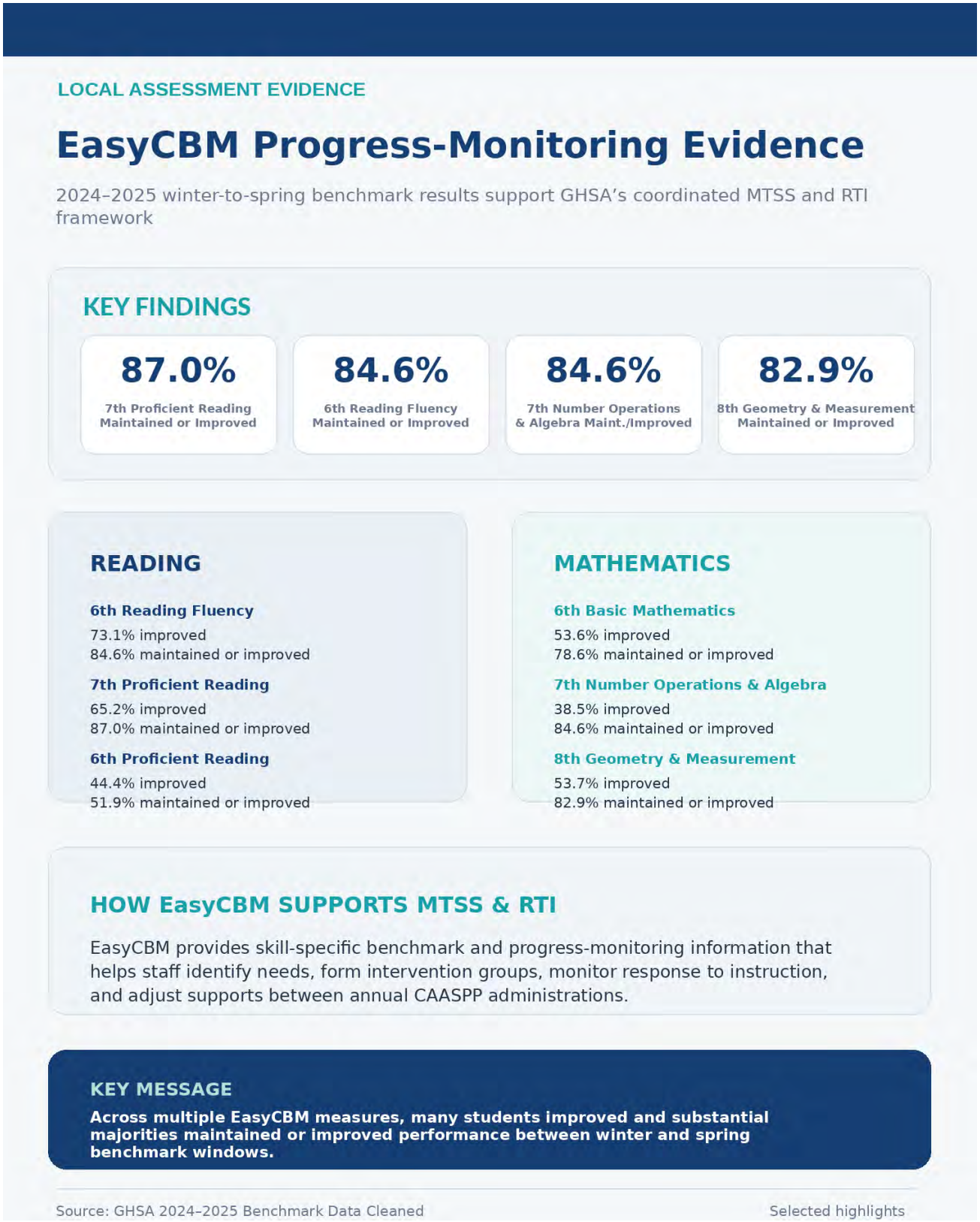


Figure 10 presents selected EasyCBM highlights. The complete winter-to-spring EasyCBM summary appears below as supporting documentation.

Table 8 note: "Maintained or improved" includes students whose spring score equaled or exceeded their winter score. Table 8 preserves the fuller benchmark detail from the cleaned GHSA 2024–2025 workbook.

Table 8. Supporting EasyCBM Summary

Area / Measure	Complete Matched Growth Summary
Grade 6 Reading Fluency	n=26; 73.1% improved; 84.6% maintained or improved; average change +11.77 raw-score points.
Grade 7 Reading Fluency	n=23; 17.4% improved; 56.5% maintained or improved; average change -6.04 raw-score points.
Grade 8 Reading Fluency	n=40; 27.5% improved; 32.5% maintained or improved; average change -33.88 raw-score points.
Grade 6 Reading Fluency Accuracy	n=26; 26.9% improved; 76.9% maintained or improved; average change -0.15 percentage points.
Grade 7 Reading Fluency Accuracy	n=25; 36.0% improved; 84.0% maintained or improved; average change +0.12 percentage points.
Grade 8 Reading Fluency Accuracy	n=40; 30.0% improved; 65.0% maintained or improved; average change -0.00 percentage points.
Grade 6 Proficient Reading	n=27; 44.4% improved; 51.9% maintained or improved; average change -5.74 percentage points.
Grade 7 Proficient Reading	n=23; 65.2% improved; 87.0% maintained or improved; average change +11.96 percentage points.
Grade 8 Proficient Reading	n=41; 34.1% improved; 48.8% maintained or improved; average change -2.56 percentage points.
Grade 6 Basic Mathematics	n=28; 53.6% improved; 78.6% maintained or improved; average change +5.36 percentage points.
Grade 7 Number Operations & Algebra	n=26; 38.5% improved; 84.6% maintained or improved; average change +3.61 percentage points.
Grade 8 Number Operations & Algebra	n=39; 41.0% improved; 64.1% maintained or improved; average change -0.80 percentage points.
Grade 8 Geometry & Measurement	n=41; 53.7% improved; 82.9% maintained or improved; average change +6.10 percentage points.

Table 9. Comprehensive Assessment and Accountability Framework

Measure	Primary Role in the Educational Program
California School Dashboard	Official schoolwide and subgroup accountability, including status and change.
CAASPP	Annual state achievement, scale scores, achievement levels, and Distance from Standard.
STAR Renaissance	Periodic universal screening and broad academic growth information used for grouping and intervention planning.
EasyCBM	Skill-specific benchmark assessment and progress monitoring used to identify risk and measure response to intervention.
Classroom and standards-based assessments	Frequent evidence used to adjust daily instruction, reteach standards, and provide feedback.
ELPAC	Identification, annual language-proficiency measurement, reclassification evidence, and ELD planning.
IEP and Section 504 progress evidence	Monitoring of individualized goals, services, accommodations, and access to instruction.

GHSA targets at least 95% participation in applicable statewide assessments and monitors participation by grade and student group. The school no longer uses outdated Adequate Yearly Progress or Program Improvement language as its accountability framework. Current California Dashboard, CAASPP, attendance, chronic absenteeism, local-indicator, school-climate, and subgroup evidence will be used throughout the renewal term.

PROFESSIONAL DEVELOPMENT

Teacher Recruitment

GHSA recruits and retains qualified teachers through a documented, multi-source process.

1. Vacancies are advertised through appropriate education recruitment platforms, professional networks, credential programs, local universities, and other sources selected for the position.
2. Candidates are screened for the credential, permit, subject authorization, and grade-level assignment required for the proposed position before placement. Qualified paraprofessionals may be encouraged and supported to pursue credential pathways, but they may serve as teachers only after obtaining a valid authorization for the assignment.
3. GHSA supports retention through competitive compensation, mentoring, induction and credential-completion support, professional development, collaborative planning, instructional coaching, and regular feedback.
4. Temporary classroom coverage will be provided only by personnel who hold the credential, permit, or other authorization required for the assignment. Administrators or other school leaders may provide coverage only when their authorization permits the specific teaching assignment. GHSA will maintain a current credential-and-assignment matrix and conduct recurring audits to verify compliance.

Professional Development Program

Effective teachers, current standards-aligned curriculum, coherent instructional systems, and timely student supports work together to improve achievement.

GHSA therefore treats professional development, curriculum implementation, assessment, intervention, and instructional coaching as connected responsibilities rather than isolated initiatives.

A high-quality professional development program is central to strengthening teacher expertise and consistent implementation of the educational program.
The goals for staff development are focused on:

1. Increased content knowledge, especially in English language arts, English language development, math, science, and history/social science.
2. Continuously improve instructional practices based on how students learn, with particular attention to culturally and linguistically responsive instruction, accessibility, unfinished learning, and the needs of students served through MTSS and RTI.
3. Constant use of data-driven instruction, formative assessments, and student goal-setting.
4. Effective ways to integrate and enrich content to increase student engagement.
5. Collaborative planning and problem solving.

Five full days of paid professional development are provided for teachers prior to the beginning of school, and three full days of paid professional development prior to the beginning of the 2nd semester. For the balance of the year, approximately 16 hours monthly are devoted to professional development, which is primarily done collaboratively, on Wednesday minimum days.

Table 10. Professional Development Schedule.

Professional Development Schedule	Number of Hours Monthly
Wednesday Weekly minimum day	8 hours
Weekly grade level common planning	4 hours

Knowledge, skills, and instructional strategies receive focus in professional development, and schoolwide initiatives are implemented with ongoing support from the Principal, instructional Consultant, and Lead Teachers. A trainer-of-trainers model is often used to make the most effective use of resources, serving as the trainers and mentors. They all play an important role in professional development.

In addition to on-site professional development, teachers are encouraged to attend conferences and observe their peers teaching. At the beginning of the year, each teacher and the Principal meet to set professional goals for the upcoming school year. This process allows the teacher to set goals for individualized professional development that is based on the California Standards of the Teaching Profession. Student assessments, feedback from formal and informal observations, are also used in this process of setting individual goals. Both the Principal and Instructional Consultant take part in the formal and informal observations.

During the last year and currently, at least half of the professional developments focus on initiatives and instructional practices designed to implement CCSS and address performance on the CAASPP/SBAC assessments. We have identified focus standards in ELA and math with the expectation that students' mastery of these standards will result in sustained achievement. These standards will continue to receive in-depth focus over an extended time. We use data to adjust our course by improving instructional strategies, and if needed, modifying the focus.

We have implemented the Marzano teacher evaluation model. Each teacher and instructional support staff member will use Self-Assessment instruments to assess his or her performance on each of 4 domains. Following the self-assessments, each teacher will create an individualized professional development plan for which s/he will set 1 to 3 goals related to a selected domain or domains. If an administrator believes that it is essential for a teacher to improve in some aspect of teaching, then the administrator places the teacher on an improvement plan. The goals for teachers on an **improvement plan** are set by the administrator in collaboration with the teacher and the Instructional Consultant. All plans document the teacher's growth through observations and artifacts. Artifacts may include (1) a lesson/unit plan with assessments, (2) assignment samples of students' work, (3) communication with families, (4) instructional and non-instructional records, and (5) evidence of professional development –includes sharing expertise with colleagues.

Professional Development for Teachers in Social and Emotional Learning (SEL)

GHSA coordinates professional learning with Eldorado SELPA, Student Support Services, and qualified practitioners in psychology, social work, and related fields. Training helps instructional staff integrate social-emotional learning, trauma-informed practice, crisis awareness, restorative approaches, and student-wellness strategies into the educational program. Staff may use aligned evidence-based resources and modular training based on classroom and schoolwide needs.

The effectiveness of PD is evaluated by the **regular observation of teachers in the process of teaching and by looking at student data.** Observations are formal and informal. **Regular informal observations**

assist the Principal and Instruction Consultant in monitoring the fidelity of agreed upon schoolwide strategies that insure instruction coherence. It also allows the Principal to provide teachers with additional support and resources. The formal observations are designed to keep teachers focused on teaching standards-based objectives. The process also helps teacher to master this process of planning and to become more metacognitive and reflective in the process. For the formal process, the Principal evaluates:

1. The written lesson plan using a checklist or rubric and an **Interview Protocol for Preconference planning**. The **Checklist and Interview** provide guidance to the teacher prior to the formal observation.
2. Student materials (artifacts) to be used in the lesson are submitted prior to the observation. The teacher makes changes as needed to these prior to presenting the lesson.
3. **Lesson Execution Evaluation Checklist and Notes from Observation** used by the Principal to evaluate the actual execution of the lesson and **Interview Protocol for Post-Conference**.
4. Post-observation—the teacher submits 4 – 5 photocopied samples of students' work (artifacts) produced during or as a result of the lesson. The teacher highlights, writing, drawings, or other markings that meet the performance description in the objectives and writes comments stating why these elements meet one or more of the lesson's objectives.
5. The teacher meets with the Principal 1 to 3 days later for a conference in which the teacher shares his or her reflections about the lesson and the Principal gives feedback about the observation.
6. The teacher and Principal plan next steps, which might include support for the teacher, the teacher sharing an outstanding strategy with other teachers, etc.

Professional Development for Instructional Assistants (TAs)

The plan for professional development for the instructional assistants is designed to support the school's goals for student achievement. Weekly meetings are focused on learning how to better assist students in the classroom, information about CA CCSS, instructional practices, instructional materials, and training in the skills that support academic learning and behavior management. All staff members receive health and safety training, such as First Aide/CPR, and the use of the EpiPen. The aides and teaching assistants are also trained to act as our Fire/Rescue team in the event of an emergency.

Evaluation of Professional Development Effectiveness

- Are teachers well planned? To what extent is instruction carefully scaffolded? To what extent is instruction standards-based? Are the methods, strategies, and procedures introduced in staff development used appropriately and consistently?
- To what extent are teachers effectively collaborating, identifying, and solving problems related to instruction and classroom management?
- Can teachers teach appropriately to the modified block schedule? Is there team-teaching, RTI groups, collaborative groups, or partner-pairs? What are the goals behind groups?
- Within the lesson plan, do teachers have "Do Now's", Modeled Assignments, Practice Assignments, and 'Exit Tickets' in place, and used correctly?
- Are teachers fully aware of the diversity of their students and how are their lessons differentiated to accommodate all students?
- What are the variety of learning activities and strategies used in the classroom? Are students generally engaged and responsive? Are students able to explain and demonstrate what they know, and how they know it?

- How are students performing academically and socially? Are the lessons data-driven?
- Are exemplars and models used consistently for teaching writing and other tasks and strategies?
- To what degree have teachers created positive classroom environments? What are the incidences of referrals for discipline?
- How do teachers feel about the tone and culture of the school? How do students, parents and other stakeholders feel about the tone and culture of the school?

2026–2027 PROFESSIONAL DEVELOPMENT PLAN TOPICS

The following topics represent planned areas of professional learning. Many topics will recur throughout the year so that staff can deepen knowledge, implement new practices, study evidence, and refine instruction over time.

1. Review of the Comprehensive School Safety Plan, including drills and staff assignments
2. CPR/first-aid training, fingerprinting requirements, and tuberculosis clearance
3. Mandated-reporter requirements and procedures
4. School policies and operating procedures
5. Staff evaluation expectations and professional growth planning
6. Universal screening and diagnostic assessment
7. Student Study Team procedures, membership, and referrals
8. Benchmark assessment and data analysis
    - CAASPP/SBAC data review and analysis
    - STAR Renaissance data review and analysis
    - EasyCBM benchmark and progress-monitoring data review
    - Using Freckle by Renaissance and state/local data to set student goals
9. Trauma-informed practice, crisis response, homelessness, foster and kinship care, and social-emotional learning
10. Classroom and schoolwide discipline
    - Understanding GHSA Student Support Services
    - Understanding the educational effects of poverty, mobility, interrupted learning, and other barriers to educational opportunity
    - Teaching behavioral expectations
    - Understanding cultural differences
    - The purpose, structure, and facilitation of class meetings
    - Staff mindfulness and emotional regulation
    - Suspension, expulsion, due-process, and restorative alternatives
11. Mathematics strategies and the concrete–representational–abstract sequence
    - Mathematics intervention and instructional grouping
12. Strategies for teaching ELA focus standards
    - Reading-intervention grouping
    - Using narrative exemplars and rubrics
13. Designated English language development instruction and grouping
14. Google Classroom, ALMA, and asynchronous learning

STUDENT SUPPORT AND SCHOOL SAFETY

Student Support, School Climate, and Restorative Practices

GHSA views behavior, self-management, and relationship skills as teachable competencies that support academic access. The school uses a restorative and instructional approach designed to maintain student dignity, repair harm, strengthen relationships, preserve instructional time when safe and appropriate, and provide increasingly intensive support through the school's coordinated MTSS and RTI framework.

- Tier I supports include explicit expectations, character development, social-emotional learning, class meetings, restorative conversations, attendance initiatives, and positive family communication.
- Tier II supports may include targeted counseling, behavior coaching, peer mediation, restorative conferences, academic intervention, attendance plans, and family problem-solving meetings.
- Tier III supports may include individualized behavior intervention planning, intensive counseling, crisis response, special education or Section 504 coordination, wraparound referrals, and sustained family-agency collaboration.
- Independent Learning Sessions and Extended Learning Opportunities may be used as supervised, instructional responses that maintain academic work, reflection, skill building, and restorative action. These interventions are not automatically treated as formal suspensions.

GHSA has maintained a 0.0% suspension rate in the available reporting years while continuing to address behavior through structured accountability and support. Element 1 describes the educational and restorative philosophy. The legally aligned formal procedures governing suspension, expulsion, due process, involuntary removal, special education protections, and appeals are set forth in Element 10 and are not duplicated here.

Innovative Features and Continuous Improvement

GHSA's distinctive practices are valuable because they connect relationships, evidence, and instructional response. Student-led conferences require students to explain their assessment results, classroom progress, strengths, and goals with their families. Common planning and PLC cycles allow teachers to review evidence, identify standards requiring reteaching, form flexible groups, and evaluate whether interventions are producing sufficient growth. Student Support Services coordinate academic, attendance, behavioral, social-emotional, and family needs so that barriers are addressed through a coherent plan rather than disconnected referrals.

WASC accreditation was renewed in 2024, providing external confirmation of the school's commitment to reflection and continuous improvement. During the renewal term, GHSA will continue using state outcomes, local assessments, classroom evidence, stakeholder feedback, observations, professional learning, and Board monitoring to refine the program and direct resources toward the areas of greatest student need.

Staffing and Program Capacity

GHSA recognizes that stable, qualified, and well-supported staff are essential to sustained improvement. Recruitment, credential completion, induction, coaching, common planning, instructional-assistant development, and retention are addressed through the school's professional development program and Element 5. Element 1 focuses on how those personnel support the educational program: standards-aligned instruction, literacy and mathematics intervention, English language development, STEM learning, assessment literacy, accommodations, differentiation, restorative practices, and student wellness.

LCFF STATE PRIORITIES

2025-2026 LCAP Goals and Actions

Goal #1 - Type of Goal (Broad)
Description:
GHSA employs highly effective instructional strategies and resources, in an environment that is safe, and socially and emotionally supportive, thus allowing each teacher, student and their parent/guardian to know exactly where the student's proficiencies are, and set goals and lessons in place to improve, achieve or exceed academic grade level

standards in ELA as measured by local data, and performance on formative benchmarks and the annual CAASPP assessments of Common Core State Standards (CCSS) in English Language Arts.

State Priorities addressed by this goal:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal:
This goal is focused on preparing our students for success in high school and beyond. Students who matriculate to high school scoring at or above grade level in English Language Arts are well prepared to deepen and expand their knowledge and skills in ELA; which are the foundations for future academic success in all subjects, careers, or post-secondary education. As measured by the EasyCBM fluency assessments, and the STAR Renaissance assessments, ninety-eight percent (98%) of our students are able to read fluently with a prosodic voice. However, in 2023-2024 only 20.27 percent (20.27%) met or exceeded standard in ELA on the CAASPP. Very few of the students across the grades could identify or classify types of text and their structural elements. In 2024-2025, more than 70% of our students increased their CAASPP scores.

At GHSA grading is based on the mastery of the ELA common core standards that evaluate argumentative essays, summaries of articles from multiple sources, and written responses (essays) to literature and poetry. There has been great emphasis placed on teachers being consistent across the grade levels on the focus of direct instruction on the ELA standards/domains by teachers and small group intervention based on data. Consistent use of the Freckle Application was highly effective in improving students' growth in ELA domains including their ability to identify and classify types of text and their structural elements. Student's academic and confidence/self-esteem grew with our use of positive reinforcement which included award assemblies, certificates, reward of Hopper Bucks, posting students names on charts in the hallways and communication with parents. This included Student-led Parent Conferences where all student data was reviewed by staff, students and parents/guardians. We engaged with parents to encourage their continued, positive support of their child.

Our methods must be rigorous but at the same time accessible, encouraging, and patient. Instructors must be vigilant mentors and motivators of each student. We must assess each student's work and demeanor, to determine why a student struggles or is not making progress on a particular standard or group of standards. We must use data to intervene and figure out how to systematically assist the student in becoming a confident learner. We will consistently employ resources that will allow each student to make one or more years of progress. This goal is, therefore, central to why we are a school. Its accomplishment is evidence that we are fulfilling students', families and society's goals of preparing students to be career and college ready but also to be individuals with positive self-esteem and self-efficacy, because they have successful learning experiences. They have learned how to learn and are life-long learners who solve problems, work cooperatively with others, and are responsible citizens. High positive self-esteem and self-efficacy are primarily results from students' learning experiences in formal schooling.

Table 11. Goal 1 Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA Dashboard Distance from Standard	74.3 points below standard	48.6 points below standard	Not yet available; official 2026 Dashboard pending	Improve from the latest official Dashboard result	Official improvement through Year 1: 25.7 points

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome	Current Difference from Baseline
1.2	ELA CAASPP Level 3+ proficiency	20.27% met/exceeded standard	29.47% met/exceeded standard	34.2% met/exceeded standard (26 of 76 students)	Increase from Year 2 outcome	+13.93 percentage points from baseline
1.3	Grade 6 ELA Level 3+	7.4% met/exceeded standard	26.0% met/exceeded standard	15.0% met/exceeded standard	Increase from Year 2 outcome	+7.6 percentage points from baseline
1.4	Grade 7 ELA Level 3+	10.8% met/exceeded standard	35.7% met/exceeded standard	40.0% met/exceeded standard	Increase from Year 2 outcome	+29.2 percentage points from baseline
1.5	Grade 8 ELA Level 3+	14.81% met/exceeded standard	37.03% met/exceeded standard	42.3% met/exceeded standard	Increase from Year 2 outcome	+27.49 percentage points from baseline
1.6	ELA Level 2+ / Near or Above Standard	Not listed in source table	Not listed in source table	64.5% Level 2+ (49 of 76 students)	Increase from Year 2 outcome	2026 outcome added
1.7	ELA Dashboard Growth	Not reported	Accelerated; 71.4% of students improved	Not yet available; official 2026 Dashboard pending	Maintain positive Dashboard growth	Sustain positive growth

Goal Analysis (2025-26)

An analysis of how this goal was carried out in the previous year:
Grace Hopper STEM Academy implemented this goal through standards-aligned English Language Arts instruction, targeted literacy intervention, progress monitoring, and data-informed instructional planning. Teachers used STAR Renaissance, EasyCBM, Freckle, classroom formative assessments, and CAASPP results to monitor student progress and adjust instruction throughout the year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.
The planned actions were implemented substantially as described. Teachers continued to use benchmark data, adaptive instructional resources, small-group supports, and direct instruction in reading comprehension, academic vocabulary, text structure, and evidence-based writing. Implementation successes included improved Dashboard performance in ELA, increased student growth, and continued use of Freckle and STAR Renaissance to support targeted instruction. Continued areas for refinement include strengthening supports for students performing below grade level, Students with Disabilities, and English Learners.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences significantly affected implementation of the planned ELA actions. Available resources were used to support instructional priorities, assessment systems, intervention, and student achievement throughout the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
The actions were effective in supporting progress toward the ELA goal. The California Dashboard showed improvement from 74.3 points below standard to 48.6 points below standard, with a 25.7-point increase and Accelerated Growth. The 2026 CAASPP results also showed 34.2% of students meeting or exceeding standard schoolwide, providing additional evidence of continued improvement.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
The overall goal will remain in place. Based on review of student performance data, GHSA will continue its standards-aligned literacy instruction, use of STAR Renaissance, EasyCBM, Freckle, and classroom assessments, and targeted interventions. The school will continue refining supports for Grade 6 students, Students with Disabilities, English Learners, and students performing below grade level.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions
This section identifies any monies spent in the following areas to accomplish this goal.

1.1 Instructional Program Resources and Strategies - $57,000.00
Implemented the STAR Renaissance program, which includes every student using the Freckle application a minimum of 45 to 60 minutes weekly. Teachers monitored students' use daily and created intervention plans based on the data.

Implemented EasyCBM to monitor quarterly benchmarks, identify student risk levels, and determine the need for intervention.

Provided direct instruction in composition (written discourse) that includes models, and modeling by teachers in ELA, Social Science, and Science. Implemented writing over time, which allows students to develop and deepen their thoughts and understanding through discussion is essential in learning to write. Teachers modeled lessons that included sharing of thinking, reading drafts aloud and making edits essential.

Furnished classrooms with wall maps and or high-quality maps in bound books. Essential for students learning about the wider world and their place in it. Most students have not been taught geography though it is part of the Social Science and Humanities Programs.

Implemented the MyOn library by requiring students to read books of their choice or interest and also books assigned by teachers across the curriculum.

1.2 Teacher Effectiveness Competencies - $0
Provided professional development in methods of teaching writing and the teaching of reading. Strategic use of the features of the Freckle by Renaissance program. Expanded use of the available features will allow us to individualize or prescribe assignments

1.3 Tuition Support for Teachers - $0
Provided to teachers and instructional assistants enrolled in college to become credentialed

1.4 Instructional Assistants - $0

Provided support and online course completion in implementing RTI – for individuals and small groups

1.5 Parent/Guardian Engagement - $0

Hosted monthly Zoom and in-person meetings and workshops and regular communication reporting students' progress. Regular communication includes but is not limited to weekly Newsletters, Personal emails and group school blasts. Parents/guardians also receive personal texts and phone calls. Parents/guardians will receive benchmark scores and CAASPP reports through mandatory 'Student-led Conferences' that include information assessing their current status in preparation for setting academic and SEL goals. All information shared with parents/guardians Includes strategies that all may use to support their child. We will also request that parents/guardians limit their child(ren)'s time on social media and have their child(ren) use the MyOn Library. Parental/guardian suggestions will be implemented when consistent with best practices that support learning, and the student's self-esteem.

Goal #2 - Type of Goal (Broad)
Description
GHSA students improve, meet or exceed grade level standards in Mathematics as demonstrated by performance on annual CAASPP assessments of Common Core State Standards (CCSS) in Mathematics.

State Priorities addressed by this goal:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal:
This goal is focused on preparing our students for success in high school and beyond in mathematics Students who matriculate to high school performing at or above grade level in mathematics will have expanded opportunities in careers and in college. At the middle-school level many students think they just can't learn math. This attitude developed early at the elementary level. Many teachers and parents often voice the same opinion. STAR Renaissance 2024 Spring Benchmarks were as follows: Fifty-five students or 76% were 2, 3,4, or 5 years below grade level.

Given this data, we have a sense of urgency to improve academic outcomes in mathematics. We must grow each student's confidence/self-esteem by implementing strategies that will allow every student to experience incremental success. We engage with parents to ensure their continuous, positive support and encouragement of their child. Our methods must be rigorous but at the same time accessible, encouraging, and patient. Instructors must be vigilant mentors and motivators of each student. This includes. We must assess each student's work and demeanor, to determine why a student is "stuck" or not making progress and figure out how to systematically assist the student in becoming a confident learner. We will consistently employ resources that will allow each student to make one or more years of progress. This goal is, therefore, central to why we are a school. Its accomplishment is evidence that we are fulfilling students', families and society's goals of preparing students to be career and college ready but also to be individuals with positive self-esteem and self-efficacy, because they have successful learning experiences. They have learned how to learn and are life-long learners who solve problems, work cooperatively with others, and are responsible citizens. High positive self-esteem and self-efficacy are primarily results from students' learning experiences in formal schooling. Our math department consistently plans together to assess data and create intervention plans to ensure student progress. Teachers also co-teach various blocks to provide additional social emotional learning, behavior management, small group instruction, and consistent check ins during group work and independent practice.

Table 12. Goal 2 Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Mathematics Dashboard Distance from Standard	154.6 points below standard	119.3 points below standard	Not yet available; official 2026 Dashboard pending	Improve from the latest official Dashboard result	Official improvement through Year 1: 35.3 points
2.2	Mathematics CAASPP Level 3+ proficiency	7.1% met/exceeded standard	13.68% met/exceeded standard	18.2% met/exceeded standard (14 of 77 students)	Increase from Year 2 outcome	+11.1 percentage points from baseline; continued schoolwide math growth
2.3	Grade 6 Math Level 3+	0.0% met/exceeded standard	14.8% met/exceeded standard	14.3% met/exceeded standard (3 of 21 students)	Increase from Year 2 outcome	+14.3 percentage points from baseline; maintained a major gain from 2023-24
2.4	Grade 7 Math Level 3+	2.5% met/exceeded standard (1 of 40 students)	21.5% met/exceeded standard (6 of 28 students)	20.0% met/exceeded standard (6 of 30 students)	Increase from Year 2 outcome	+17.5 percentage points from baseline; sustained strong Grade 7 math growth
2.5	Grade 8 Math Level 3+	2.5% met/exceeded standard (1 of 40 students)	7.5% met/exceeded standard (3 of 40 students)	19.2% met/exceeded standard (5 of 26 students)	Increase from Year 2 outcome	+16.7 percentage points from baseline; accelerated to 19.2% in Year 2
2.6	Mathematics Level 2+ / Near or Above Standard	Not listed in source table	Not listed in source table	36.4% Level 2+ (28 of 77 students)	Increase from Year 2 outcome	2026 outcome added as additional evidence of math progress
2.7	Mathematics Dashboard Growth	Not reported	Average; 64.9% of students improved	Not yet available; official 2026 Dashboard pending	Maintain positive Dashboard growth	Sustain positive math growth

Goal Analysis (2025-26)

An analysis of how this goal was carried out in the previous year:

Grace Hopper STEM Academy implemented this goal through standards-aligned mathematics instruction, targeted intervention, spiral review, progress monitoring, and collaborative instructional planning. Teachers used STAR Renaissance Math, Freckle, classroom formative assessments, CAASPP results, and benchmark data to identify instructional needs and provide differentiated support.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The planned actions were implemented substantially as described. Teachers provided whole-class instruction, small-group support, targeted intervention, and practice aligned to students' instructional needs.

Implementation successes included measurable Dashboard improvement in mathematics, increased student growth, and stronger use of assessment data to guide intervention. Continued challenges include strengthening foundational fluency, rational number operations, proportional reasoning, and algebra readiness for students entering middle school below grade level.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
No material differences significantly affected implementation of the planned mathematics actions. Available resources were used to support mathematics instruction, intervention, instructional materials, assessment, and progress monitoring throughout the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
The actions were effective in supporting progress toward the mathematics goal. The California Dashboard showed improvement from 154.6 points below standard to 119.3 points below standard, a 35.3-point increase, with 64.9% of students improving their mathematics scores. The 2026 CAASPP results showed 18.2% of students meeting or exceeding the mathematics standard schoolwide, including 20.0% in Grade 7 and 19.2% in Grade 8.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
The overall goal will remain in place. Based on student performance data, GHSA will continue strengthening mathematical fluency, spiral review, grade-level access, algebra readiness, and targeted intervention. Teachers will continue using data from STAR Renaissance Math, Freckle, classroom formative assessments, and CAASPP to adjust instruction and provide differentiated supports.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions
This section identifies any monies spent in the following areas to accomplish this goal.

2.1 Evaluate Students math skills to diagnose instructional needs and deliver appropriate instructional strategies and Resource - $0

Use Freckle by Renaissance, STAR Renaissance, and EasyCBM benchmarks, GHSA standard-based report cards, the CAASPP summative assessments and current adopted math programs to determine the Zone of Proximal Development (ZPD) for each student.

GHSA teachers delivered whole class, RTI small group instruction and 1-on-1 individual resource. We also assigned Freckle assignments, and independent work in the ZPD. Teachers grouped students within the grade level based on their quarterly benchmarks and other data resulting from assessments.

GHSA constantly reviews current core math materials and supplemental instructional math materials. Purchase supplemental books and math manipulatives designed to meet the developmental needs of students.

2.2 Purchased additional core and supplemental text to ensure sufficiency - $0

Purchased additional materials including technology if needed. Technology is checked and updated annually as needed.

2.3 Provided professional development and coaching to Improve Teacher Effectiveness competencies - $0

Provided professional development to support teachers as they learn about and implement the strategies set forth in the CSI Plan. PD's focus on using concrete and visual models and development of academic language. Teachers are also supported in using the strategies in the new Math Framework.

2.4 Supported teachers who are working on their credentials - $0
Provided support and online course completion in implementing RTI – for individuals and small groups

2.5 Instructional Assistant - $0
Employed additional instructional assistants to work with small groups and assist teachers in the classroom as needed.

Goal #3 - Type of Goal (Broad)
Description
Student and staff safety, wellness, and belonging are foundational to creating a learning environment where all members of the school community can thrive. Grace Hopper STEM Academy recognizes that students cannot achieve their highest academic potential unless their social, emotional, psychological, behavioral, physical, and environmental needs are addressed alongside rigorous, high-quality instruction. As a result, GHSA is committed to a comprehensive Whole Child Development approach that acknowledges each student's unique strengths, experiences, and challenges. The school believes that student success extends beyond academic achievement and requires intentional investment in the overall well-being of every child. Through this philosophy, GHSA prioritizes creating a safe, inclusive, relationship-centered learning environment where students and staff feel valued, connected, supported, and empowered to reach their fullest potential.
To support this commitment, GHSA has embedded a comprehensive system of academic, behavioral, social-emotional, mental health, and wellness supports into the school's climate and culture. Students and staff have access to safe learning environments, evidence-based social-emotional supports, restorative practices, behavioral interventions, counseling services, wellness resources, and high-quality instructional materials aligned with the California Common Core State Standards and Project Lead the Way engineering curriculum. By integrating these supports into the daily educational experience, GHSA proactively removes barriers to learning while promoting resilience, engagement, positive relationships, and academic achievement.
As part of its commitment to continuous improvement, GHSA has been approved by DHCS to participate in Cohort 6 of the California Children and Youth Behavioral Health Initiative (CYBHI) statewide multi-payer school-linked Fee Schedule Program. The approval followed the state's operational readiness review and places GHSA within a statewide provider network designed to expand access to school-based and school-linked behavioral health services. Through implementation of the program, GHSA will strengthen its capacity to provide eligible preventive services, early intervention, counseling and behavioral-health supports, care coordination, and family engagement while pursuing reimbursement that can help sustain those services. This work reinforces GHSA's commitment to a durable Student Wellness Initiative that supports academic success, student well-being, and equitable access to care.

State Priorities addressed by this goal:
Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal:
The development of GHSA's LCAP goals and actions reflects a collaborative and continuous improvement process that values the voices of all educational partners. Parents, students, staff, and community stakeholders actively contributed through surveys, meetings, and ongoing discussions throughout the school year. This collaborative approach ensures that the school's

goals, actions, and resource allocations are responsive to the evolving academic, social-emotional, behavioral, and wellness needs of the school community. GHSA recognizes that student achievement is directly influenced by the overall school climate, student wellness, family engagement, and access to comprehensive support services. In addition to monitoring academic progress, the school continuously evaluates factors that contribute to student success, including daily attendance, school safety, instructional materials, Williams compliance, family partnerships, and students' overall sense of belonging. These interconnected systems support GHSA's commitment to educating the whole child and fostering a safe, inclusive, and relationship-centered learning environment where every student can thrive.

The GHSA Student Support Services (SSS) Department serves as the foundation of the school's comprehensive School Climate and Student Wellness Framework in addressing the whole child development. Through a coordinated Multi-Tiered System of Supports (MTSS), including Response to Intervention (RTI), the department addresses students' academic, behavioral, social-emotional, physical, and mental health needs while strengthening family partnerships and promoting positive school culture. Rather than operating as isolated programs, student supports are intentionally integrated throughout the entire school foundational structure to improve student engagement, reduce barriers to learning, strengthen school connectedness, and increase academic success. To support the whole child, GHSA intentionally provides a continuum of wraparound services that address students' mental health, psychological well-being, physical wellness, behavioral development, family engagement, and community connectedness. These supports are embedded within the school's overall climate and culture and are designed to proactively remove barriers to learning while strengthening protective factors that promote resilience, engagement, and academic success. By recognizing that each student's needs are interconnected, GHSA ensures that academic achievement is supported through coordinated interventions that foster healthy development across all domains of a student's life.

The Student Support Services Department consists of licensed mental health professionals, school social workers, behavioral intervention specialists, community intervention professionals, wellness coaches, academic intervention staff, MSW interns, and other student support personnel who work collaboratively with teachers, administrators, families, and community partners to provide coordinated services that promote student success. In conjunction to the SSS department staff, the enhancement of the student wellness framework is centered in the collaborative partnership with the Dean of Students. Together, these teams work hand-in-hand to implement restorative practices that prioritize relationship-building, accountability, healing, and student growth over punitive disciplinary responses. GHSA recognizes that behavior is a form of communication and that many challenging behaviors are learned responses influenced by underlying social, emotional, psychological, or environmental experiences. Rather than focusing solely on the behavior itself, the school seeks to understand and address the root causes that may be contributing to student challenges.

GHSA’s CYBHI approval also advances a whole-child service vision developed by the Board of Directors in 2020, when the school began planning for a school-based medical clinic. Two years of planning and feasibility work identified the potential for coordinated health and behavioral-health access to reduce barriers to attendance, strengthen student well-being, and support families. Although the COVID-19 pandemic delayed the clinic initiative, GHSA continued building the partnerships, staffing, and operational systems needed to expand school-linked services. Approval for CYBHI Cohort 6 advances the behavioral-health component of that vision by creating a state-supported pathway for eligible services and reimbursement. Within Student Support Services,

CYBHI implementation will be coordinated with MTSS and RTI, counseling, attendance supports, family engagement, and academic intervention so that services remain connected to students' educational needs.

Through restorative conversations, behavioral coaching, conflict resolution, counseling services, family collaboration, and individualized intervention planning, students are provided opportunities to reflect, repair relationships, build replacement skills, and successfully reintegrate into the learning environment. This collaborative approach allows the Dean of Students and Student Support Services Department to balance accountability with compassion, ensuring students remain engaged in instruction while receiving the supports necessary to overcome barriers to success. By responding to student behavior through a restorative, trauma-informed, and strengths-based lens, GHSA continues to foster a positive school culture where students experience a greater sense of belonging, safety, and connection. This proactive approach not only contributes to improvements in school climate but also strengthens attendance, increases student engagement, supports positive behavioral outcomes, enhances family partnerships, and ultimately improves academic performance. Through this integrated model of prevention, intervention, and wellness, GHSA remains committed to creating a thriving school community where every student is supported holistically and equipped with the skills necessary for lifelong success.

Consistent with Education Code Section 32282.1, GHSA has adopted and implemented a Multi-Tiered Framework and System of Supports that organizes interventions into universal (Tier I), targeted (Tier II), and intensive (Tier III) levels of support. This framework ensures that every student receives the level of intervention necessary to promote academic growth, emotional wellness, positive behavior, and long-term success:

At the Tier I (Universal) level, GHSA cultivates a positive, safe, and inclusive school climate through schoolwide social-emotional learning instruction, restorative practices, character development, wellness education, attendance initiatives, anti-bullying campaigns, mental health awareness activities, and schoolwide events that strengthen relationships, student voice, and school connectedness. Students participate in opportunities that promote leadership, conflict resolution, positive peer relationships, and a strong sense of belonging. The school also prioritizes welcoming and onboarding new students to ensure a successful transition into the GHSA community.

At the Tier II (Targeted) level, students demonstrating emerging academic, behavioral, attendance, or social-emotional needs receive additional interventions through individual and small-group counseling, behavioral coaching, attendance support, restorative conferences, peer mediation, academic interventions, social skills development, grief support groups in partnership with OurHouse, and targeted family engagement meetings. These interventions are designed to address challenges early while strengthening protective factors that promote resilience and continued academic engagement.

At the Tier III (Intensive) level, highly individualized and coordinated services are provided for students experiencing significant academic, behavioral, emotional, or mental health needs. These services may include crisis intervention, suicide risk assessment and intervention, individualized counseling, behavioral intervention planning, special education case management, Section 504 accommodations, wraparound services, referrals to community-based mental health providers, and

ongoing collaboration with families and outside agencies. Through coordinated planning, students receive comprehensive supports that promote stability, safety, and successful participation in school.

Recognizing that family engagement is essential to student success, GHSA actively partners with parents and caregivers by providing ongoing communication, psychoeducational workshops, family resource referrals, and opportunities for meaningful participation in school decision-making. Families are viewed as equal partners in supporting student growth, and the school intentionally creates multiple opportunities for collaboration, education, and shared problem-solving. GHSA further extends its support network through strategic partnerships with community organizations that provide specialized services, including grief counseling, mental health resources, wellness programming, and additional family supports. These partnerships strengthen the school's ability to address the diverse needs of students while connecting families with valuable community resources.

To ensure high-quality implementation of student supports, GHSA invests in continuous professional learning for all staff. Ongoing training in trauma-informed practices, restorative approaches, mental health awareness, crisis response, culturally responsive practices, and social-emotional learning equips staff with the knowledge and skills necessary to foster a positive learning environment that supports every student's success. Additionally, Master of Social Work interns receive structured clinical supervision while expanding the school's capacity to provide comprehensive prevention and intervention services. GHSA remains committed to continuously strengthening its School Climate and Student Wellness Framework by utilizing multiple measures of success, including attendance data, school climate surveys, family engagement metrics, intervention outcomes, behavioral data, academic progress monitoring, and stakeholder feedback. Through this comprehensive, relationship-centered, and wellness-oriented approach, the school strives to ensure that every student feels safe, supported, engaged, and empowered to achieve academic excellence while developing the social-emotional skills necessary for lifelong success.

Table 13. Goal 3 Measuring and Reporting Results

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Williams Inspection of Facilities	100%	100%	Not finalized at petition preparation; report through the annual local-indicator cycle	Maintain 100%	Maintained through Year 1
3.2	Williams Instructional Material Sufficiency	Sufficient	Sufficient	Not finalized at petition preparation; report through the annual local-indicator cycle	Maintain sufficiency	Maintained through Year 1
3.3	Overall Daily Attendance	96%	91%	Not finalized at petition preparation; report through the	Increase from the most recent	-5 percentage points through Year 1

Metric #	Metric	Baseline (2023-24)	Year 1 Outcome (2024-25)	Year 2 Outcome (2025-26)	Target for Year 3 Outcome	Current Difference from Baseline
				annual LCAP attendance cycle	finalized result	
3.4	Chronic Absenteeism	27.7% chronically absent	25.0% chronically absent	Not yet available; official 2026 Dashboard/local attendance reporting pending	Decrease from the most recent finalized result	Declined 2.7 points through Year 1
3.5	Suspension Rate	0.0%	0.0%	Not finalized at petition preparation; report through annual discipline reporting	Maintain 0.0%	Maintained 0.0% through Year 1
3.6	Expulsion Rate	0	0	Not finalized at petition preparation; report through annual discipline reporting	Maintain 0	Maintained 0 through Year 1
3.7	Parent Engagement Meetings Participation	44% meeting average	33% meeting average	Not finalized at petition preparation; report through annual family-engagement reporting	Increase participation	-11 percentage points through Year 1
3.8	School Climate Survey Participation	90%	90%	Not finalized at petition preparation; report through annual school-climate reporting	Maintain or increase participation	Maintained through Year 1
3.9	Parent Survey	90%	79%	Not finalized at petition preparation; report through annual survey reporting	Increase participation	-11 percentage points through Year 1
3.10	Staff Survey	90%	100%	Not finalized at petition preparation; report through annual survey reporting	Maintain or increase participation	+10 percentage points through Year 1

Goal Analysis (2025-26)

An analysis of how this goal was carried out in the previous year:

Grace Hopper STEM Academy implemented this goal through continued attention to student safety, school climate, parent engagement, attendance, facilities, instructional material sufficiency, and student support services. The school continued using counseling, family communication, MTSS- and RTI-aligned supports, and student wellness practices to promote a safe and supportive learning environment.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The planned actions were implemented substantially as described. GHSA maintained safe facilities, sufficient instructional materials, parent communication systems, and student support services. Successes included maintaining a 0.0% suspension rate and continuing a supportive school environment. Ongoing areas of focus include attendance improvement, parent engagement participation, and continued strengthening of schoolwide wellness supports.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences significantly affected implementation of the planned actions for school climate and student wellness. Available resources were used to maintain facilities, communication systems, student supports, and parent engagement activities throughout the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions were effective in maintaining a safe and supportive school environment. GHSA maintained a 0.0% suspension rate and continued providing student support services, parent communication, and wellness supports. Chronic absenteeism declined from 27.7% to 25.0%, indicating progress while remaining an area for continued focus.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The overall goal will remain in place. GHSA will continue strengthening attendance supports, family engagement, student wellness services, coordinated MTSS and RTI practices, and communication with families while maintaining safe facilities, sufficient instructional materials, and a supportive school climate.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

This section identifies any monies spent in the following areas to accomplish this goal:

3.1 Annual lease of Facilities and Utilities - $0

Facilities are leased from an entity.

3.2 Regular maintenance of facilities - $0
Employees and supplies to maintain a clean and safe environment

3.3 School Website and messaging Services - $0
Improves and supports communication with all stakeholders. Provides a safe space on campus, called 'The Zen Den'.

3.4 Amenities for meetings with parents - $0
Refreshments, food, babysitters to facilitate in-person meetings.

3.5 Digital Meeting Platform(s)- $0
Technology such as Zoom may be used for digital meetings with parents, WASC representatives, El Dorado SELPA personnel, and other partners.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024–2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$[Insert dollar amount here]	$[Insert dollar amount here]

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
[Insert percentage here]%	[Insert percentage here]%	$[Insert dollar amount here]	[Insert percentage here]%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
[Goal 1 and Actions 1-5	The Majority of our students 80% qualify for Low and reduced lunch. Our data indicates that the majority no matter their income status must meet higher standards in ELA if they are to be prepared for high school.	The data on which the actions are based accurately describe our population of students. The actions impleted with fidelty will result in improved proficiency for our students and will not limit those who are at or above grade level.	• Star Renaissance Benchmark and diagnositc assessment • Increased Freckle level growth • CASSPP interim and summative assessment scale scores
[Goal 2 and Action # 1-6	Fewer than 5% of our students met standards in math in Spring 2023. We anticipate that appoximately 9.1 percent will meet or exceed standard for Spring 2024. All students must re	[A description of how the action(s) are designed to address those identified need(s) and why it is provided on an LEA-wide or schoolwide basis]	[A description of the metric(s) being used to monitor effectiveness]

Table 14. Projected LCFF Funding and Schoolwide Actions.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of the metric(s) being used to monitor effectiveness]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]
[Goal and Action #]	[A description of the unique identified need(s) of the unduplicated student group(s) being served]	[A description of how the action is designed to address those identified need(s)]	[A description of how the action's effectiveness will be measured]

Insert or delete rows, as necessary.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

[Provide description here]

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Table 15. Limited Actions and Additional Concentration Grant Funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	[Provide ratio here]	[Provide ratio here]
Staff-to-student ratio of certificated staff providing direct services to students	[Provide ratio here]	[Provide ratio here]

Table 16. Staff-to-Student Ratios.

HOW OUR GOALS WILL IMPACT LEARNERS

Our goals are student-centered, results-oriented, and based on the expectation that all students can learn in a caring community of adults and peers. They will be accomplished by improving teachers' knowledge and practice, engaging parents and the community, and using multiple learning strategies and assessments that result in students' cognitive, social, and emotional growth.

CURRICULUM AND INSTRUCTION

Table 17. Curriculum and Instruction Program Overview.

SUBJECT AREA	PROGRAM FEATURES AND COMPONENTS	CORE OR NONCORE
	ENGLISH LANGUAGE ARTS The 6-8 program, ***California Collections,*** © 2017 by Houghton Mifflin Harcourt, was adopted and initially implemented in the 2016-2017 school year. This program was adopted by the CDE and was found to fully meet all the adoption criteria, in all 5 categories. After thorough review by our teachers, administrators, and parents, we	***Core***

ENGLISH LANG. ARTS	decided that it would meet our needs because it provides comprehensive resources and instructional strategies designed to teach and assess the CCSS for English Language Arts as well as the California ELD standards. Lesson and assessments in vocabulary development, comprehension of literary and informational text, and writing are elements of each lesson. The sequence of development is sensible and there is coherence among the multitude of components and the approaches used. There is an appropriate balance between narrative and informational text. Students have many opportunities to read closely, explain what they know, support inferences and claims in discussion, and in writing. In addition to teacher and student editions, there is an extensive list of additional resources that can be used effectively. They include but are not limited to: ● Pacing guides that give an overview for the year ● Writing models, and rubrics, ● Digital resources that include: o Videos that enhance students' understanding of each anchor text. o Digital annotation and note-taking tools to Close Read Screen Casts--that provide modeled conversations about points in the text. o Media Lessons that prompt students to read news reports. Literary adaptations, ads, websites and complex texts. ● Assessments— o Diagnostic tests with Lexile Scores o Performance o Benchmarks o Summative Evaluations ● Close Readers in print and digital formats. The goal of the school's ELD/ELs program is to provide consistent and effective, rigorous instruction for English Learners (ELs). With the adoption of the new ELA/ELD framework in 2014, ELD standards are directly aligned to the CA CCSS ELA literacy and other content standards. ***Integrated ELD*** instructional strategies (sheltered English and SDAIE) are used to support learning content, skills, concepts and strategies in all classes. This approach allows ELs to be fully engaged in learning as they develop proficiency in English. ELs also receive ***designated ELD*** instruction during the school day when teachers use the ELD standards to allow students to develop critical language needed for content learning in English. All teachers at GHSA have	

ELD/ESL	**certificates, credentials, or permits that authorize instruction to English Learners.** ***The Collections program provides lesson plans and other resources for both integrated and designated ELD instruction*** in ELA. Multiple assessment measures used to monitor ELD progress include: examination of daily work, performance tasks, textbook assessments, teacher observations, ELD portfolios and the annual California English Language Development Test (CELDT) and the ELPAC when implemented. **Instructional Resources** ● **Language Workshop**-a teacher's guide that provides a systematic program for Designated ELD that builds into and from the core instruction and provides dedicated time for developing academic English language skills. Designated ELD provides a laser focus on language, helping students to develop their metalinguistic knowledge and how English works. ● **Language Workshop Resources**: (1) model conversation cards, (2) vocabulary cards, (3) vocabulary blackline masters. ● **Language Support Cards**: A teacher resource to pre-teach concepts, build background, develop high utility vocabulary, and academic languages. ● Lessons, readings, projects, etc. From *http://www.oercommons.org*. This source provides many resources focused on specific topics and standards. ● *Lessons, readings, and assessments based on hundreds of fiction and non-fiction passages for grades 5—12.* http://www.Commonlit.org ● **Freckle by Renaissance online instructional modules, intervention and practice** in ELA. Students receive instruction based on assessments. ● Kahn Academy ● Novels and Trade Books	

MATHEMATICS	**MATHEMATICS** GHSA has used Singapore Math since its first year of operation. Our math teachers have received initial staff development that addresses the content and pedagogy in this program. However, teachers who have joined our staff more recently need additional professional development in this program. Though not adopted by the state of California, we believe that this math program continues to be a better choice. Why? It was the model primarily used in the design of the CCSSs in math. A review by Achieve the Core, an organization that played a key role in the development of the CCSS and its successful implementation, concludes the following after their review comparing CCSS and Singapore Math: *Overall, the CCSS is well aligned to Singapore's Mathematics Syllabus. Policymakers can be assured that in adopting the CCSS, they will be setting learning expectations for students that are similar to those set by Singapore in terms of rigor*, coherence, and focus. *http://www.achieve.org/publications/comparingcommon-core-state-standards-and-singapore%E2%80%99s-mathematics-syllabus* The following highlights key methods emphasized in Singapore math: • *Number sense* is a student's overall understanding of numbers and their relationships. Singapore math approaches this differently from traditional programs with more depth and intensity. Everything from place value instruction to computational strategies, simple word problems to algebraic equations, and everything in between are systematical presented. We find that Singapore Math takes number sense to the next level, integrating and reinforcing it at every level of math instruction—from early addition all the way through calculus in its secondary program. How does it do this? ***By teaching students to go from concrete representations to pictorial representations to abstract representations,*** a primary instruction method is explicated in California's Math Framework. • Gradually the scope is expanded—moving to bigger numbers and pictorial representations using counting or grouping. Finally, students move to abstract representations—like writing the numerals and using them in equations—that rely heavily on number sense that may employ it directly or indirectly. With solid number sense, students have a better base for understanding everything—from a digit's place value in a number to how fractions are parts of wholes to the way decimals embody the same concept in a different form. They can also do computations with more ease because they can decompose and understand the numbers.	*Core*

	A consistent semi-concrete, anchor method or strategy called bar modeling is used throughout the program. The secret behind model drawing is that it gives students a concrete, reliable set of seven steps that they can used to solve 80% of the word problems they encounter. They won't have to memorize 20 different techniques and know when to use them. Instead, they learn the steps: o Read the problem. o Identify the who and what variables. o Draw a unit bar or unit bars as a base. This is the visual representation used in the problem, and it helps students stay grounded in what they're solving for. o Adjust the unit bar or unit bars to represent, who's and what's. o Place a question mark around or next to the quantity being solved for. o Do the computation. o Write the answer in a complete sentence. • Model drawing gives students some context for solving word problems, and it also asks students to employ number sense, place value understanding, and computation skills at the same time. • Finally, another powerful strategy is ***mental math***. In this program, students receive a lot of training in mental math, where they learn how to transition from doing math on paper to doing it in their minds. The benefit is that they can eventually solve math problems much quicker and easier because it becomes automatic in their minds. With mental math drills, students practice computational strategies until they transfer those skills from a paper and pencil drill to a mental skill. *When number* sense, model drawing, and mental math are put together, we have a winning curriculum. **Assessments used to inform instruction include**: quarterly benchmarks, periodic progress monitoring, biweekly/weekly formative assessments; diagnostic assessments and examination of student work and student behavior – includes portfolios and checklists. **Other Instructional Resources** • Kahn Academy • Math manipulatives	

	• **Freckle by Renaissance** online instructional modules, and interventions in math. Students receive instruction based on assessments.	
HISTORY-SOCIAL SCIENCE	**HISTORY-SOCIAL SCIENCE** Currently, GHSA teachers are using the History Alive textbook, which provides a variety of resources to create cohesive units of study based on the new History/Social Science Framework. They weave historical and social science analysis skills into content instruction. On-line resources provide individualized student access to biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts which foster deeper student understanding of historical events as recommended by the History-Social Science Framework. The teaching of history is integrated with the humanities and the other social sciences. Teachers intentionally and continuously connect and compare current issues, events, places, technology with those of the distant past. Additionally, activities and lessons correlate and integrate the language arts, science, and visual and performing arts curricula. • The history/ social science curriculum emphasizes big idea concepts, beginning with the whole, and then developing an understanding of the parts that make up the whole. Teachers use their curriculum maps to ensure that they are addressing key curricular content standards. Most important is the mastery of geography skills as well as the development of timelines to help students to represent the abstractness of time. • **At every grade level, students learn that all people have a history and culture**. The **Questioning the Topic** strategy is used in the process of developing the "big Ideas" in this content area. In the process students learn about and begin to understand the likenesses and differences in cultures in our local communities and in distance lands by learning about the home life, economic systems and resources, their history, government and politics, religion, science, education, sports, music, folk heroes, legends, values, communication norms, beliefs, and traditions. By exploring representative examples of a group or nation's literature, visual art, music, and dance, the students will develop the basic concept that these arts reflect the culture of that group of people.	*Core*

	• Instruction focuses on in-depth knowledge of a few well selected topics. This results in the development of concepts and generalizations that serve as the framework for future learning. Teachers of each grade level also develop integrated, culturally relevant hands-on projects. Projects require the exploration of a rich array of texts and media, and the creation of end products that demonstrate the information and big ideas learned. The projects developed by each student represent his or her individual interests and preferred mode of expression while at the same time demonstrating his or her understanding of the concepts, generalizations, and information. **Other Instructional Resources** • Lessons, readings, projects, etc. From *http://www.oercommons.org*. This source provides many resources focused on specific topics and standards. • Lessons, readings, and assessments based on hundreds of fiction and non-fiction passages for grades 5—12. *http://www.Commonlit.org* • **Reading *A-Z**--***Online decodable and leveled books, lesson plans, worksheets, and assessments aligned to CCSS, including many titles in history and social studies.*	

SCIENCE	**SCIENCE** California recently adopted a new Science Framework aligned to the Next Generation Science Standards (NGSS). Currently we are using SEPUP Science that is based on the 2004 framework. However, we are also using resources and units of aligned to the NGSS. It is our goal to acquire the CA Inspire Science collection for 6-8 or the next school year. Currently our teachers are using the specific course model: earth sciences, life sciences, and physical sciences. We have re-evaluated our focus and consider the integrated course model. The careful planning of units within and across the grades ensures that students are provided science instruction that lays the foundation for high school level courses. ***For each grade level, teachers prepare units of study focused on big ideas in science and that also help students to understand and apply the principals of engineering.*** Our science program develops students' command of the academic language of science used in the content standards, and includes the teaching of investigation and experimentation skills along with direct instruction and reading. Teachers instruct students in the scientific method of problem solving and critical thinking through observing, questioning, classifying, inferring, assessing and concluding. Science instruction includes: • The assessment of **students'** prerequisite knowledge to monitor student progress, and evaluate the degree of mastery of the content called for in the standards. Lessons include embedded unit assessments that provide formative and summative assessments of student progress. • Multiple instructional strategies, such as direct instruction, teacher modeling and demonstration, and investigation and experimentation. These strategies help teachers capture student interest, and provide bridges across content areas. • The use of **technology** and scientific instruments so that students imitate methods of scientists. Teaching science by using technology is important for preparing students to be scientifically and technologically literate. **Instructional Resources** • **Lessons, readings, labs, projects, etc. from** *http://www.oercommons.org***.** Many of the lessons include activities and projects requiring the application of principles of engineering. **Zingy Learning**—an online program, used by students in grades 6 - 8. Science is taught using an innovative animated program that both entertains students and demystifies scientific concepts. Lessons are aligned to the NGSS. For each lesson, there are guided questions, quizzes, activities, projects and extra practice on science vocabulary. This program was created by a group of scientists and	*Core*

	science teachers. We are now using the NGSS version of this program.	

VISUAL & PERFORMING ARTS	**VISUAL AND PERFORMING ARTS** "Arts education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline. As they study and create in the arts, students use the potential of the human mind to its full and unique capacity." *Visual and Performing Arts Content Standards, January 2019.* The visual arts program at GHSA is based on a blending of the California State Content Standards for the Visual Arts with all other curricular areas. The program emphasizes the integration and development of visual arts into the various themes in the Collections program and art as historical/cultural artifacts and representations of people past and present. The arts are also integrated into the instructional program in social studies, language arts, and science through drama, visual arts and music. Elective Wednesdays feature a substantial selection of visual and performing arts classes. In addition, the after-school program offers classes in dance, visual arts and music.	*noncore*

HEALTH & PE	**Health and PE** The TeenHealth book GHSA utilizes the Physical Education Model Content Standards for California Public Schools as the basis of instruction, physical education will continue to be scheduled for all grade levels to include 400 minutes of physical education every ten school days as per state guidelines. Specific skills and activities are taught by teachers who are appointed yearly by the Board of Directors to provide PE instruction. The Physical Education program is developmental, and articulated among grade levels. Students learn and apply planned movements, exercises and basic motor skills on a regular basis. Teachers relate physical education to other disciplines and create a clear link between wellness and physical fitness. The curriculum also provides opportunities for students to learn the rules and skills to play organized sports and develop good sportsmanship skills. The objective of the health and physical education program is to have students understand the connection of a healthy mind and a healthy body. As children become aware of their bodies, they are building their self-esteem to help them to make appropriate decisions for a healthy lifestyle, disease prevention and risk reduction. To support the goals of maintaining and improving the physical, mental, and overall well-being of all students, in addition to the continued implementation of the physical education standards, GHSA has developed a Wellness Policy on Physical Activity and Nutrition per federal guidelines. The plan promotes active physical participation by all students and healthy food choices throughout the school day and holds all stakeholders responsible for insuring that the full intent of the guidelines are met. Physical Education is not a core subject.	*noncore*
STEM, TECHNOLOGY AND ENGINEERING	**STEM, Technology and Engineering** GHSA's culture highlights a special learning environment community in which all students are immersed in a rigorous supported curriculum. As a Project Lead the Way (PLTW) School, we have taken our traditional curriculum and supported it with the PLTW Gateway curriculum: Design & Modeling I & II, and Flight & Space. PLTW Gateway curriculum provides engineering and biomedical science curriculum for middle school students that challenges, inspires, and offers variety and flexibility. Students get rigorous and relevant experiences through activity-, project, and problem-based learning. They use industry-leading	*noncore*

	technology to solve problems while gaining skills in communication, collaboration, critical-thinking, and creativity. All students are enrolled in PLTW courses during their 8th grade year. Prior to that, all 6th and 7th grade students are enrolled in a minimum of four classes that include curriculum from the following programs: Code.org, Technovations, and DigiGirls. Our blended curriculum prepares students to compete at the highest academic levels for admission to premier high schools, PLTW high schools and colleges/universities while embracing the concept of 'loving to learn' and creating an innovative, safe, energetic and enjoyable educational environment.	

INTERVENTION PROGRAMS	**INTERVENTION AND ENRICHMENT PROGRAMS**	
INTERVENTION PROGRAMS	**INTERVENTION** Formative and summative assessments are used to identify students who need intervention. These include EasyCBM assessment, *STAR Renaissance assessments,* Freckle by Renaissance modules, program based assessments, student work, and the SBAC tests. Because students acquire reading and math skills at different rates, teachers provide instruction to smaller Response To Intervention (RTI) groups composed of students with comparable skill levels and needs on a regular basis. This is in addition to instruction provided to whole groups. In the ideal world, most students would only need to receive instruction in tier one (1) in the RTI, 3-Tier Model. However, struggling students make more progress when they receive instruction in a small group or on an individualized basis where the learners and teacher are in proximity. Thus, tier one instruction is delivered in a combination of settings that include whole class, small homogeneous groups, small heterogeneous groups as well as individualized attention. Small group and individualized instruction allow the teacher to be closer to the learner, creating positive connections with the group. The result is accelerated learning. This grouping allows the teacher to more closely monitor students and to provide truly responsive teaching. It also allows students to see the details of to what they should be attending. Often a few weeks of this type instruction in the early part of the year is sufficient to allow students to keep pace with tier one students. This approach is used primarily for skills and concepts related to word analysis and math skills and concepts with which students may have difficulty. Instruction related to reading comprehension and literary analysis standards often occurs in larger groups but primarily for students who are making adequate progress in acquiring these skills in that grouping. This approach also allows students who can work independently to become stronger self-sufficient learners who come to understand that they have the capacity to learn independently and collaboratively. With high expectations for everyone, classrooms organized in this way create highly motivated, intellectually curious learners with positive mind sets about themselves, their peers and learning. The small group approach also allows students who have more highly developed reading, math, and language skills to make even greater progress. **Instructional Resources** **STAR Renaissance Assessments – ELA and Math—** Online based platform that provides instruction and intervention modules on grade level, below, and above levels. **Kahn Academy—**Online	**ENRICHMENT PROGRAMS**

	Math Mammoth—Provides videos, topical and grade level texts aligned to CCSS	

After School Education and Safety (ASES) Program

Our after-school program looks very different from the school day. We strive to offer comprehensive, high-quality after-school activities that provide opportunities for our youth to:

- Feel safe
- Improve social, emotional and physical well-being
- Reduce interest in gang involvement and delinquent activities
- Improve academic development and performance

After school activities also offer greater opportunities for success in developing the attitudes, skills, knowledge and abilities to:

- Live healthier lives
- Become productive adults
- Thrive in the workplace and communities of the 21st Century

Schedule

GHSA ASES program is scheduled for five days a week – throughout the school year. Programs provide underserved middle school students with free arts, athletics and academic activities that compliments the regular day. By allowing young people to expand their learning, improve their skills and develop new ones in a safe supportive setting, GHSA fosters scholastic achievement, self-confidence and good citizenship. Supper and late bus transportation are provided.

Staff

The GHSA family works in partnership with professional organizations, experienced volunteers and certificated staff. The **Program Manager** supervises the site coordinators, and support programming staffing. The **Program Specialist** supports the program site with programming and data collection. **Program Leaders** are responsible for working with the students – one for each 10 students. **Teachers/Academic Coaches** provide academic support and act as liaisons between the after school and the regular program.

Summer Bridge Program

The Summer Bridge program is a key element for the continued success for the Grace Hopper STEM Academy (GHSA). It is the goal of the Summer Bridge program to help incoming students ease the academic and social adjustment to middle school from elementary school through the peer mentoring, and students taking part in creative APPBL (activity-, project-, problem-based learning) lessons. It is also important for these new students to take part in Friday fieldtrips that include visits to local colleges and businesses that support STEM careers and programs. Recent statistics have proven that Summer Bridge programs for minority students have been demonstrated to successfully facilitate students' adjustment in a new school environment and even to college life (Ackermann, 1991); enhances students' social support networks (Person & Christensen, 1996); improves academic performance (Ackerman, 1991) and increases retention rates (Ackermann, 1991; Reyes & Anderson-Rowland, 1998; Walpole et al., 2008). The GHSA

Summer Bridge program is also a critical element of our comprehensive program designed to increase the recruitment and retention of the minority student body.

1. At GHSA, we are convinced that the instructional process must involve students in both direct instruction and inquiry-based experiences that are well-organized, and carefully sequenced. Learning activities must be consciously designed to develop vocabulary, concepts, knowledge, skills, procedures, strategies, the ability to think critically, and to use learning in novel ways. Our goal is to provide effective scaffolded Instruction that leads to a high level of mastery. In the process, we also want our students to become increasingly metacognitive—knowing what they know and how they know it. Because scaffolded instruction focuses on the learners' current abilities and knowledge in relationship to new learning, **our expectation is that all teachers plan and implement scaffolded instruction described below:**
2. The **first step is to use assessments to determine students' readiness**—prerequisite skills, vocabulary, knowledge, and concepts so that instruction can be designed that makes sense and has meaning for the learners. The information gained from pre-assessments may require **differentiation of instruction for some individuals or groups of students**. It may require slower or faster pacing. This early differentiation is critical because it prevents the failure that occurs when ALL students are expected to learn everything in the same way at the same pace. For students who can move faster, learning is more interesting and challenging. **Students who are continuously failing because of poorly designed and inappropriate instruction develop behaviors that avoid learning. Failure is painful. They become ashamed of their minds. Instruction at GHSA is designed to avoid this scenario.**

In the earliest stages of scaffolding, the teacher carefully guides students' learning through modeling, explanations, questioning and other multi-sensory tasks. As instruction continues, the goal is to get students to the point where they have internalized the information and the steps and can easily apply them (information and steps) in a variety of situations. Scaffolding may involve the use of manipulatives, direct instruction, the reading and discussion of stories or information, and reference material, drawing pictures, constructing, writing, etc.

Instruction must also provide opportunities for the strategic **application of skills and concepts through guided practice over time**. Initially, this practice is regular and intensive. Because of the teacher's careful metacognitive analysis of the tasks, questions that prompt self-monitoring, verbalizations, etc. are built into the lessons so that students become increasingly independent in completing the task, or making connections between old and new knowledge.

When students can provide explanations and self-talk for most or all the steps or can catch or find their own errors, **the task or skill is ready for independent practice**. Independent practice is another example of pulling away the support or releasing students to self-prompt and self-monitor. The development of metacognition is a part of the scaffolded instruction and a part of the steps of guided practice. **At GHSA, when we look at the effectiveness of instruction, we not only look at student's work, but also ask that students explain (orally and in writing) what they know and how they learned it.**

To maintain and strengthen mastery, it is essential that previous skills, concepts and vocabulary be reused and reentered. **Teachers use homework to maintain previously mastered learning**. The use of focus standards in ELA and math cause this to happen naturally as students discuss, speak, and write about what they are learning. Close reading of texts of various types is the primary source of learning. But there are many opportunities for learning by listening and viewing, and through complex projects.

Through on-going professional development, our teachers are perfecting the process of using questioning that focuses on sensory experiences of learning activities. One goal is to develop students' conscious awareness of the experiences so that learning is maximized. Another is to develop **students' abilities to ask and answer their own questions about experiences**—what they feel, hear, see, smell, and taste. Students are also learning to analyze patterns so that they can compare and contrast what they already know to new experiences, objects, systems, and patterns. **Self-questioning helps the learner to set purposes for learning, to self-monitor comprehension, and to develop and refine new schema by constructing new concepts and new knowledge.**

How Methods and Curriculum Support the Implementation of Standards

We are confident that our methods and curriculum will result in student mastery in all content areas when executed with fidelity. Through work with our educational consultant, teachers are guided by the understanding that learning for all students is mediated by language. We are also responsive to students' needs and will not use a program as a prescription or recipe. We will work together to adapt and continuously improve as learners by deepening our knowledge and improving our practice. A continual focus on instructional coherence in a supportive and collaborative environment where everyone holds themselves and each other accountable, results in success.

How Instruction Supports Student Use of Technology

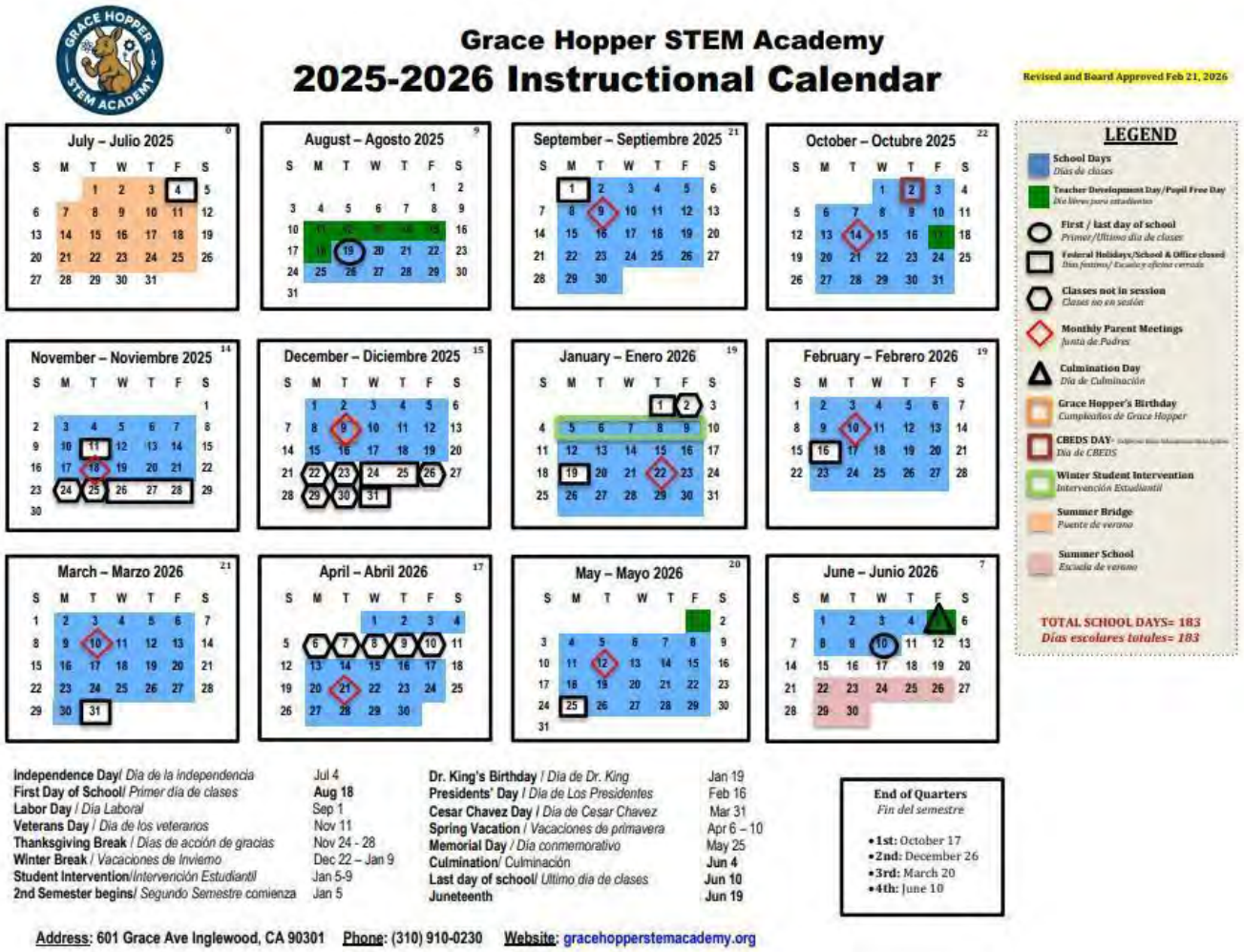
At GHSA, each student has their own assigned laptop which is used for blended learning, researching, and assessing. Rather than a subject in and of itself, learning to use technology has been accomplished as a result of our instructional process where students use computers daily to (1) learn content and practice skills while using our adopted online programs, (2) research a topic just for fun or for a performance task, (3) take online assessments, (4) play games, (5) view videos, (6) create PowerPoint presentations, (7) upload, download and save documents and pictures (8) and use word processing programs to write first and final drafts. Because of this extensive use,
Students are becoming proficient and confident in their use of technology. To improve efficiency, students also receive keyboarding instruction for one quarter in each school year.

The entire school is networked to facilitate internet access. This was upgraded this year, to insure we have complete WiFi capacity that allows all students and staff to have efficient internet connections. The school fully implements use of google docs for students and staff. This tool allows for sharing of information, immediate feedback on student work, and continued proficiency in the use of technology. This technology is also be used in our Asynchronized Learning Program. Students are also able to use their Chromebooks to access their work, communicate with their teachers, and participate in their classes through Google Classroom.

Academic Calendar and Schedules

GHSA shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

Figure 11. 2025–2026 Academic Calendar.



The bell schedules shown in Table 18 will be used for the next school year.

Table 18. Bell Schedules.

2026-27 GHSA Bell Schedule

25-26 Master Block Schedule

Time	Minutes	Location
8:00-8:25am	25 Minutes	Breakfast
8:30-10:00am	90 Minutes	1st learning Block
10:05-10:30am	25 Minutes	Break
10:35-12:05pm	90 Minutes	2nd Learning Block
12:10-12:40pm	30 Minutes	Lunch
12:45-1:45pm	60 Minutes	Flex
1:50-3:20pm	90 Minutes	3rd Learning Block
3:25-6:20pm	155 Minutes	After School ASES

2025-2026 Minimum Day/Wednesday Schedule

Time	Minutes	Location
8:00-8:25am	25 Minutes	Breakfast
8:30-9:30am	60 Minutes	1st learning Block
9:35-10:35am	60 Minutes	2nd Learning Block
10:35-10:50am	15 Minutes	Break
10:55-11:55am	60 Minutes	3rd Learning Block
12:00-1:00pm	60 Minutes	4th Learning Block
1:05-1:40pm	35 Minutes	Lunch
1:40-6:20pm	260 Minutes	After School ASES

2025-2026 Special Day Schedule

Time	Minutes	Location
8:00-8:25am	25 Minutes	Breakfast
8:30-9:20am	50 Minutes	1st learning Block
9:25-10:15am	50 Minutes	2nd Learning Block
10:20-10:40am	20 Minutes	Break
10:45-11:35pm	50 Minutes	3rd Learning Block
11:40-12:30pm	50 Minutes	4th Leaning Block
12:30-6:20pm	330 Minutes	After School ASES

WASC ACCREDITATION

Grace Hopper STEM Academy received its Accreditation from the Western Association of Schools and Colleges (WASC) on April 4, 2024 for a three-year term.

This accreditation serves as:

- Certification to the public that GHSA is a trustworthy institution of learning
- Validate the integrity of GHSA's programs and student transcripts
- To foster improvement of GHSA's programs and operations to support student learning
- To assure the GHSA school community that the school's purposes are appropriate and being accomplished through a viable education program
- Provide a way to manage change through regular assessment, planning, implementing, monitoring, and reassessment
- To assist GHSA's Board of Directors in establishing its priority areas for improvement as a result of the perpetual accreditation cycle

MEETING THE NEEDS OF ALL STUDENTS

The following sections describe how GHSA identifies and serves specific student populations as part of the educational program required in Element 1. The formal measurable outcomes, assessment schedules, progress-monitoring methods, reporting procedures, and instructional decision-making cycle are consolidated in Elements 2 and 3.

Educational Program for English Learners

The goal of the school's ELD/ESL program is to provide consistent and effective, rigorous instruction for English Learners (ELs). With the adoption of the ELA/ELD framework, in 2014, ELD standards are directly aligned to the CA CCSS ELA literacy and other content standards. ***Integrated ELD*** instructional strategies (sheltered English and SDAIE) are used to support learning content, skills, concepts and strategies in all core and non-core classes. This approach allows ELs to be fully engaged in learning as they develop proficiency in English.

ELs also receive ***designated ELD pullout*** instruction during the school day. The ELD teacher uses the ELD standards to allow students to develop critical language needed for content learning in English. For ***Designated instruction***, ELs may be clustered within in a small group based on their levels of language development. Each student is taught **by a teacher with CLAD authorization for a period of not less than 120 minutes weekly.**

The Collections program provides lesson plans and other resources for both integrated and designated ELD instruction in ELA. The program provides embedded ELD instruction completely integrated and scaffolded across language proficiency levels. Both ***integrated*** and ***designated*** instructional activities are focused on developing EL students' abilities to make meaning when reading, listening, speaking and writing—language reciprocal processes. In core subjects of math, science, and history/social studies, and non-core subjects of art and physical education, ***integrated*** strategies are used to develop ELD standards.

In other words, ELD instruction is continuous and everywhere present. Teachers are also expected to appropriately scaffold instruction to meet the needs of students whenever the support provided by the adopted core program is inadequate or ineffective. ***Designated*** Instructional activities are primarily designed to help students to develop their metalinguistic knowledge of English and mastery of how

English works. This includes (1) contrastive analysis of the formal and informal language registers (2) how words work—phonological awareness, word forms, homophones, etc. (3) sentence structure – word order, sentence combining and de-combining, (4) paragraph structure or organizational patterns, including transitions to connect ideas.

English learners are often behind their native English-speaking peers in reading achievement. GHSA continues to place strong emphasis on teaching foundational literacy for all students including ELs. Differentiated instruction is provided for students based on their literacy skills in their primary language and in English. As mentioned earlier, pullout services and small group instruction is a primary strategy that insures students make rapid progress in acquiring foundational and other ELA skills. Students are screened, and their progress closely monitored. They also receive intensive direct instruction and participate in experiences designed to teach basic, academic, and domain or subject matter vocabulary, for which the ***Collections*** program provides numerous integrated resources.

While our priority is that all instruction is highly effective, there is the recognition that English Learners who are not progressing through one ELD level per year receive **additional and extended learning opportunities** to assist them in meeting reclassification criteria and to achieve benchmarks. If a student fails to make adequate progress after systematic interventions by the teachers, he or she is referred to the Student Success Team (SST) for a review of the student's work and assessments. The process includes other stakeholders including parents or guardians.

Multiple assessment measures used to monitor ELD progress include: examination of daily work, performance tasks, textbook assessments, teacher observations, ELD pullout progress, and the annual language development test ELPAC. The Collections Program measures English learners' progress in mastery of each proficiency level, as well as mastery of the English Language Development Standards.

Using the Results of ELPAC

ELPAC provides information on English proficiency levels. Once identified as an ELL, the assessments are used to monitor students' progress from year to year. ELPAC is also useful for making decisions about reclassifying students and for evaluating the ELD program and subsequent program planning. The ELPAC assessment is also used to determine whether schools and LEAS receiving Title III funds are meeting AMAOs, annual measurable achievable objectives. As a result of a review of the ELPAC Blueprints, it is clear that this assessment is based on the ELA standards and that the results will allow schools to determine how well students are mastering specific ELA/ELD standards.

Providing meaningful Access to the Fall Curriculum

As mentioned above in the descriptions of the ELD program, integrated ELD strategies are used to provide access to the core curriculum in all subjects. These strategies are also called **specially designed academic instruction in English (SDAIE)**. The California ELD standards are used in all disciplines in tandem with the CA CCSS for ELA to support ELs' linguistic and academic progress. The basics of good SDAIE instruction focus on strategies that make abstract concepts more readily understood by English learners. These practices help students to develop higher levels of fluency and provide access to the grade-level content standards in English language arts, mathematics, science, social studies, and other subject areas. SDAIE strategies and methods:

1. Tap into prior knowledge
2. Contextualize the lesson in a concrete, visual way. This provides scaffolding.
3. Provide a positive affective domain that is culturally sensitive
4. Teach study skills

5. Modify the use of the material--differentiate
6. Use performance assessments that assess student progress toward standards

Effective **SDAIE** methods, techniques, and strategies have the following characteristics:

1. Academic Language
2. Active Learning
3. Assessing/Tapping Prior Knowledge
4. Building new knowledge
5. Collaborative problem solving
6. Cultural affirmation/multicultural perspectives
7. Demonstration and modeling
8. Graphic Organizers
9. Integrating Listening, Speaking, Reading, and Writing across the curriculum
10. Higher-order thinking skills
11. Questioning techniques
12. Teacher as a facilitator of learning

Annual Evaluation

We use our LCAP/LCFF goals as the primary means of evaluating the effectiveness of the EL program. Metrics and methods of measures include (1) the percentage of students reclassified as RFEPs meets or exceed LCAP goal of 15%, (2) EL students' growth on **STAR Renaissance and EasyCBM** assessments; (3) the percentage of EL students performing at various achievement levels on the SBAC in reading and math; (4) portfolio writing samples for each student; (5) rubrics evaluating listening and speaking and writing (6) surveys of students, parents, teachers and members of ELAC; (8) the Principal's evaluation of teachers and assistants and monitoring of instruction. Although program adjustments will be made throughout the year, the results of the annual evaluation will be used to design professional development for teachers and instructional aides. We will also assess the need for additional instructional resources and, if indicated, more effective ways to organize EL-designated classes.

Process for EL Reclassification

The ELD committee will meet annually to determine the redesignation of English Learners who have demonstrated academic English proficiency based on the following measures:

- Overall score of Early Advanced or Advanced on ELPAC.
- Review of Report Card and earned scores in ELA.
- Performance on the EasyCBM, STAR Renaissance, and Freckle by Renaissance assessments and modules (looking for proficiency at or for 50% or higher.

In addition, the following will be considered when a student is eligible for reclassification:

- Teacher consultation and recommendation
- Parent consultation
- State Assessment Data (SBAC) for students (when available)

Students who meet the above criteria will be reclassified as Fluent English Proficient. Parents or guardians will receive a written notification that the student has been reclassified as fluent English proficient.

Monitoring the Progress of Els and Reclassified RFEPs

The progress of ELs is continuously monitored using the annual ELPAC assessment. However, regular formative assessments that may include rubrics, checklists, students' work in core classes, and ***designated ELD sessions*** are used to monitor progress throughout the school year. As stated earlier, students not making progress are provided with appropriate intervention. The **Collections** program also provides formative and benchmark assessments for each English Language proficiency level at all grade levels.

Students who have been reclassified must also be continuously monitored to ensure they continue to increase their levels of proficiency in English. Teachers will continue to provide appropriate instruction and support for these students. Their progress is documented through formative assessments that include student work, especially written and formal oral reports, curriculum-based assessments in all content areas, core program benchmark assessments, and summative assessments in reading and math.

Monitoring Progress of Long-Term English Learners

A Long-term English learner (or LTEL) is a student who has been enrolled in an American school for more than six years, and is not progressing toward **English** proficiency, and is struggling academically due to limited **English** skills. However, we are concerned that continuously enrolled students who entered our school in grade 6 have not been reclassified by the end of fifth grade. Based on Dataquest, GHSA had 2 students in 2014 -15 who were in the cohort of 'English Learners 5 years or more'. The following steps are helpful in monitoring the progress of LTELs:

1. Use **STAR Renaissance, EasyCBM,** or similar assessments to identify specific skills, and performance levels and to monitor growth over time.
2. Assess students' foundational skills (phonics survey) using a screening instrument to determine the need for reading intervention focused on foundational skills.
3. Use the ELPAC to determine proficiency levels and strengths and weaknesses in each domain. ELAC will also provide information on ELA/ELD standards.
4. Closely monitor and evaluate students' responses to interventions and ELD instruction—especially growth in oral language, speaking, and listening, because it is the foundation for continued development of English Language skills.
5. Look for increased class participation and greater motivation to participate in classroom discussions

Gifted and Talented Program

We have established a goal to identify GATE students and to plan an appropriate program for these students.

Guidelines in Identifying GATE Students

1. **INTELLECTUAL ABILITY:** We will identify students who demonstrate extraordinary or the potential for extraordinary intellectual development. Currently, the measures to identify intellectual ability will include, but are not limited to:
   - ***Raven Progressive Test*** with a score of 90% or higher
   - ***High* ACHIEVEMENT:** A student who consistently produces advanced ideas and products and/or attains exceptionally high scores on achievement tests.
   - A score in the 90th percentile or higher on STAR Renaissance assessments
   - Meets or exceeds standards on SBAC ELA, Math, science, and other standards based assessments.
   - Student achievement records that exhibit high levels of achievement.
   - A recommendation from student's current classroom teacher as indicated by the Student Profile of Gifted Characteristics below.
   - Lexile Score in the Advanced or High Proficient Range
2. **CREATIVE ABILITY:** Students who perceive unusual relationships among aspects of the pupil's environment and among ideas. These students demonstrate the ability to
   - Overcome obstacles to thinking and doing
   - Produces unique solutions to problems
3. **SPECIFIC ACADEMIC ABILITY:** A pupil functions at highly advanced academic levels in subject areas.
4. **LEADERSHIP ABILITY:** A pupil displays the characteristic behaviors necessary for extraordinary leadership.
5. **VISUAL AND PERFORMING ARTS TALENT:** A pupil originates, performs, produces, or responds at extraordinarily high levels in the arts.

Student Profiles of Gifted Challenges

- Observant - notice changes around them
- Curious - they investigate discrepancies or happenings
- Questioning - they want to know "Why" and "How"?
- Logical - they see cause and effect relationships and connections
- Expressive - they use advanced vocabulary and are quite articulate
- Inventive - they reason in clever, unique ways to find original solutions to problems
- Versatile - they may participate in lots of activities and adapt readily to new situations
- Persistent - they stay with a task and become intensely focused
- Sensitive - they are very empathetic to others
- Perceptive - they see the essence of a situation

How the School will Determine and Meet the Educational Needs

A GATE advisory committee consisting of parents, teachers, students, the GHSA Principal and the GATE coordinator will meet on a regular basis to assist with program planning and assessment. Referrals are sought from classroom teachers and parents. The Charter School actively searches for referrals among underrepresented populations. The program will provide for or include the following practices:

1. All staff receives training and information about the nomination process, including characteristics of gifted learners and has access to nomination forms.

2. Teachers, parents, administrators, and counselors are provided with information and training regarding the characteristics of gifted learners and their related social and emotional development.
3. Flexible grouping in the classroom to meet student needs and abilities. Students may also be grouped in clusters on and, if effective, across grade levels, for example, a cluster composed of GATE students in grades 6 – 8. Depending on the instructional activities or focus, part-time groupings within or across grade levels may also be used.
4. Instruction and support that are an integral part of the regular school day.
5. The program provides for continuous progress and intellectual peer interaction.
6. The core curriculum is condensed for gifted students so learning experiences are developmentally appropriate (not redundant) to their needs, interests, and abilities. Math and science will receive an in-depth focus. However, students will develop a deep knowledge of why societal needs or issues, governmental priorities, and global issues often determine or drive research and how scientific knowledge is used to address these issues.
7. The differentiated curriculum is aligned with instructional strategies that promote inquiry, self-directed learning, discussion, debate, metacognition, and other appropriate modes of learning.
8. The differentiated curriculum reinforces and supports the needs, interests, and abilities of gifted students, including abstract thinking and big ideas of the content area.
9. Gifted students have a substantial awareness of career and college options and guidance consistent with their unique strengths.

How the School will monitor the Progress of GATE Students

1. The program assessment process is structured to measure the goals and standards of the program.
2. We use multiple traditional and nontraditional strategies to assess student performance. These include standardized and criterion-referenced achievement tests, questionnaires, and performance-based measures or rubrics. These students' performance on CAASPP assessments should exceed standards in most if not all assessed areas.
3. Criteria for levels of performance or rubrics are used as part of the assessment process.
4. The assessment process includes strategies that parallel the instruction as a means to collect information about student knowledge and capability. Strategies include student inquiry, collaboration, and reflection.

Students Achieving Below Grade Level

Essentially, mandated state tests in ELA and math determine whether a student is below grade level. Students who achieve below grade may lack (1) adequate prior knowledge and skills needed to perform at grade level or (2) the motivation to demonstrate ability on assessments or otherwise engage in learning activities or (3) may have disabilities that prevent them from achieving grade level expectations at the same pace as other students. The largest percentage of students below grade level have gaps in skills, especially poor reading skills, primarily foundational skills and vocabulary. Of course, others also perform below grade level in mathematics—especially after grade 3 when mastery of concepts, operations, and application of multiplication, division of whole numbers and fractions come into focus. Often, however, many students are below level in math because of inadequate reading skills—decoding, vocabulary and comprehension strategies. Table 19 displays how GHSA supports students achieving below grade level.

Table 19. Identification, support, and progress monitoring for students achieving below grade level.

Methods & Tools for Identification	Identifying &Meeting Educational Needs	Monitoring Student Progress
• Use **STAR Renaissance** as a universal screening assessment for ELA and Math. Students who are one year or more below grade level will receive intervention in the areas identified. • Students achieving at level 1 on SBAC in reading and or math, are performing 2 or more years below grade level, and who are earning a 1 in core/required classes. This performance is also compared to **STAR Renaissance and EasyCBM** results. • Teachers administer **EasyCBM** assessments to determine risk. Individual fluency assessments are also given. • Teachers observe and interview students to reveal other critical information: work habits, social adjustments, emotional stability, interests, future goals, etc. • Mandatory student-led and parent conferences gain insight about circumstances that may impact students' performance.	• **Renaissance** screening assessments are used to identify specific instructional goals in reading and math. • Assessments of discrete phonemic awareness and phonics skills are used to determine specific foundational skills that need to be remediated, especially for students who may not be making adequate progress with blended learning provided by **EasyCBM**. • RTI groups-I, II, III are formed, and students are instructed in small groups and individually based on **Renaissance, EasyCBM, and** other data. Groups are taught by credentialed teachers or by teaching assistants guided and supervised by credentialed teachers. • Instructional strategies as previously described, are employed to teach objectives to students in all Tiers—I, II, and III. • Encourage students' efforts by giving authentic feedback on performance—what the student is doing well and how they have grown, how they can improve. • In response to monitoring student progress, adjust goals and instruction.	• Use **Renaissance & EasyCBM** assessments to monitor progress. • Administer **Freckle by Renaissance modules** in the fall, winter and spring to monitor student growth. • Use classroom and summative assessments to monitor progress. • Use student work and have students explain what they know and how they know it. • Observe student behavior, attitudes, and work habits, for insight into mindset and the building of stamina and resilience. • Use program-based assessments, based on CCSS, to evaluate growth.

Socio-Economically Disadvantaged/Low Income Students

Eighty-eight percent (88.56%) of the students we serve are classified as socio-economically disadvantaged. Generally, we place most of our emphasis on the economic part of this label. These students are not all the same, i.e., they are not all affected by their social and economic conditions in the same way. Though poor, many, in fact, have the resources, experiences, the family structure and role models to be successful in school and the larger world. However, others display behaviors, ways of thinking, and acting, and reacting, which are the norms of the family and community but do not support success at school, in the world of work, and in circumstances where the norms of the middle class are expected.

As educators, we develop a deep understanding of students' worlds and learn how we can provide resources and use methods that will help them to develop emotional control, academic skills, support

systems, relationships, and role models, and knowledge of hidden societal rules. Teaching societal rules through the Six Pillars of Character and Etiquette are also part of teaching appropriate school behaviors and societal norms. Primary teachers and the Principal are responsible for identifying, meeting needs and monitoring students' progress. However, classified staff are also important as role models who have positive nurturing relationships with students.

Table 20. Identification and supports for socioeconomically disadvantaged students.

Methods & Tools for Identification	Identifying &Meeting Unique Needs	Meeting Needs
Observations of students— in the classroom and playground—looks for: • Non-verbal or kinesthetic communications • The use of time • Planning, and organization • Relationships with people • Temperament • Problem-solving • School norms-**Interviews with students** • Have students orally retell a short story or a personal incident to determine if students use the formal register story structure or a casual register • Give students prompts and brief stories to determine if they can identify the acceptable behavior in a school or a social setting. • Procedural self-talk—have students explain steps they've used to complete a simple task. • Use pictures as a prompt to have students draw conclusions and support the conclusions with evidence in the picture.	• ***Communication***: Uses a casual register to tell stories, talks back and are extremely participatory while you're teaching! • ***Kinesthetic****:* physically aggressive, hands always busy, • ***Relationships***: Will work if they like you, need emotional warmth from teacher and peers to feel comfortable, possessive about the people they really like, like to entertain, dislike authority, disrespectful to the teacher. • ***Temperament:*** get angry easily and say what's on their minds. Does not use positive self-talk, • ***Problem Solving***: do not have a repertoire of options for solving problems • ***Planning, organization goals***: Cannot see what's on the page, can't seem to get started, don't do homework, only do part of an assignment, very disorganized • ***School norms****;* don't know or use middle-class courtesies, hands always or frequently on others, • ***Procedural steps***—Students do not recall or follow steps	1. Give students instruction and support in using the formal register to tell stories and as part of the ELA curriculum orally communicating information. 2. Help student to learn other options to fighting and conflicts. 3. Allow students to doodle or draw if the task does not interfere with learning. 4. Write steps for completing task on the board or a chart. Have them use steps on the chart and for practice procedural self-talk. 5. Establish signals for times when students will practice positive self-talk. 6. Teach conceptual framework as part of content—mentioned as part of teaching methods. 7. Use kinesthetic approaches for teaching various skills. 8. Use rubrics that students learn to apply to their performance. 9. Teach students to formulate and answer questions based on topic and story grammar. 10. Teach students to sort out the relevant from irrelevant cues. A focus on topical questions and story grammar helps students to do this.

Monitoring Student Progress

The systematic and faithful implementation of strategies described in column 3 will result in students' emotional, social, and academic progress. Indeed, the areas addressed work synergistically. Many of the tools for identifying the needs of this group are also used to measure progress. They include observations, checklists, surveys, and interviews with students and parents, and performance on formative and summative assessments.

I. Special Education Plan for Special Education/504/ADA

In previous years, GHSA's Special Education program services were provided by the Los Angeles County Office of Education. As a new charter, our SELPA application was denied because we were a brand-new charter with no experience. While we were a new charter, we were extremely experienced in working with children with Special Needs. Our Executive Director was previously the Executive Director of an organization that operated a mental health contract for Los Angeles County Department of Mental Health. The program was the second largest EPSDT (Early Periodic Screening, Diagnostic & Treatment) program in Service Planning Area 6. Working with psychiatrists, psychologists, LCSWs, Behavioral Specialists, Speech Therapists and other mental health professionals. They ran a day treatment program for children who transitioned from traditional school at noon into their program, where the student's individual needs were addressed.

Two years ago, GHSA became part of the Eldorado SELPA. Our Special Education staff and administration have taken part in all of the Eldorado trainings offered each school year. The staff they have provided to GHSA has helped us be able to serve all our students in Special Education successfully. We are fully aware of the procedures governing the application of special education to Charter School students:

A. We understand that all children have access to Grace Hopper STEM Academy, and no student shall be denied admission based solely on disability status.
B. We will operate in full compliance with Education Code section 47646, as a Charter School that is deemed to be a public school of LACOE. LACOE shall ensure that all children with disabilities enrolled in charter school receive special education and designated instruction and services in a manner that is consistent with their individualized education program and in compliance with the Individuals with Disabilities in Education Improvement Act ("IDEIA")

ACADEMIC LANGUAGE DEVELOPMENT FOR ALL STUDENTS

Identifying Student Needs

GHSA recognizes linguistic diversity as an asset. Students may use different language varieties and communication patterns across home, community, and academic settings. The school does not treat home or community language as deficient. Teachers use classroom evidence, reading and writing samples,

formative assessments, oral presentations, and student and family input to identify needs in academic vocabulary, syntax, discourse, comprehension, and evidence-based communication.

Instructional Response

Through culturally and linguistically responsive instruction, teachers explicitly model academic language while respecting students' identities and language backgrounds. Supports may include vocabulary instruction, sentence frames, structured discussion, mentor texts, close reading, writing across the curriculum, oral rehearsal, feedback, and opportunities to revise. English learners also receive integrated and designated English language development as required. These supports are coordinated through MTSS, with RTI serving as the academic intervention process when students need additional targeted instruction and progress monitoring.

Table 21. Academic-language needs, instructional responses, and progress monitoring.

Need Area	Instructional Response	Progress Monitoring
Academic vocabulary and comprehension	Explicit vocabulary instruction, morphology, close reading, text annotation, and structured discussion across content areas.	Reading assessments, student work, discussion evidence, and standards-based classroom checks.
Sentence structure and evidence-based writing	Sentence frames as needed, mentor texts, modeled writing, revision cycles, grammar in context, and writing across the curriculum.	Writing samples, rubrics, common assignments, revision evidence, and grade-level standards.
Oral language and academic discourse	Discussion protocols, oral rehearsal, presentation practice, collaborative reasoning, and feedback on clarity and use of evidence.	Teacher observation, presentation rubrics, student reflection, and participation evidence.
Targeted academic intervention	Small-group or individualized RTI support based on documented skill needs, while preserving access to grade-level instruction.	STAR Renaissance, EasyCBM, classroom measures, intervention records, and review of student response.

ELEMENTS 2 AND 3 – MEASURABLE PUPIL OUTCOMES AND METHODS OF MEASUREMENT

Governing Law

"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes' means the extent to which all pupils demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program." (Ed. Code § 47605(c)(5)(B).)

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card." (Ed. Code § 47605(c)(5)(C).)

Purpose and Approach

Grace Hopper STEM Academy establishes measurable pupil outcomes that align with the educational program, California's state priorities, grade-level standards, and the needs of the students served. GHSA uses multiple measures rather than relying on a single test. State assessments establish annual proficiency and accountability outcomes; benchmark and curriculum-based measures show growth during the year; classroom evidence identifies current mastery; and student, family, attendance, behavior, and support data provide context for instructional decisions.

The annual goals, actions, and schoolwide and subgroup targets contained in the Element 1 state-priority table remain the controlling performance commitments for the charter term. Elements 2 and 3 explain the outcomes GHSA expects, the evidence used to measure them, and the process by which results lead to instructional response and continuous improvement.

Table 22. Measurable Pupil Outcomes

Outcome Area	Expected Student Outcome	Primary Evidence	Use of Results
English Language Arts	Students will increase grade-level reading, writing, speaking, listening, and evidence-based reasoning proficiency.	CAASPP ELA; STAR Renaissance Reading; EasyCBM; standards-aligned classroom assessments; student work.	Schoolwide, grade-level, and subgroup review; reteaching, literacy intervention, and enrichment.
Mathematics	Students will increase conceptual understanding, procedural fluency, problem solving, proportional reasoning, expressions and equations, and algebra readiness.	CAASPP Mathematics; STAR Renaissance Math; EasyCBM; common assessments; student work and performance tasks.	Flexible groups, prerequisite-skill intervention, acceleration, and instructional coaching.
Science and STEM	Students will apply scientific practices, engineering design, technology, collaboration, and problem solving to authentic tasks.	CAST; Project Lead The Way and STEM projects; lab and design tasks; rubrics and exhibitions.	Project refinement, targeted skill instruction, and increased application opportunities.
English Learner Progress	English learners will make progress in English language development and access grade-level content.	ELPAC, designated and integrated ELD evidence, classroom performance, and language-development goals.	Language supports, targeted ELD, progress review, and family communication.
Engagement and Attendance	Students will attend consistently, participate productively, and remain connected to learning.	Attendance, chronic absenteeism, course participation, student conferences, and support records.	Early outreach, attendance plans, family partnership, and coordinated student supports.
School Climate and Whole-Child Growth	Students will learn in a safe, inclusive environment and strengthen self-advocacy, responsibility, reflection, and relationship skills.	Climate information, behavior and restorative-practice data, student support records, surveys, and conferences.	MTSS and RTI-aligned academic and behavioral supports, counseling, restorative response, student goal setting,

Outcome Area	Expected Student Outcome	Primary Evidence	Use of Results
			and family partnership.

Table 23. Comprehensive Assessment and Progress-Monitoring Framework

Assessment / Evidence Source	Primary Purpose	Instructional and Organizational Response
CAASPP and CAST	Annual summative proficiency and achievement against state standards.	Program evaluation, grade-level and subgroup analysis, standards prioritization, and renewal accountability.
California School Dashboard and Local Indicators	Official status, change, engagement, school-climate, and local-priority information.	Board oversight, authorizer reporting, annual goal setting, and continuous-improvement planning.
STAR Renaissance Reading and Mathematics	Universal benchmark screening and matched growth monitoring during the school year.	Instructional grouping, intervention entry or exit decisions, growth review, and resource allocation.
EasyCBM	Curriculum-based screening and progress monitoring of foundational reading and mathematics skills.	Short-cycle skill diagnosis, intervention planning, and monitoring of response to instruction.
Freckle by Renaissance	Standards-aligned adaptive practice and supplemental evidence of student performance.	Targeted practice, independent application, and additional evidence for instructional planning.
Classroom Formative and Summative Assessments	Daily and unit-level evidence of standards mastery, misconceptions, and readiness for the next learning target.	Immediate adjustment, reteaching, feedback, acceleration, and differentiated assignments.
Student Work, Observation, and Conferences	Authentic evidence of reasoning, communication, engagement, reflection, and ownership.	Individual feedback, student goals, family partnership, and support planning.
Attendance, Behavior, and Student-Support Data	Evidence of barriers to participation, patterns of need, and effectiveness of academic and whole-child supports.	Coordinated MTSS and RTI response, attendance intervention, restorative support, and Student Support Team review.

Table 24. Annual Assessment and Review Cycle

Timing	Evidence Reviewed	Primary Decisions
Beginning of Year	Review prior CAASPP, Dashboard, cumulative records, entry diagnostics, STAR Renaissance, EasyCBM, attendance, and support information.	Establish baseline, identify immediate support, form initial groups, and set student goals.
Ongoing / Weekly	Exit tickets, checks for understanding, common tasks, work samples, observation, attendance, and behavior evidence.	Adjust lessons, provide feedback, reteach, extend learning, and document support.
Benchmark Windows	STAR Renaissance and EasyCBM benchmark or progress-monitoring windows established by the school.	Compare growth, evaluate intervention response, revise groups, and report progress.
Quarterly	Grades, standards progress, Student-Led Conferences, parent conferences, SST, MTSS, and RTI reviews.	Communicate progress, set or revise goals, and align school and family supports.

Timing	Evidence Reviewed	Primary Decisions
Spring / Annual	CAASPP, CAST, ELPAC as applicable, final benchmarks, local indicators, attendance and climate outcomes.	Evaluate annual goals, analyze subgroups, plan summer or next-year support, and report to the Board and authorizer.

Figure 12. Data Review and Instructional Decision-Making Cycle

1. Identify	2. Analyze	3. Plan	4. Teach / Intervene	5. Monitor	6. Refine
Screening, standards, work samples, attendance, and support data.	Determine strengths, unfinished learning, subgroup patterns, and likely causes.	Select standards, learning targets, grouping, interventions, and resources.	Deliver rigorous core instruction, differentiation, small groups, and support.	Check benchmark growth, mastery, participation, and intervention response.	Adjust instruction, grouping, staffing, schedule, resources, or support plans.

Table 25. Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI)

Level of Support	Core Features
Tier I – Universal Core	Standards-aligned grade-level instruction, clear learning targets, differentiation, formative assessment, culturally responsive practice, and universal screening for all students.
Tier II – Targeted Support	Time-limited small-group instruction focused on identified prerequisite or grade-level skills, with planned progress monitoring and family communication.
Tier III – Intensive Support	Individualized or highly focused intervention, frequent progress monitoring, Student Support Team coordination, and connection to special education or other services when appropriate.

Within the broader MTSS framework, RTI provides the academic process for identifying skill needs, delivering targeted instruction, monitoring progress, and adjusting intervention intensity. Movement between tiers is based on evidence of need and response to instruction, not on a fixed label. Students may receive intervention and enrichment simultaneously, and subgroup status alone does not determine placement.

Subgroup and Equity Monitoring

GHSA disaggregates available data by grade level and legally reportable pupil group, including English learners, students with disabilities, socioeconomically disadvantaged students, foster youth, students experiencing homelessness, and racial or ethnic groups. Small-cell privacy rules are observed. When evidence shows a persistent gap in access, participation, growth, proficiency, attendance, or climate, leadership identifies the contributing conditions, assigns a responsible person, establishes a measurable response, and monitors implementation through the school's improvement cycle.

Reporting Student Progress

Reporting is a continuous process. Teachers communicate with students and families through classroom feedback, Google Classroom or the ALMA student information system, progress reports, standards-based report cards, conferences, and direct outreach. Formal reporting occurs four times each year. Student-Led Conferences provide students an opportunity to explain their work, reflect on benchmark and classroom evidence, and establish academic and personal goals with their families.

Table 26. Standards-Based Grading Scale

Score / Performance Level	Description
4 – Above Standard	Consistently exceeds the grade-level standard through independent, accurate, and high-quality application of learning.
3 – At Standard	Demonstrates grade-level proficiency and applies learning accurately with minimal support.

Score / Performance Level	Description
2 – Approaching Standard	Demonstrates developing understanding and requires targeted feedback, practice, or instructional support.
1 – Below Standard	Has not yet demonstrated the standard and requires intensive reteaching, intervention, and additional opportunities to show learning.

Grades are reported for all subjects. Classroom grades are based on multiple sources of evidence and are not determined by a single benchmark or state assessment. Teachers maintain sufficient documentation to explain reported performance and the supports provided.

Promotion and Retention

Promotion and retention decisions are based on multiple measures and are intended to ensure that students receive the academic support necessary for long-term success. GHSA identifies concerns early and uses intervention, progress monitoring, family communication, and Student Support Team review before a final retention decision is made.

Students being considered for retention receive documented intervention, progress monitoring, and SST review as appropriate. Parents or guardians participate in the problem-solving process and receive written notice of the concern, evidence, and supports provided.

GHSA provides preliminary and final notice in time for family response. A written appeal may be submitted to the Principal within 15 calendar days; the Principal reviews the evidence with the teacher and family and issues the final school-level decision consistent with Board policy and applicable law.

A student will not be retained solely because of disability, English learner status, homelessness, foster care, mobility, or another protected characteristic. Decisions will consider the student's access to appropriate instruction and support.

ELEMENT 4 – GOVERNANCE

Governing Law

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." (Ed. Code § 47605(c)(5)(D).)

Governance Structure and Ultimate Authority

Grace Hopper STEM Academy is operated by a California nonprofit public benefit corporation and governed by its Board of Directors in accordance with this Charter, its Articles of Incorporation, bylaws, adopted policies, and applicable law. The Board retains ultimate legal, fiduciary, academic, and fiscal responsibility for the charter school. No management agreement, staffing contract, committee, administrator, consultant, or related organization may displace the Board's authority or GHSA's accountability to the Los Angeles County Office of Education (LACOE).

If a provision of the Charter conflicts with an internal policy, procedure, or organizational practice, the Charter and applicable law control. Any change that may constitute a material revision will be presented to LACOE through the legally required process before implementation.

Table 27. Board Responsibilities

Area of Responsibility	Board Duty
Academic Oversight	Approve the educational program, annual goals, state-priority commitments, curriculum direction, assessment systems, intervention framework, and improvement priorities; monitor schoolwide, grade-level, and subgroup results.
Executive Leadership	Hire, support, evaluate, and when necessary discipline or remove the Executive Director; establish clear delegation, performance expectations, and succession procedures.
Fiscal Stewardship	Adopt and monitor budgets, interim reports, cash flow, reserves, contracts, audits, corrective actions, internal controls, and long-term financial sustainability.
Legal and Regulatory Compliance	Maintain compliance with the Charter, Brown Act, Public Records Act, Political Reform Act, conflict-of-interest requirements, Form

Area of Responsibility	Board Duty
	700 obligations, applicable employment and student laws, and authorizer requests.
Policy and Risk Oversight	Adopt and periodically review policies concerning student safety, personnel, admissions, discipline, complaints, records, facilities, insurance, procurement, and emergency operations.
Community Accountability	Provide meaningful public access to meetings and records, receive family and community input, and communicate major decisions and school performance.

Transparency, Ethics, and Public Accountability

Conduct meetings in compliance with the Ralph M. Brown Act, including timely public posting of agendas, accessible meeting locations or lawful remote access, public-comment opportunities, and accurate minutes.

Maintain a current conflict-of-interest code and complete all required Political Reform Act and Form 700 filings. The Board will maintain a compliance calendar, designated filing officer, and annual training or certification process.

Respond to requests under the California Public Records Act and protect confidential student, personnel, legal, and other exempt information.

Provide LACOE with agendas, supporting materials, minutes, financial reports, audits, policies, records, and other information reasonably necessary for oversight in the manner and time required by law or the Charter.

Require directors and senior leaders to disclose actual or potential conflicts and to abstain from participation when required.

Board Composition, Meetings, and Committees

Board membership, officer roles, terms, selection, removal, vacancies, and quorum requirements are governed by the corporation's current bylaws and applicable law. The Board seeks members whose collective experience supports education, finance, law, governance, facilities, community engagement, student services, and organizational sustainability. Parent and guardian participation is supported through Board representation or other formal advisory opportunities consistent with the bylaws.

The Board meets on a regular public schedule and may establish standing or ad hoc committees for education, finance and audit, governance, safety, or other defined purposes. Committees are advisory unless the Board lawfully delegates limited authority. Committee work does not reduce the full Board's responsibility to review information, deliberate publicly, and act within its authority.

Table 28. Delegation and School Leadership

Governance / Leadership Role	Primary Accountability
Board of Directors	Retains ultimate authority; sets policy and direction; approves budgets, major contracts, and material actions; evaluates the Executive Director.
Executive Director	Implements Board direction; oversees academic, operational, fiscal, personnel, compliance, and community functions; keeps the Board informed of material risks and results.
Principal / Instructional Leadership	Leads teaching and learning, student achievement, instructional supervision, assessment, MTSS and RTI, school climate, and day-to-day educational implementation.
Director of Operations / Designee	Coordinates business operations, facilities, records, enrollment, purchasing, compliance calendars, logistics, and operational reporting within delegated authority.
Committees and Advisors	Provide analysis and recommendations but do not independently bind GHSA unless expressly and lawfully authorized.

Fiscal Controls and Organizational Oversight

The Board adopts budgets and fiscal policies designed to protect public resources and ensure sustainability. At minimum, the Board receives regular budget-to-actual, cash-flow, enrollment and attendance, accounts-payable, contract, reserve, and audit information. Material contracts and related-party transactions are reviewed for necessity, cost, scope, performance, conflicts, and compliance. The Board requires timely corrective action when academic, fiscal, operational, credentialing, governance, or compliance concerns are identified.

Parent, Guardian, and Community Involvement

GHSA recognizes parents and guardians as partners in student learning and school improvement. Families may participate through public Board meetings, surveys, Student-Led Conferences, parent conferences, school committees or advisory groups, workshops, and direct communication with leadership. Participation is voluntary and is never a condition of admission, continued enrollment, grades, or access to school programs. Language assistance and accessible communication methods are used to expand meaningful participation.

Board Development, Evaluation, and Succession

Directors receive orientation and ongoing training appropriate to their responsibilities, including governance, Brown Act, ethics, conflicts, finance, charter oversight, student outcomes, safety, and authorizer expectations. The Board will conduct an annual self-evaluation, review committee effectiveness, assess the Executive Director, maintain a succession plan for key leadership and officer roles, and document follow-up actions.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school." (Ed. Code § 47605(c)(5)(E).)

QUALIFICATIONS FOR SCHOOL PERSONNEL

Grace Hopper STEM Academy (GHSA) employs and contracts with qualified professionals who are committed to the academic, social-emotional, and personal development of every student. Personnel decisions are guided by the needs of the educational program, the qualifications required for each assignment, and the school's responsibility to provide students with safe, effective, and equitable services.

GHSA is an equal opportunity employer and service recipient. The school does not discriminate in employment or contracting on the basis of any characteristic protected by applicable state or federal law. Employment conditions, leave, benefits, due process, and related procedures are addressed in the personnel handbook, individual employment agreements, and approved professional-services agreements, as applicable.

Personnel and Professional Services

Because GHSA is a small charter school, it uses a deliberate hybrid staffing model that combines directly employed personnel with qualified contracted professionals. Faculty and service providers may be employed by GHSA or assigned through an approved staffing or professional-services organization. This model enables the school to maintain appropriate instructional capacity, obtain specialized expertise, respond to changing student needs, and use public resources responsibly.

The use of contracted personnel does not transfer or reduce GHSA's accountability for the educational program. The Governing Board approves material professional-services and staffing agreements in accordance with its delegated authority and fiscal controls. The Executive Director or designee directs and monitors the work performed under those agreements, confirms that assigned personnel satisfy applicable qualifications, and evaluates whether services meet GHSA's educational, operational, and compliance expectations.

Employees and contracted personnel who serve students are subject to the same applicable standards for credentialing or licensure, professional fitness, background clearance, confidentiality, conduct, supervision, and performance. Contracts identify the scope of services, required qualifications, reporting relationships, performance expectations, documentation requirements, and remedies available to GHSA if services are deficient. GHSA may require replacement of contracted personnel or discontinue a service arrangement when performance, qualification, safety, or compliance expectations are not met.

Personnel Selection and Appointment

GHSA selects personnel through an open and documented process based on the written qualifications and responsibilities of each position. The Governing Board hires and evaluates the Executive Director. The Executive Director or designee selects, assigns, supervises, and evaluates other school personnel and recommends or administers professional-services agreements within the authority delegated by the Board.

Selection considerations include:

- Possession of the credential, permit, license, certificate, education, training, or experience required for the assignment.

- Demonstrated ability to support GHSA's instructional program and serve students with diverse academic, linguistic, social-emotional, and special needs.

- Relevant employment history, references, professional conduct, and evidence of successful performance.

- Ability to collaborate with students, families, colleagues, service providers, and community partners.

- Completion of all legally required background, health, professional-fitness, and employment-history clearances before service begins.

GHSA retains documentation supporting each selection or assignment. No employee or contracted individual begins unsupervised service to students until the school has received and verified the documentation required for that role.

Credential and Assignment Monitoring

Each teacher of record shall hold a Commission on Teacher Credentialing certificate, permit, or other authorization appropriate to the subject, setting, and duties of the assignment, as required by law. GHSA verifies credentials and assignment authorizations before placement and conducts ongoing reviews, including at least an annual review, to monitor assignment alignment, document expiration dates, renewal requirements, and professional-fitness status.

When a staffing contractor is used, the contractor must provide current credential and qualification records; however, GHSA retains responsibility for reviewing the assignment and maintaining sufficient documentation to demonstrate compliance. Credential, permit, license, and assignment records are maintained by the school and made available for authorizer or monitoring review as required.

Where legally permitted, GHSA may employ or accept assignment of educators serving under preliminary, intern, emergency, permit, or other valid authorizations. The school provides appropriate supervision, professional development, and support toward completion or renewal requirements, including induction support when applicable. Any identified assignment concern is corrected promptly through reassignment, additional authorization, support, replacement, or another lawful corrective action.

Role-Based Qualifications

Executive Director and School Leadership. The Executive Director is selected and evaluated by the Governing Board and must demonstrate the leadership, judgment, experience, and organizational capacity needed to implement the charter, supervise personnel and contractors, oversee fiscal and legal compliance, support academic improvement, and maintain productive relationships with students, families, staff, the authorizer, and community partners. Other administrators must possess education, experience, and demonstrated competence appropriate to their delegated responsibilities. Administrative credentials will be held when required for a specific assignment or service.

Teachers. Teachers must possess the appropriate authorization for their assignment and demonstrate subject-matter knowledge, standards-aligned instructional planning, assessment literacy, classroom management, culturally responsive practice, differentiation for diverse learners, and the ability to use student data to plan intervention and enrichment. Teachers are expected to participate in professional learning, maintain accurate records, communicate regularly with families, and fulfill all instructional and compliance responsibilities associated with their assignments.

Instructional Support Personnel and Paraprofessionals. Teacher associates, paraprofessionals, intervention staff, and classroom support personnel must satisfy applicable federal and state qualification

requirements and demonstrate the skills necessary to support instruction under the direction of appropriately authorized certificated personnel. GHSA seeks personnel who can effectively assist English learners, students with disabilities, foster youth, students experiencing homelessness, and students requiring academic or behavioral intervention.

Specialized Providers, Consultants, and Student-Support Professionals. Individuals providing specialized instructional, counseling, psychological, therapeutic, health, special education, or related services must hold the credential, license, registration, certification, or professional qualification required for the service. Their work is governed by a written scope of services, appropriate supervision, confidentiality requirements, student-record protections, and coordination with GHSA leadership and relevant educational teams.

Classified, Office, Operations, and Fiscal Personnel. Classified and operational personnel are selected based on the education, experience, technical skills, judgment, and reliability required by the position description. Office and enrollment personnel must be able to maintain accurate records, communicate effectively with families, and protect confidential information. Personnel performing fiscal functions must demonstrate relevant accounting, budgeting, payroll, attendance-accounting, purchasing, or reporting competence and work within GHSA's approved internal-control and segregation-of-duties structure.

Substitute Personnel. Substitute teachers and temporary instructional personnel must possess the authorization required for the assignment and complete all applicable clearances before serving. GHSA may employ substitutes directly or obtain them through an approved staffing provider.

Background Clearances and Professional Fitness

GHSA and its staffing or professional-services providers comply with applicable requirements concerning criminal-record checks, fingerprinting, tuberculosis risk assessment or clearance, mandated-reporter obligations, professional fitness, employment-history disclosures, and prohibitions on service by persons disqualified under law. Vendors must promptly notify GHSA of any change that may affect an assigned individual's eligibility or fitness to serve. GHSA may require additional documentation or removal from assignment when necessary to protect students or maintain compliance.

Professional Development, Supervision, and Evaluation

All personnel receive orientation and training appropriate to their responsibilities. Professional learning may include standards-aligned instruction, assessment and data use, intervention, English learner services, special education responsibilities, trauma-informed and restorative practices, student safety, mandated reporting, confidentiality, technology, and other school priorities.

Employees and contracted professionals are supervised according to clear reporting relationships. Performance is reviewed regularly and no less than annually, with more frequent observation, coaching, monitoring, or formal evaluation when appropriate. Evaluation criteria are aligned to the individual's responsibilities and may include:

- Quality and timely completion of assigned duties and contractual deliverables.
- Student progress and effective use of assessment information, where applicable.
- Instructional or professional competence, including support for diverse learners.
- Professional conduct, attendance, reliability, communication, collaboration, and compliance with school policies.

- Contribution to a safe, respectful, inclusive, and academically focused school culture.

When performance concerns arise, GHSA documents the concern and provides direction, support, timelines, and measurable expectations for improvement. Depending on the relationship and the seriousness of the concern, corrective action may include coaching, a written improvement plan, reassignment, additional supervision, vendor notice, replacement of contracted personnel, nonrenewal, or termination consistent with applicable law and agreement terms.

Personnel Records and Accountability

GHSA maintains personnel and contractor records necessary to document qualifications, credentials or licenses, assignment authorizations, background clearances, required training, evaluations, and approved agreements. School leadership periodically reports staffing capacity, credential and assignment status, vacancies, material service concerns, and corrective actions to the Governing Board at an appropriate level while protecting confidential personnel information.

Through this system, GHSA preserves the flexibility needed by a small charter school while maintaining direct accountability for the qualifications, supervision, performance, and legal compliance of every individual who serves its students.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

Governing Law

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require each employee to furnish a criminal record summary as described in Section 44237 and shall require the development and annual review of a school safety plan pursuant to Section 47606.3." (Ed. Code § 47605(c)(5)(F).)

Comprehensive School Safety Framework

GHSA maintains a comprehensive school safety framework designed to protect students, employees, visitors, records, facilities, and continuity of learning. The framework includes the Comprehensive School Safety Plan, emergency operations procedures, student health practices, personnel and vendor clearances, mandated reporting, supervision, facilities and environmental safety, risk management, and annual review. The Governing Board reviews and approves required safety plans and material revisions, and school leadership maintains evidence of implementation.

Personnel, Contractor, and Volunteer Clearances

Criminal background and fingerprint clearances are completed and verified before an employee, contractor, or volunteer begins unsupervised service with students, as required by law.

Tuberculosis risk assessment or clearance, employment-history review, professional-fitness documentation, and mandated-reporter acknowledgement are completed as applicable to the role.

Staffing and professional-services providers must verify the eligibility and qualifications of assigned personnel and promptly notify GHSA of any change affecting fitness to serve.

Staff receive safety, emergency, child-abuse reporting, confidentiality, and role-specific training. CPR, first aid, medication, or other certifications are maintained when required for assigned duties.

Student Health and Medication

GHSA complies with applicable immunization, health-screening, emergency-care, and student-health requirements, including lawful exemptions and protections. Medication is accepted, stored, documented, and administered only in accordance with written authorization, applicable law, and school procedures. Student health information is secured and disclosed only to personnel with a legitimate need to know. Emergency medications, first-aid supplies, and response equipment are maintained and monitored as required by law and Board policy.

Emergency Preparedness, Drills, and Reunification

The safety plan addresses fire, earthquake, evacuation, shelter-in-place, lockdown, severe weather, utility interruption, hazardous materials, medical emergency, violence or threat, and other foreseeable hazards. Drills are conducted at the intervals required by law and the adopted safety plan. Staff maintain attendance and accountability procedures, accessible evacuation routes, communication protocols, emergency supplies, student-release controls, and family reunification procedures. After significant incidents or drills, leadership reviews performance and documents needed corrective action.

Student Protection and Supervision

Students are supervised by authorized adults during the instructional day, transitions, activities, and school-sponsored events. GHSA maintains procedures for child-abuse reporting, bullying and harassment prevention, suicide-prevention response, nondiscrimination, Title IX, visitor management, campus access, student release, and response to threats or concerning behavior. Staff act immediately when safety concerns arise and coordinate with parents, emergency responders, child-protection agencies, law enforcement, health professionals, or other authorities as appropriate.

Facilities, Food, Transportation, and Environmental Safety

GHSA maintains facilities and operations consistent with applicable fire, building, occupational safety, sanitation, food-service, environmental, accessibility, and emergency requirements. Transportation, field trips, contractors, custodial services, technology systems, and school activities are governed by written procedures and vendor expectations designed to reduce risk. Required inspections, permits, certificates, drills, incident records, and corrective actions are retained for review.

Annual Review and Accountability

The Executive Director or designee reviews safety policies, emergency plans, training records, clearances, incident information, inspection findings, insurance, and corrective actions at least annually and reports material issues to the Governing Board. The Board and school leadership update procedures when law, facilities, programs, staffing, student needs, or incident experience require revision. Safety documents will be made available to LACOE as required for oversight.

INSURANCE AND INDEMNIFICATION

Insurance

Grace Hopper STEM Academy ("GHSA") shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the Los Angeles County Office of Education's risk manager and as specified below.
GHSA'S obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end GHSA'S right to operate as a charter school pursuant to this Charter or cause GHSA to cease operations until GHSA has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of GHSA, throughout the life of the Charter, GHSA shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or
A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

a. *COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage* for: "bodily injury," "property damage", "advertising injury," and "personal injury," including, but not limited to, coverage for products and completed operations, with combined single limits of not less than $1,000,000 per occurrence and $2,000,000 in the aggregate. Additionally, Excess Liability coverage shall be procured in the amount of $4,000,000 per occurrence. General Liability Insurance Endorsement Negligence Related to Sexual Abuse or Molestation providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse. Such coverage shall provide for defense outside of liability limits and provide liability coverage of $15 million per sexual abuse injury. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or Principal, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible. General Liability Insurance Endorsement Negligence Related to Corporal Punishment providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of corporal punishment. Such coverage shall provide for defense outside of liability limits and provide liability coverage in an amount acceptable to the District. Such insurance must include coverage for corporal punishment perpetrated by a student in supervised internship program, employed school psychologists and counselors, employee, officer or Principal, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

b. EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program. Such coverage shall be in an amount acceptable to LACOE.

c. COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than $1,000,000 per person and per occurrence.

d. WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

e. PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of GHSA. If any Los Angeles County Office of Education property is leased, rented or borrowed, it shall also be insured by GHSA in the same manner as (a), (b), and (c) above.

f. PROFESSIONAL LIABILITY insurance and/or coverage providing coverage for educators' legal liability and errors and omissions, in an amount not less than $1,000,000 per occurrence with an aggregate policy limit of $2,000,000.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the Los Angeles County Office of Education and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "Los Angeles County Office of Education and the Los Angeles County Office of Education Personnel") as additional insureds; (b) shall insure Los Angeles County Office of Education and Los Angeles County Office of Education Personnel to the same extent as GHSA; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the Los Angeles County Office of Education and/or by the Los Angeles County Office of Education Personnel shall be in excess of GHSA's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by GHSA; (d) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty days' prior written notice thereof given by the insurer to the Los Angeles County Office of Education by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the Los Angeles County Office of Education by the insurer, GHSA shall also provide the Los Angeles County Office of Education with thirty days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or nonrenewal, or materially changed for any reason, Los Angeles County Office of

Education GHSA shall cease operations until such policy of insurance and/or memorandum of coverage is restored, an if the required insurance and/or coverage is not restored within two business days, the Charter shall be subject to revocation pursuant Education Code Section 47607.

The acceptance by the Los Angeles County Office of Education of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of GHSA or of any insurer or joint powers authority to the Los Angeles County Office of Education.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the Los Angeles County Office of Education and/or the Los Angeles County Office of Education Personnel are waived.

GHSA shall provide to the Los Angeles County Office of Education duplicate originals or copies, as available, of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the Los Angeles County Office of Education within thirty days of the approval of this Charter and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by LACOE for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a limitation of the obligation(s) of GHSA to defend, indemnify, and hold harmless the Los Angeles County Office of Education and the Los Angeles County Office of Education Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of GHSA to defend, indemnify, and hold harmless the Los Angeles County Office of Education and the Los Angeles County Office of Education Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney s fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverages required by the foregoing provisions of this Charter must be declared to and approved by the Los Angeles County Office of Education.

GHSA shall promptly respond to all inquiries from the Los Angeles County Office of Education regarding any claims against GHSA and/or any obligation of GHSA under the foregoing provisions of this Charter.

Additionally, GHSA shall, beginning in GHSA's second year of operation, maintain a funds balance (reserve) of its expenditures as suggested by Section 15450, Title 5 of the California Code of Regulations.

Indemnification

To the fullest extent permitted by law, Grace Hopper STEM Academy ("GHSA") agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to Los Angeles County Office of Education and hold harmless the Los Angeles County Office of Education, the Los Angeles County Office of Education's Board of Trustees, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators,

employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of GHSA, and/or on the part of the Board of Directors, officers, board appointed groups, committees, boards, and any other GHSA appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of GHSA in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or in any way related to the operation or operations of GHSA or of any other facility, program, or activity. The obligations of GHSA to defend the Los Angeles County Office of Education and the other Indemnities identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate GHSA to indemnify Indemnities for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of GHSA shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

GHSA further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget.

GHSA'S obligation to indemnify, defend, and hold harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end GHSA'S right to operate as a charter school pursuant to this Charter or cause GHSA to cease operations.

Pursuant to Education Code section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the charter school's acts, errors, or omissions, when the authorizing entity has fulfilled its oversight responsibilities. GHSA shall maintain its nonprofit public benefit corporation status, provide documentation of its tax-exempt status to LACOE upon request, cooperate with lawful oversight requirements, maintain required insurance, and fulfill its indemnification obligations.

ELEMENT 7 – MEANS TO ACHIEVE STUDENT POPULATION BALANCE

Governing Law

"The means by which the charter school 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." (Ed. Code § 47605(c)(5)(G).)

Commitment to Inclusive Enrollment

GHSA is a public school of choice and will conduct recruitment and enrollment in a manner designed to provide broad, equitable access to students throughout Inglewood and surrounding communities. The school will not use academic achievement, disability, language, behavior history, family participation, immigration status, housing status, or another protected characteristic to screen applicants or limit access.

Demographic Review and Annual Planning

Before each annual recruitment cycle, the Executive Director or designee will review GHSA enrollment and application patterns in relation to the communities the school is authorized and positioned to serve. The review will consider race and ethnicity, grade level, English learner status, disability, socioeconomic status, foster or kinship care, homelessness or mobility, geographic area, application source, offer acceptance, waitlist movement, and attrition to the extent data may lawfully be collected and reported. Small-cell privacy protections will be observed.

Recruitment and Outreach Strategies

Provide accurate enrollment information in English and Spanish and reasonable language assistance for families who need additional support.

Distribute information through the school website, social media, community events, feeder schools, public libraries, faith and community organizations, youth programs, and neighborhood partners.

Conduct information sessions, school tours, open houses, family workshops, and community presentations at varied times and through accessible formats.

Build relationships with organizations serving English learners, students with disabilities, foster and kinship-care youth, students experiencing homelessness, and economically disadvantaged families.

Use family and alumni referrals while ensuring that public information and enrollment opportunities are available beyond the school's existing network.

Train all staff and representatives involved in outreach or enrollment on nondiscrimination, voluntary family participation, language access, and lawful admissions procedures.

Table 29. Annual Recruitment and Monitoring Cycle

Step	Action
1. Review	Analyze enrollment, applications, offers, acceptance, waitlist, attrition, geography, and available demographic information.
2. Set Outreach Priorities	Identify communities or student groups that are underrepresented or not being reached effectively.
3. Implement	Assign responsible staff, partner organizations, events, communication methods, languages, and timelines.
4. Monitor	Track inquiries, applications, event participation, offers, acceptance, and barriers during the enrollment period.
5. Evaluate and Adjust	Report results to leadership and the Board; revise strategies before the next recruitment cycle.

Equitable Access and Corrective Action

If the annual review shows that outreach is not reaching a broad cross-section of the communities served, GHSA will adjust bilingual communication, partnerships, event locations or times, direct neighborhood outreach, online access, staff training, or information about available supports. Recruitment materials will represent only GHSA's current grades 6–8 program and approved services.

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(5)(H).)

Grace Hopper STEM Academy (GHSA) is a public school of choice and shall admit all pupils who wish to attend, subject only to the school's capacity and lawful age and grade-level eligibility. Admission is open to all pupils residing in California. GHSA will comply with all applicable state and federal admission laws, including Education Code Section 47605(e). No test, assessment, interview, academic record, family orientation, parent agreement, or parent commitment shall be used as a condition of application, admission, or enrollment. Except for preferences authorized by law and approved by the chartering authority, admission shall not be determined by the residence of the pupil or the pupil's parent or legal guardian within California.

Non-Discriminatory Admission

GHSA is nonsectarian in its programs, admission policies, employment practices, and all other operations; does not charge tuition; and does not discriminate against any pupil on the basis of any characteristic protected by Education Code Section 220 or other applicable law. GHSA shall not discourage a pupil from enrolling or seeking to enroll because of academic performance, disability, English learner status, foster youth status, homelessness, socioeconomic status, race, ethnicity, nationality, sex, gender, gender identity, gender expression, sexual orientation, religion, or any other protected characteristic.

GHSA shall not request a pupil's records or require a parent, guardian, or pupil to submit pupil records before enrollment. GHSA shall not encourage an enrolled pupil to disenroll or transfer for any unlawful reason. The California Department of Education charter-school enrollment rights notice will be posted on the school's website and provided when a family inquires about enrollment, before any enrollment lottery, and before any disenrollment, as required by law.

Enrollment Information and Family Orientation

GHSA will maintain clear application timelines, enrollment procedures, lottery rules, and waitlist procedures on its website and will make the information available upon request in the school office. Enrollment information will be available in English and Spanish, and reasonable language assistance will be provided to families who request support.

GHSA may offer family orientations, open houses, and school tours so prospective and newly enrolled families can learn about the school's mission, educational program, policies, and family-partnership opportunities. Participation in an orientation, tour, conference, parent program, or acknowledgment form is voluntary and shall not be a condition of application, admission, enrollment, continued enrollment, or access to any school program or benefit.

GHSA encourages parents and caregivers to participate in the school community and may invite families to volunteer. Parent or caregiver volunteer service is not required. No pupil or family will be penalized, denied admission, denied continued enrollment, denied a preference, or denied any educational benefit because a parent or caregiver does not volunteer.

Public Random Drawing

Applications will be accepted during a publicly advertised open-enrollment period each year for enrollment in the following school year. If the number of timely applications does not exceed the school's capacity for a grade level, all applicants will be offered admission. If applications exceed available capacity, GHSA will conduct a public random drawing for the affected grade level. Pupils currently enrolled at GHSA are exempt from the drawing and are guaranteed continued enrollment for the following school year.

Subject to applicable law and approval by the chartering authority at a public hearing, preferences in the public random drawing will be applied in the following priority order:

- Pupils who reside within the Inglewood Unified School District;
- Siblings of pupils currently enrolled at GHSA;
- Children of GHSA employees; and
- Any other preference expressly authorized by law and approved by the chartering authority.

All preferences will be implemented consistently with federal law, the California Constitution, Education Code Sections 200, 47605, and 49011, and shall not limit enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, foster youth, homeless pupils, pupils who are economically disadvantaged, or pupils based on any protected characteristic. No preference will be conditioned on parent volunteer service.

GHSA will publicly post the lottery date, time, location, available seats, rules, deadlines, and procedures after the application deadline and will provide notice to applicants at least two weeks before the drawing by available communication methods, which may include email, U.S. mail, telephone, text message, and website notice. Information will be provided in English and Spanish, with reasonable language assistance available. The drawing will be open to the public, and LACOE Charter School Office representatives may observe.

Each timely applicant will be assigned a unique lottery identifier without requiring submission of enrollment documents or pupil records. The drawing will be conducted using a transparent random process, and GHSA will retain records sufficient to verify the results.

Applicants not offered admission because of capacity will be placed on a grade-level waitlist in the order determined by the public random drawing. As vacancies occur during the school year, offers will be made in waitlist order. A waitlist will not carry over to the following school year; families must submit a new application for each annual enrollment cycle.

Enrollment and Grade Placement

After a pupil is admitted, GHSA will request completion of an enrollment packet. The packet may include the following documents and information, as applicable:

1. Student enrollment form;
2. Proof of age or identity, such as a birth certificate or other lawful documentation;
3. Immunization records or documentation permitted under applicable law;
4. Home Language Survey;
5. Emergency medical information form; and
6. Authorization for GHSA to request records from the pupil's prior school after enrollment.

After enrollment, GHSA will request cumulative records directly from the pupil's prior school. A pupil will not be denied admission or enrollment because records or transcripts were not provided before enrollment. Grade placement will be determined using lawful age and prior-grade information and, when

available after enrollment, educational records and consultation with the family. Grade placement will not be used as an academic screening device.

GHSA will comply with applicable immunization and health requirements, including lawful exemptions and protections. Enrollment and pupil records will be maintained and disclosed in accordance with state and federal privacy and confidentiality laws. When a pupil leaves GHSA, records will be processed and transferred as required by law.

Annual Review and Transparency

The Executive Director or designee will review admission, lottery, waitlist, enrollment, and communication procedures annually to ensure continued compliance with current law, consistency with the charter, equitable access for all applicants, and clear public information. Any needed procedural or language-access improvements will be implemented before the next enrollment cycle.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

Grace Hopper STEM Academy shall provide for an annual, independent financial and compliance audit in accordance with Education Code sections 47605(m) and 41020, the annual K–12 Local Educational Agency Audit Guide adopted by the Education Audit Appeals Panel, and all other applicable state and federal requirements.

Auditor Selection and Independence

The Governing Board shall select and approve an independent certified public accountant or public accounting firm that is authorized to perform local educational agency audits and listed as active in the State Controller's Office directory. The auditor shall be independent of GHSA, its management, and its fiscal service providers and shall have appropriate experience auditing California charter schools and public education programs. GHSA may use a competitive selection process or request for proposals consistent with Board policy and sound fiscal practice.

Audit Standards and Scope

GHSA shall maintain its books and records in accordance with generally accepted accounting principles and applicable California school accounting and reporting requirements. The annual audit shall be performed in accordance with generally accepted governmental auditing standards, the applicable K–12 Audit Guide, and federal Single Audit requirements when those requirements apply. The audit shall include the financial statements, attendance and enrollment accounting, state and federal compliance matters, internal controls, and any other areas required by law or the annual Audit Guide.

Submission, Board Review, and Public Access

The completed audit report shall be submitted by December 15 of each year, or by any other legally authorized deadline, to LACOE as the chartering authority, the Los Angeles County Superintendent of Schools, the California Department of Education, and the State Controller's Office. The final audit shall be

presented to the Governing Board for review and acceptance at a public meeting within the time required by law. The audit report is a public record and shall be made available upon request, subject to lawful redactions.

Resolution of Audit Findings

The Executive Director and designated fiscal personnel shall review each audit finding, exception, deficiency, or management recommendation and prepare a written corrective-action plan for Board review. The plan shall identify the responsible person, required action, target completion date, and evidence that will demonstrate resolution. The Governing Board shall monitor corrective action until each matter is resolved to the satisfaction of LACOE and any other responsible oversight agency. Corrective actions and required certifications shall be submitted within applicable statutory timelines. If GHSA seeks summary review or appeal of an audit finding, it shall follow the procedures of the Education Audit Appeals Panel and applicable law.

Fiscal Records and Cooperation

GHSA shall maintain complete and accurate fiscal, payroll, attendance, procurement, grant, and supporting records for the periods required by law. School personnel and fiscal contractors shall cooperate fully with the independent auditor and authorized oversight agencies. The Governing Board retains ultimate responsibility for fiscal oversight, review of the annual audit, and verification that corrective actions are completed.

Financial Planning, Budget Monitoring, and Sustainability

GHSA's school fiscal year is July 1 through June 30. Before each fiscal year, the Governing Board will adopt an operating budget based on documented enrollment, Average Daily Attendance (ADA), revenue, staffing, facilities, contracted-service, debt, cash-flow, and reserve assumptions. The Board will review budget-to-actual results, updated year-end projections, monthly cash flow, enrollment and ADA, receivables, payables, contracts, restricted resources, and reserves throughout the year and will approve timely revisions when material assumptions change.

GHSA's current MYP presents fiscal year 2025–26 as the current-year baseline and fiscal years 2026–27 through 2030–31 as the five-year renewal planning horizon. The visible income-statement schedule projects the following enrollment, funded ADA, revenue, expenditures, and annual operating results:

Fiscal year	Enrollment	Funded ADA	Revenue	Expenses	Result
2025-26	80	72.71	$1,797,248	$1,749,392	$47,856
2026-27	100	91.00	$2,014,967	$1,971,886	$43,081
2027-28	100	93.00	$2,224,780	$2,025,758	$199,022
2028-29	120	111.60	$2,710,892	$2,155,907	$554,985
2029-30	130	120.90	$3,001,648	$2,212,784	$788,864
2030-31	130	120.90	$3,102,697	$2,269,255	$833,442

These projections are planning assumptions, not guarantees. Final Board-approved, unlocked financial workbooks control if they differ from this summary. Management will reduce or defer controllable expenditures if enrollment, ADA, revenue collections, or available cash are below plan.

Cash Flow, Debt, and Reserves

Projected operating income does not by itself establish monthly liquidity. GHSA will maintain a formula-based three-year monthly cash-flow schedule that ties to verified beginning cash and the same assumptions used in the MYP and LCFF calculator. The Board will monitor the timing of

state and federal apportionments, reimbursement-based programs, grants, receivables, lease payments, contracted staffing, debt service, restricted resources, and other material obligations. GHSA will maintain an appropriate reserve for economic uncertainty and will not commit one-time or uncollected revenue to recurring costs without an identified ongoing source and Board approval.

Internal Controls, Contracts, and Related Parties

GHSA will maintain written fiscal controls for purchasing, contracting, payroll, cash receipts, disbursements, bank and debit-card activity, reconciliations, grants, assets, restricted funds, conflicts of interest, financial reporting, and document retention. Duties will be separated to the extent practicable for a small school, with documented compensating review when full separation is not practical.

Material contracts, including staffing, administrative support, youth and family support, back-office accounting, special education, transportation, facilities, audit, and other professional services, will be reviewed for scope, cost, qualifications, insurance, performance, conflicts, termination rights, and fiscal impact. One-year contracts will not be treated as automatically renewed. Related-party transactions will be disclosed and reviewed in accordance with applicable conflict-of-interest requirements, and the Governing Board retains authority and accountability.

Audited Baseline and Corrective Action

GHSA's independent financial statements for the fiscal year ended June 30, 2025 received an unmodified financial opinion. The audit reported no material weakness or significant deficiency in internal control over financial reporting and no questioned cost associated with the reported state-compliance finding. The finding concerned an English Learner teacher authorization. GHSA's documented response includes assignment review and correction, pre-placement credential and authorization verification, periodic monitoring, and recruitment or lawful reassignment when necessary. The Board and administration will monitor the corrective action until the matter is verified as resolved.

Supporting Financial Records

The petition and appeal record are supported by the current MYP and assumptions, LCFF calculator, three-year cash flow, staffing and fee schedules, organizational chart, the three most recent independent audits, Board-approved fiscal policies, year-to-date general ledger, current debt schedule, bank statements and reconciliations, and applicable executed contracts. Formula-based schedules will be submitted in unlocked Excel format when required. Confidential account, personnel, and personally identifying information will be protected in any publicly released copy.

ELEMENT 10 – SUSPENSION, EXPULSION, AND INVOLUNTARY REMOVAL PROCEDURES

GHSA shall maintain a safe, inclusive, and productive learning environment while protecting the educational rights and due process rights of every pupil. These procedures are intended to comply with Education Code section 47605(c)(5)(I), federal and state constitutional due process requirements, applicable provisions of the Education Code, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and other applicable law.

School Climate and Restorative Discipline Philosophy

GHSA views discipline as an opportunity for learning, reflection, accountability, and repair rather than as punishment alone. The school's approach is grounded in positive relationships, the Six Pillars of Character, clear expectations, student voice, family partnership, and a Multi-Tiered System of Supports. Staff members are expected to model respect, communicate positively with pupils and families, de-escalate

conflict, and respond to behavior in a manner that preserves dignity and instructional access whenever safety permits.

Preventive and restorative supports may include:

- explicit teaching and reteaching of behavioral expectations and classroom routines;
- positive reinforcement, class meetings, student goal-setting, and regular family communication;
- restorative conversations or circles, peer mediation, reflection assignments, apologies, repair plans, and conflict-resolution instruction;
- counseling, mentoring, Student Success Team review, social-emotional supports, and individualized behavior plans;
- temporary changes in setting, supervised Independent Learning Sessions, or Extended Learning Opportunities designed to maintain academic progress and teach replacement behaviors; and
- other interventions reasonably related to the pupil's needs, the conduct, and the safety of the school community.

Independent Learning Sessions and Extended Learning Opportunities are non-exclusionary interventions unless GHSA expressly documents the action as a formal suspension. When an action constitutes a suspension, expulsion, or involuntary removal, all procedures and safeguards in this Element shall apply.

Progressive Response and Alternatives to Exclusion

Except when a pupil's conduct presents an immediate danger, involves a serious offense, or requires a different response under law, GHSA shall consider appropriate alternatives before imposing an out-of-school suspension or recommending expulsion. Relevant considerations include the pupil's age, developmental level, disciplinary history, disability-related needs, the severity and context of the conduct, the effectiveness of prior supports, the impact on victims and the school community, and whether a less restrictive response can restore safety and engagement. GHSA shall not suspend, expel, or involuntarily remove a pupil for truancy, tardiness, absence, academic performance, or any other reason prohibited by law.

Grounds for Suspension or Expulsion

A pupil may be suspended or recommended for expulsion only for conduct that constitutes a lawful ground under Education Code sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915, as applicable to the pupil's grade level and the circumstances, and that is related to school activity or school attendance as provided by law. GHSA shall distinguish between conduct for which an expulsion recommendation is mandatory and conduct for which a recommendation is discretionary. The Governing Board may adopt and periodically revise a pupil discipline policy that is consistent with this charter and current law.

Investigation and Informal Resolution

Before formal discipline is imposed, an administrator shall conduct a fair and timely investigation appropriate to the seriousness of the allegation. The administrator shall gather available information, provide the pupil an opportunity to respond, consider relevant witness and documentary evidence, and document the basis for the decision. When appropriate, the administrator may resolve the matter through restorative or corrective measures without imposing a formal suspension. Emergency action may be taken when necessary to protect immediate safety, followed by notice and an opportunity to be heard as soon as practicable.

Suspension Procedures

For a suspension of fewer than 10 schooldays, GHSA shall provide the pupil oral or written notice of the charges. If the pupil denies the charges, GHSA shall explain the evidence supporting the proposed action and provide the pupil a meaningful opportunity to present the pupil's side of the story before the suspension, except in an emergency as permitted by law. The administrator shall promptly notify the parent or guardian and provide written notice stating the reason for the suspension, the duration, the pupil's return date, any assigned interventions, and the procedure for requesting administrative review.

No single suspension shall exceed the period permitted by applicable law. GHSA shall provide pupils with access to assignments and a reasonable opportunity to complete work and assessments missed during a suspension. When a pupil is assigned to a supervised on-campus setting, the pupil shall receive appropriate supervision, access to instructional work, and behavioral support. A supervised on-campus intervention shall not be labeled or reported as a suspension unless it is administered as a formal suspension under these procedures.

Recommendation for Expulsion and Interim Measures

Expulsion shall be reserved for serious conduct or repeated conduct for which less restrictive interventions have not been effective, unless the nature of the offense requires an expulsion recommendation under applicable law. The Executive Director or designee may recommend expulsion and may impose a lawful interim suspension or safety plan while the matter is pending. GHSA shall continue to consider the pupil's educational needs and shall provide information concerning available educational options during the process.

Expulsion Hearing and Decision

For any suspension of 10 schooldays or more and for every proposed expulsion, GHSA shall provide timely written notice of the charges and an explanation of the pupil's basic rights. A hearing shall be held within a reasonable number of schooldays before a neutral hearing officer or neutral administrative panel appointed by the Governing Board. No person who participated materially in the investigation or recommendation may serve as the adjudicator.

At the hearing, the pupil and parent or guardian shall have a fair opportunity to:

- review the evidence relied upon by GHSA, subject to lawful confidentiality protections;
- present testimony, documents, and witnesses;
- confront and cross-examine adverse witnesses, except where a legally sufficient finding supports an alternative procedure to protect a witness;
- be represented by legal counsel or accompanied by a nonattorney advocate at the family's expense;
- receive interpretation, reasonable accommodations, and other access supports when required; and
- receive a written decision based on the hearing record and stating the findings, the action taken, and any conditions for rehabilitation or readmission.

The neutral hearing officer or panel shall prepare findings and a recommendation for the Governing Board. The Board shall make the final expulsion decision based on the record, while maintaining pupil confidentiality as required by law. If the pupil is expelled, GHSA shall notify the pupil's district of residence and other required agencies, transmit records as required by Education Code section 47605(e)(3), and provide the family information regarding educational alternatives. Any rehabilitation or readmission plan shall identify the conditions, supports, and review date applicable to a request for readmission.

Involuntary Removal for Reasons Other Than Suspension or Expulsion

No pupil shall be involuntarily removed, disenrolled, dismissed, transferred, or terminated from GHSA for any reason unless the pupil's parent or guardian receives written notice of intent to remove the pupil at least five schooldays before the proposed effective date. The notice shall be provided in the native language required by law, state the basis for the proposed action, explain the pupil's due process rights, and inform the recipient of the right to request the neutral-hearing procedures described above before the removal becomes effective. If a timely hearing is requested, the pupil shall remain enrolled until GHSA issues a final decision.

For a pupil who is a foster child or youth, homeless child or youth, or Indian child, GHSA shall provide all additional notices and documents to the pupil's educational rights holder, attorney, county social worker, tribal social worker, or other person required by Education Code section 47605(c)(5)(I). Those persons shall receive the same suspension, expulsion, manifestation-determination, involuntary-removal, and

related information rights provided to a parent or guardian. GHSA shall not use involuntary removal to address truancy or avoid the procedural protections applicable to discipline.

Pupils with Disabilities

GHSA shall comply with the Individuals with Disabilities Education Act, Section 504, and all applicable special education laws before changing the placement of a pupil with a disability for disciplinary reasons. Required procedures include notice to the parent or educational rights holder, a manifestation determination when applicable, continuation of legally required educational services, participation of the IEP or Section 504 team, consideration of functional behavioral assessment and behavior intervention supports, and all required procedural safeguards. A pupil shall not be disciplined for conduct that GHSA is legally required to treat as a manifestation of disability except as permitted by federal and state law.

Staff Training, Records, and Oversight

GHSA shall train administrators, teachers, and support staff in restorative practices, de-escalation, trauma-informed response, disability-related discipline protections, implicit-bias awareness, documentation, and due process. The school shall maintain discipline records sufficient to demonstrate compliance, monitor patterns and disproportionality, and review suspension, expulsion, involuntary-removal, attendance, and school-climate information as part of its continuous-improvement process. The Governing Board shall review the discipline policy periodically and revise implementing procedures when law or school needs change.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

Current Retirement Coverage

Grace Hopper STEM Academy currently provides federal Social Security coverage for eligible employees and does not participate in CalSTRS or CalPERS. GHSA and its payroll provider will make all required employer and employee Social Security and Medicare contributions, issue required payroll and tax reporting, and maintain records sufficient to verify compliance.

Employees and applicants will receive accurate written information concerning the retirement coverage associated with their position. GHSA will not represent employment as CalSTRS- or CalPERS-covered service unless the school has lawfully elected or is legally required to participate and the coverage has been implemented through the appropriate agency.

If applicable law or the school's retirement obligations change during the charter term, GHSA will obtain professional advice, secure Governing Board approval when required, notify affected employees and LACOE, and implement the change in accordance with governing law and plan requirements. Any retirement-related obligations that survive closure will be addressed through the Element 15 closure process.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Grace Hopper STEM Academy (GHSA) is a school of choice. No student is required to attend, and no employee is required to work at GHSA. Los Angeles County students living within the attendance area of Los Angeles County who do not desire to attend GHSA may attend another school in Los Angeles County or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of residence.

ELEMENT 13 – SCHOOL DISTRICT EMPLOYEE RETURN RIGHTS

Job applicants for positions at Grace Hopper STEM Academy are considered through an open process, and if hired, enter into a contractual agreement with GHSA.

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

Purpose

GHSA and the Los Angeles County Office of Education (LACOE) share an interest in identifying concerns early, exchanging accurate information, protecting students, and resolving disputes efficiently. The following process applies to operational, oversight, or charter-implementation disputes between GHSA and LACOE when use of the process is practicable and consistent with law.

Step 1 – Informal Resolution

The Executive Director or designee and the appropriate LACOE representative will first attempt to clarify and resolve the concern through timely communication and exchange of relevant information. Either party may request a meeting when written communication is insufficient.

Step 2 – Written Notice

If the matter is not resolved informally, the concerned party may provide written notice describing the material facts, the Charter provision, law, policy, or oversight obligation involved, the requested response or corrective action, and the proposed timeline. The receiving party will acknowledge the notice and identify its responsible representative.

Step 3 – Meet and Confer

Representatives with authority to address the matter will meet and confer within ten business days of the written notice unless the parties agree to another reasonable timeline. The parties may establish a written corrective-action plan identifying responsibilities, evidence of completion, reporting dates, and a method for determining whether the matter has been resolved.

Step 4 – Optional Mediation

If the dispute remains unresolved, the parties may mutually agree to nonbinding mediation with a neutral mediator. The parties will agree in advance on the mediator, schedule, confidentiality expectations, and allocation of costs. Mediation is voluntary unless required by another binding agreement.

Preservation of Statutory Authority and Rights

Nothing in this process limits LACOE's oversight, investigation, notice, corrective-action, revocation, nonrenewal, emergency, or other authority under applicable law. LACOE is not required to complete these steps before acting when a severe and imminent threat exists or when law establishes a different procedure or timeline. Participation does not waive either party's legal rights, remedies, defenses, or deadlines.

Internal Complaints and Disputes

Disputes involving students, families, employees, contractors, volunteers, or Board members that do not primarily concern a dispute between GHSA and LACOE will be addressed through GHSA's applicable complaint, grievance, personnel, student, special education, Title IX, or internal dispute policy. When LACOE refers a complaint to GHSA or requests information within its oversight authority, GHSA will provide timely status updates and a final response consistent with confidentiality requirements.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

Closure Events and Governing Responsibility

The following procedures apply if GHSA closes because of expiration without renewal, revocation, voluntary surrender, dissolution, court order, operation of law, or another event that terminates the school's authority to operate. The Governing Board is responsible for initiating and overseeing closure unless another authority is legally designated. The Board may appoint a closure administrator, legal counsel, fiscal advisor, records custodian, or other qualified agents, but it retains responsibility for orderly completion of all obligations.

Initial Board Action and Notifications

The Board will document the closure decision or event in a public meeting when legally permissible and establish the effective date, responsible persons, transition timeline, and reporting structure. GHSA will provide timely written notice, in the manner required by law, to:

LACOE, the California Department of Education, and other governmental or oversight agencies with jurisdiction;

students, parents and guardians, including information about the final instructional day, records, enrollment alternatives, special education contacts, transportation or transition resources when available, and how families may obtain assistance;

the school districts in which enrolled students reside and any receiving district or school designated to receive records;

the SELPA and other agencies responsible for students with disabilities or protected student populations;

employees, contractors, vendors, creditors, landlords, insurers, benefit and payroll providers, financial institutions, grantors, and other parties with material rights or obligations; and

retirement, tax, labor, unemployment, workers' compensation, and other agencies as applicable.

Student Transition and Records

GHSA will support continuity of education and protect student rights during closure. The school will maintain instruction and services through the final operating date to the extent practicable, provide families with enrollment information, and coordinate the transfer of students requiring special education, English learner, foster youth, homeless, health, counseling, or other supports.

Cumulative, attendance, assessment, special education, discipline, health, English learner, and other required student records will be organized, secured, and transferred to the receiving district, school, records custodian, or other entity designated under applicable law and in coordination with LACOE. Families will be informed where records will be maintained and how copies may be requested. Confidential records will be transferred and retained in accordance with federal and state privacy requirements.

Employees, Payroll, and Benefits

GHSA will provide employees with all notices required by law and agreement, issue final wages and required tax documents, resolve reimbursable expenses, and address accrued obligations, unemployment, workers' compensation, health or other benefits, and Social Security or other retirement reporting. Personnel records will be retained or transferred to a lawful custodian, and employees will be told how to obtain future verification of employment or records.

Table 30. Financial Closeout and Final Audit

Closeout Area	Required Action
Cash and Obligations	Secure accounts, preserve cash for lawful obligations, reconcile receivables and payables, and establish a priority schedule for payroll, taxes, benefits, student services, vendors, creditors, and closure costs.
Grants and Restricted Funds	Notify grantors, complete required reports, return unearned or restricted balances, and comply with conditions governing federal, state, local, philanthropic, and special education funds.

Closeout Area	Required Action
Assets and Inventory	Inventory equipment, technology, furniture, instructional materials, records, leases, deposits, and other assets; identify funding source and restrictions; prevent unauthorized disposal.
Accounting and Reporting	Close the books, prepare final financial statements and required state or authorizer reports, preserve supporting records, and cooperate with LACOE and auditors.
Final Independent Audit	Arrange for a final independent audit or other required closeout review addressing assets, liabilities, revenue, expenditures, restricted funds, attendance, grants, payroll, and unresolved findings.

Disposition of Assets and Liabilities

GHSA will satisfy or provide for lawful debts and obligations before distributing remaining assets. Publicly funded, restricted, donated, leased, or grant-funded assets will be returned, transferred, sold, or otherwise disposed of in accordance with the funding source, applicable law, written agreements, nonprofit requirements, and direction from agencies with jurisdiction. No director, officer, employee, related party, or private person may receive an improper private benefit from closure.

After payment or provision for liabilities, any remaining net assets of the nonprofit corporation will be distributed in accordance with the Articles of Incorporation, bylaws, applicable nonprofit and tax law, restrictions attached to public funds or property, and any lawful direction of LACOE or another agency with jurisdiction. Dissolution of the nonprofit corporation is a separate corporate action and will be completed only after charter-school obligations have been addressed.

Records Retention, Insurance, and Final Certification

GHSA will retain or transfer corporate, governance, fiscal, audit, payroll, personnel, student, special education, grant, contract, insurance, and litigation records for the periods required by law. Insurance, defense, indemnification, audit, records, and other obligations that survive closure will remain in effect. When closeout is complete, the responsible closure administrator will provide the Governing Board and LACOE with a final certification describing actions completed, records disposition, remaining obligations, and the location of retained records.

Table 31. Closure Implementation Sequence

Step	Closure Action
1	Document closure event; designate responsible leadership, advisors, and timeline.
2	Notify LACOE, agencies, families, employees, districts, SELPA, creditors, and partners.
3	Maintain student services through the final date and support enrollment transitions.
4	Secure and transfer student, personnel, governance, and fiscal records.
5	Complete payroll, taxes, benefits, contracts, grants, inventory, and creditor obligations.
6	Conduct final audit and required authorizer and state reporting.
7	Dispose of assets and complete nonprofit wind-up only after school obligations are resolved.
8	Provide final certification and records-custodian information to LACOE.

APPENDIX A GENERAL ASSURANCES

MISCELLANEOUS

Free Schools Guarantee

GHSA will at all times comply with the terms and requirements of the free schools guarantee of the California Constitution, Article IX, section 5, in all aspects of the GHSA program. GHSA is in compliance with the free schools guarantee in that no labor shop fees are charged the students.

Term of Charter:

A. The term of this renewed Charter shall be five academic years, through and including June 30, 2031. Any future renewal request shall be submitted in accordance with applicable law and the procedures of the chartering authority.

B. A future renewal submission will include the documentation required by law and the chartering authority, including an updated petition and any required supporting records.

Submittal of Documents, Reports, and Information:

C. GHSA shall submit to LACOE all documents, reports, and information required by law, including reports required pursuant to Education Code section 47604.33.

D. GHSA shall provide LACOE with an approved school calendar and bell schedule demonstrating compliance with required instructional days and minutes within the timelines established by law or LACOE's oversight procedures.

E. GHSA shall provide LACOE with course and class information reasonably required for oversight within the timelines established by law or LACOE's oversight procedures.

F. GHSA shall provide enrollment and student-roster information reasonably required for oversight and shall track students who leave GHSA to return to a district or enroll in another school, consistent with applicable privacy requirements.

If a pupil who is subject to compulsory full-time education pursuant to Education Code section 48200 leaves the Charter School without graduating or completing the school year for any reason, GHSA shall notify the superintendent of the school district of the pupil's last known address within thirty days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Inspections:

G. Grace Hopper STEM Academy agrees to permit LACOE to inspect and receive copies of records relating to GHSA's operation, including financial, personnel, attendance-accounting, and pupil records, to the extent authorized by law. GHSA shall promptly respond to reasonable oversight inquiries in accordance with Education Code section 47604.3 and shall comply with the California Public Records Act.

Oversight Costs:

H. LACOE may charge GHSA for supervisory oversight up to the maximum permitted by law, including Education Code section 47613, subject to any applicable agreement or legally authorized limitation.

Governing Law and Construction:

I. This Charter shall, in all respects, be governed by the laws of the State of California applicable to agreements executed and to be wholly performed within the State of California. Nothing contained herein shall be construed to require the commission of any act contrary to law.

Debts and Obligations

J. Grace Hopper STEM Academy shall be solely responsible for all costs and expenses related to this Charter and its operation, including but not limited to, costs of insurance, reserves, staff and operations.

K. Grace Hopper STEM Academy shall have no authority to enter contracts for or on behalf of LACOE. Contracts, purchase orders, and other obligations entered by GHSA are the sole responsibility of GHSA unless expressly approved in writing by LACOE as required by law.

Independent Entity:

L. Grace Hopper STEM Academy and its officers, board members, employees, and volunteers shall operate the school as an independent entity. Neither GHSA nor LACOE shall be deemed the agent, partner, joint venturer, or joint enterprise of the other, and LACOE shall not be liable for GHSA's actions or obligations except as provided by law.

Use of Funds:

M. No state or federal funds generated through this Charter may be transferred or used to start or operate another charter school without any approval required by law and the chartering authority.

Compliance with Law:

N. GHSA shall follow any and all other federal, state and local laws and regulations that apply to the Charter School, including but not limited to:

O. GHSA shall maintain accurate and current written records that document all pupil attendance and make these records available for audit and inspection.

P. GHSA shall comply with any jurisdictional limitations to locations of its facilities.

Q. GHSA shall comply with all laws establishing the minimum and maximum age for public school enrollment.

R. GHSA shall comply with all applicable portions of the Every Student Succeeds Act.

S. GHSA shall comply with the Public Records Act.

T. GHSA shall comply with the Family Educational Rights and Privacy Act.

U. All of the attachments to this Charter are hereby incorporated herein and made a part hereof by this reference:

GENERAL ASSURANCE – MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

GHSA shall comply with all applicable provisions of the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.), as amended, to ensure that homeless children and youth have equal access to a free, appropriate public education.

GHSA shall implement policies and procedures to ensure that homeless pupils are identified and provided with the full protections and services required under federal law. Homeless children and youth shall be defined as individuals who lack a fixed, regular, and adequate nighttime residence, including but not limited to those living in shelters, motels, cars, parks, public spaces, or temporarily doubled-up with other persons due to loss of housing or economic hardship.

GHSA shall ensure that homeless pupils are immediately enrolled in school, even if they lack typically required documentation such as proof of residency, immunization records, school records, or other documentation. Enrollment shall not be delayed due to outstanding fees or fines.

GHSA shall designate a staff member as the McKinney-Vento Liaison to ensure compliance with all legal requirements. The liaison shall be responsible for identifying homeless students, ensuring they are enrolled and have full and equal opportunity to succeed in school, informing parents/guardians and unaccompanied youth of their educational rights, and coordinating services with local agencies.

GHSA shall provide homeless students with access to the same academic programs, services, and extracurricular activities that are available to all students, including transportation services, as required by law, to and from the school of origin when in the best interest of the student.

GHSA shall maintain procedures for the prompt resolution of disputes regarding eligibility, school selection, or enrollment in accordance with federal law. Pending resolution of any dispute, the student shall be immediately enrolled in the school in which enrollment is sought and shall be provided all services for which they are eligible.

GHSA shall ensure that all staff are trained on the rights of homeless students and the school's responsibilities under the McKinney-Vento Act. GHSA shall also ensure that public notice of the educational rights of homeless children and youth is disseminated in locations frequented by parents/guardians of such students and in a manner and form understandable to them.

GHSA shall comply with all reporting requirements and collaborate with the chartering authority, school districts of residence, and appropriate local agencies to support students experiencing homelessness.

INSURANCE AND INDEMNIFICATION

Insurance

Grace Hopper STEM Academy ("GHSA") shall purchase and maintain in full force and effect at all times during the term of this Charter insurance in amounts and types and subject to the terms approved by the Los Angeles County Office of Education's risk manager and as specified below. GHSA's obligations to acquire and maintain insurance as provided in this section of the Charter shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end GHSA's right to operate as a charter school pursuant to this Charter or cause GHSA to cease operations until GHSA has fully complied with the Closure Protocol set forth in this Charter and any additional closure procedures required by law, regulation, or required by the California Department of Education.

Without limiting this Charter and/or the defense, indemnity, and hold-harmless obligations of GHSA, throughout the life of the Charter, GHSA shall obtain, pay for, and maintain in full force and effect insurance policies issued by an insurer or insurers admitted by the California Insurance Commissioner to do business in the State of California and rated not less than "A or

A-VII" by A.M. Best Insurance Rating Guide, or, in the case of self-insurance, with a California Joint Powers Authority, a memorandum or memoranda of coverage providing coverage as follows:

g. COMMERCIAL GENERAL LIABILITY insurance and/or coverage, which shall include coverage for: "bodily injury", "property damage", "advertising injury", and "personal injury", including, but not limited to, coverage for products and completed operations, with combined single limits of not less than $1,000,000 per occurrence and $2,000,000 in the aggregate. Additionally, Excess Liability coverage shall be procured in the amount of $3,000,000 per occurrence.

h. General Liability Insurance Endorsement Negligence Related to Sexual Abuse or Molestation providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of sexual abuse. Such coverage shall provide for defense outside of liability limits and provide liability coverage of $10 million per sexual abuse injury. Such insurance must include coverage for sexual abuse perpetrated by a student, students in supervised internship program, employed school psychologists and counselors, employee, officer or Principal, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

i. General Liability Insurance Endorsement Negligence Related to Corporal Punishment providing coverage for allegations of wrongful acts or negligence should an injury occur as a result of corporal punishment. Such coverage shall provide for defense outside of liability limits and provide liability coverage in an amount acceptable to LACOE. Such insurance must include coverage for corporal punishment perpetrated by a student in supervised internship program, employed school psychologists and counselors, employee, officer or Principal, business invitee, volunteer or representative, and agent for whose conduct the insured entity is responsible.

j. EMPLOYEE BENEFITS LIABILITY insurance and/or coverage which shall include coverage for errors and omissions in the administration of an employee benefit program.
Such coverage shall be in an amount acceptable to LACOE.

k. COMMERCIAL AUTO LIABILITY insurance and/or coverage, which shall include coverage for owned, non-owned, and hired autos, with bodily injury and property damage liability limits not less than $1,000,000 per person and per occurrence.

l. WORKER'S COMPENSATION insurance and/or coverage, as required by applicable law, with not less than statutory limits.

m. PROPERTY insurance and/or coverage, which shall include: (a) coverage for real property on an "all risk" basis with full replacement cost coverage and code upgrade coverage, (b) If any Los Angeles County Office of Education property is leased, rented or borrowed, it shall also be insured by GHSA in the same Fire Legal Liability, to protect against liability for portions of premises leased or rented, and (c) Business Personal Property, to protect on a Broad Form, named peril basis, for all furniture, equipment and supplies of GHSA manner as (a), (b), and (c) above.

n. PROFESSIONAL LIABILITY insurance and/or coverage providing coverage for educators' legal liability and error and omissions, in an amount not less than $1,000,000 per occurrence with an aggregate policy limit of $2,000,000.

All of the insurance and/or coverage required by the foregoing provisions of this Charter shall: (a) be endorsed to name the Los Angeles County Office of Education and its Board of Trustees, Board members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns (collectively hereinafter the "Los Angeles County Office of Education and the Los Angeles County Office of Education Personnel") as additional insureds; (b) shall insure Los Angeles County Office of Education and Los Angeles County Office of Education Personnel to the same extent as GHSA; (c) shall be primary insurance, and any insurance and/or self-insurance or coverage maintained by the Los Angeles County Office of Education and/or by the Los Angeles County Office of Education Personnel shall be in excess of GHSA's insurance and/or coverage required by the foregoing provisions of this Charter and shall not contribute with the primary insurance and/or coverage to be provided by GHSA; (d) shall be on an "occurrence" basis rather than a "claims made" basis, excepting only educators' legal liability and errors and omissions insurance and/or coverage, which shall be on a "claims made" basis; and (e) shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of liability set forth in the applicable policy or memorandum of coverage.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that coverage shall not be suspended, rescinded, voided, cancelled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, without thirty (30) days' prior written notice thereof given by the insurer to the Los Angeles County Office of Education by U.S. Mail, certified, or by personal delivery. In addition to such notice provided to the Los Angeles County Office of Education by the insurer, GHSA shall also provide the Los Angeles County Office of Education with thirty (30) days' prior written notice, by certified mail, return receipt requested, of the suspension, recession, voiding, cancellation, reduction in coverage or limits, non-renewal, or material change for any reason, of any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter. If at any time any policy of insurance or memorandum of coverage required by the foregoing provisions of this Charter is suspended, rescinded, voided, canceled, reduced in coverage or in limits, or non-renewed, or materially changed for any reason, Los Angeles County Office of Education GHSA shall cease operations until such policy of insurance and/or memorandum of coverage is restored, and if the required insurance and/or coverage is not restored within two business days, the Charter shall be subject to revocation pursuant Education Code Section 47607.

The acceptance by the Los Angeles County Office of Education of the insurance and/or coverage required by the foregoing provisions of this Charter shall in no way limit the liability or responsibility of GHSA or of any insurer or joint powers authority to the Los Angeles County Office of Education.

Each policy of insurance and/or memorandum of coverage required by the foregoing provisions of this Charter shall be endorsed to state that all rights of subrogation against the Los Angeles County Office of Education and/or the Los Angeles County Office of Education Personnel are waived.

GHSA shall provide to the Los Angeles County Office of Education duplicate originals or copies, as available, of each policy of insurance and/or each memorandum of coverage required by the foregoing provisions of this Charter, including all declarations, forms, and endorsements, which shall be received and approved by the Los Angeles County Office of Education within thirty days of the approval of this Charter and at any other time that a policy of insurance and/or memorandum of coverage is changed and at any other time a request is made by LACOE for such documents. The duplicate originals and original endorsements required by this provision shall be signed by a person authorized by the insurer and/or joint powers authority to bind coverage on its behalf. The procuring of such insurance and/or coverage or the delivery of duplicate originals and endorsements evidencing the same shall in no way be construed as a

limitation of the obligation(s) of GHSA to defend, indemnify, and hold harmless the Los Angeles County Office of Education and the Los Angeles County Office of Education Personnel.

The limits of liability applicable to the policies of insurance and/or memoranda of coverage required by the foregoing provisions of this Charter shall not reduce or limit the obligation(s) of GHSA to defend, indemnify, and hold harmless the Los Angeles County Office of Education and the Los Angeles County Office of Education Personnel.

The limits of liability applicable to the policies of liability insurance and/or memoranda of coverage in place of liability insurance required by the foregoing provisions of this Charter shall not be reduced by or apply to defense costs or attorney's fees incurred to defend against covered claims.

Any deductible(s) or self-insured retention(s) applicable to the insurance and/or coverage required by the foregoing provisions of this Charter must be declared to and approved by the Los Angeles County Office of Education.

GHSA shall promptly respond to all inquiries from the Los Angeles County Office of Education regarding any claims against GHSA and/or any obligation of GHSA under the foregoing provisions of this Charter.

Indemnification

To the fullest extent permitted by law, Grace Hopper STEM Academy ("GHSA") agrees to promptly, fully and completely indemnify, defend through counsel reasonably acceptable to Los Angeles County Office of Education and hold harmless the Los Angeles County Office of Education, the Los Angeles County Office of Education's Board of Trustees, and each of their members, officers, Board appointed groups, committees, boards, and any other Board appointed body, and administrators, employees and attorneys, agents, representatives, volunteers, successors, and assigns ("Indemnitees") from and against any and all claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities of whatever nature or kind, including, but not limited to, attorney's fees and litigation costs, that in any way arise out of or relate to any actual or alleged act or omission on the part of GHSA, and/or on the part of the Board of Directors, officers, board appointed groups, committees, boards, and any other GHSA appointed body, and administrators, employees, attorneys, agents, representatives, volunteers, subcontractors, invitees, successors, and/or assigns of GHSA in any way related to the performance of and/or to the failure to perform in whole or in part any obligation under this Charter and/or in any way related to the operation or operations of GHSA or of any other facility, program, or activity. The obligations of GHSA to defend the Los Angeles County Office of Education and the other Indemnitees identified herein is not contingent upon there being an acknowledgement of or a determination of the merit of any claim, demand, action, cause of action, or suit, and those obligations will be deemed to be triggered immediately upon the assertion of any claim, demands, actions, cause of action, or suit within the scope of this paragraph. However, nothing in this paragraph shall be constructed to obligate GHSA to indemnify Indemnitees for any claims, demands, actions, causes of action, suits, losses, expenses, costs, penalties, obligations, or liabilities resulting from an Indemnitee's sole negligence or from an Indemnitee's willful misconduct where such sole negligence or willful misconduct has been adjudged by the final and binding findings of a court of competent jurisdiction; except, in instances where the sole negligence or willful misconduct of an Indemnitee accounts for only part of the loss(es) involved, the indemnity obligations of GHSA shall be for that portion of the loss(es) not due to the sole negligence or the willful misconduct of such Indemnitees.

GHSA further specifies that its indemnification, defense, and hold harmless obligations pursuant to this Charter extend to indemnify, defend, and hold the Indemnitees harmless from any and all financial obligations in the event of an unbalanced budget. GHSA's obligation to indemnify, defend, and hold

harmless the Indemnitees, as set forth in this section of the Charter, shall survive the revocation, expiration, termination, or cancellation of this Charter or any other act or event that would end GHSA's right to operate as a charter school pursuant to this Charter or cause GHSA to cease operations. Pursuant to Education Code section 47604(c), an entity that grants a charter to a charter school operated by or as a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the charter school's acts, errors, or omissions, when the authorizing entity has fulfilled its oversight responsibilities. GHSA shall maintain its nonprofit public benefit corporation status, provide documentation of its tax-exempt status to LACOE upon request, cooperate with lawful oversight requirements, maintain required insurance, and fulfill its indemnification obligations.

Board Meeting – August 11, 2026

Item VII. Recommendations

B. Approval of the Adoption of the 2026-27 Textbooks and Instructional Materials List for Special Programs Support and Transformation (Specialized High Schools, Juvenile Court Schools, Renaissance Community Alternative Schools).

The Superintendent recommends that the Los Angeles County Board of Education adopt the Textbooks and Instructional Materials List for the Special Programs Support and Transformation as required by Education Code sections 60400 and 60411.

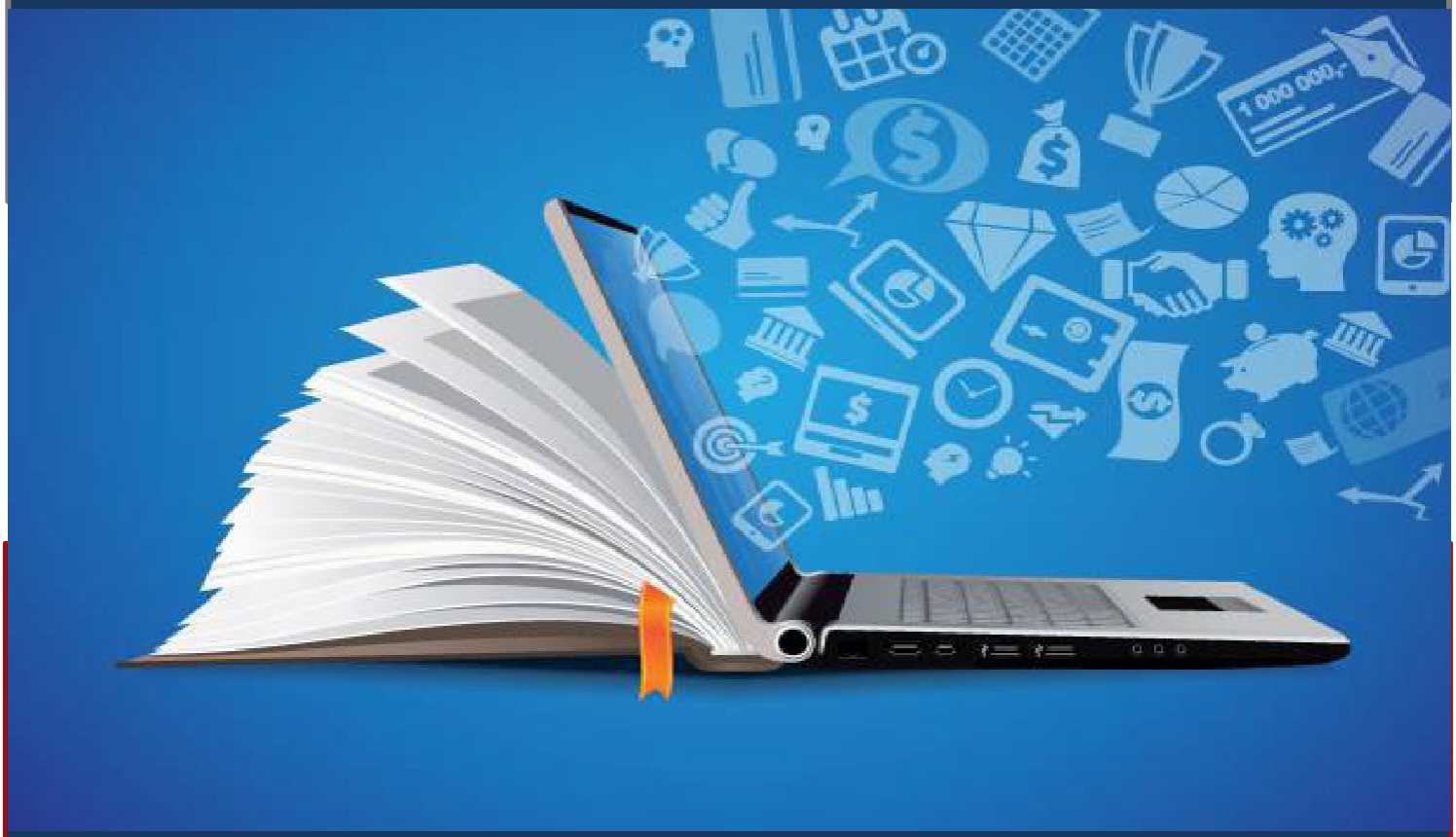
Education Code section 60400 states, "The governing board of each school district maintaining one or more high schools shall adopt instructional materials for use in the high schools under its control." The Textbooks and Instructional Materials list was provided to the Board on August 7, 2026, in the Weekly Board Memo.

The governing board's approval of this recommendation certifies that the 2026-27 Textbooks and Instructional Materials List is approved and can be used to purchase instructional materials for Special Programs and Transformation (Education Code sections 60411 and 60242).

Los Angeles County Office of Education

Serving Students ▪ Supporting Communities ▪ Leading Educators

2026-2027 TEXTBOOKS AND INSTRUCTIONAL MATERIALS ADOPTIONS LIST



LACOE Educational Programs
& Special Programs Support and Transformation

Los Angeles County Office of Education

2026-27 TEXTBOOKS/INSTRUCTIONAL MATERIALS ADOPTIONS LIST

Digital Curriculum and Instructional Materials

2026-27 Textbook List

GRADE LEVEL	SUBJECT AREA	TEXTBOOK TITLE	PUBLISHER
9	English Language Arts	My Perspectives (9th grade level)	Pearson
10	English Language Arts	My Perspectives (10th grade level)	Pearson
11	English Language Arts	My Perspectives (American Literature)	Pearson
12	English Language Arts	My Perspectives (British & World Literature)	Pearson
9	Mathematics	Big Ideas: Integrated Math II	Cenage
10	Mathematics	Big Ideas: Integrated Math III	Cenage
11	Mathematics	Pre-Calculus 7th Edition	Pearson
12	Mathematics	Discrete Math	Pearson
9	Science	The Living Earth Science TECHBOOK California Edition Streaming Plus	Discovery Education

10	Science	Physics of the Universe Science TECHBOOK California Edition Streaming Plus	Discovery Education
11	Science	Chemistry in the Earth System Science TECHBOOK California Edition Streaming Plus	Discovery Education
12	Science	Neuroscience- Biopsychology	Pearson
9	Social Science	Human Geography- World Geography	Holt, Rinehart and Winston
10	Social Science	World History- Modern World History	Houghton Mifflin Harcourt
11	Social Science	U.S. History- American Nation in the Modern Era	Holt, Rinehart and Winston
12	Social Science	American Govern/Economics- Magruder's American Government	Pearson
9	Foreign Language- Spanish	Spanish Level 1- Realidades 1	Pearson
10	Foreign Language- Spanish	Spanish Level 2- Realidades 2	Pearson
11	Foreign Language- Spanish	Spanish Level 3-En Español 3	Houghton Mifflin Harcourt

2026-27 Textbook List

GRADE LEVEL	CLASS	TEXTBOOK TITLE	PUBLISHER
9	English Language Arts	California Collections (11)	Houghton Mifflin Harcourt
10	English Language Arts	California Collection	Houghton Mifflin Harcourt
11	English Language Arts	California Collections	Houghton Mifflin Harcourt
12	English Language Arts	California Collections	Houghton Mifflin Harcourt
10	World History	World History: Patterns of Interactions	Houghton Mifflin Harcourt (Holt McDougal)
11	US History	The American Pageant: A History of the American People	Cengage Learning (2016)
12	US Government	United States Government: Our Democracy	McGraw-Hil Education (2016)
12	Economics	Understanding Economics	McGraw-Hill Education (2016)
10	AP World History	Ways of the World: A Global History with Sources	Bedford St. Martin's
11	US History / AP US History	The Americans	Danzer, Klor de Alva, Krieger, Wilson, Woloch

12	American Government & Economics / AP American Government	American Government: Institutions & Policies (14th Edition)	Wilson, Dilulio, Bose
9	Spanish I	Vistas 6th Edition	Blanco/Donley
9 - 12	Introduction to Ethnic Studies	A Different Mirror for Young People A History of Multicultural America	Seven Stories Press

GRADE LEVEL	CLASS	TEXTBOOK TITLE	PUBLISHER
10	Spanish II	Vistas 6th Edition	Blanco/Donley
11	Spanish III	Vistas 6th Edition	Blanco/Donley
12	Spanish IV	Vistas 6th Edition	Blanco/Donley
9	French 1	T'es branche? Level 1 Workbook 1	Theisen/Pecheur
10	French 2	T'es branche? Level 2 Workbook 2	Theisen/Pecheur
11	French 3	T'es branche? Level 3 Workbook 3	Theisen/Pecheur
12	French 4	T'es branche? Level 4 Workbook 4	Theisen/Pecheur
9	Biology	The Living Earth Science TECHBOOK California Edition Streaming Plus	Discovery Education
12	Physics	Physics of the Universe Science TECHBOOK California Edition Streaming Plus	Discovery Education
10	Chemistry	Chemistry in the Earth System Science TECHBOOK California Edition Streaming Plus	Discovery Education

GRADE LEVEL	CLASS	TEXTBOOK TITLE	PUBLISHER
9 - 12	Cinematography and Camera/Lighting Focus	Lighting for Cinematography: A Practical Guide to the Art and Craft of Lighting for the Moving Image (The Cine Tech Guide to the Film Crafts)	David Landau
9 - 12	Cinematography and Camera/Lighting Focus	American Cinematographer Manual 10th Edition	Michael Goi
9 - 12	CA Editing/Production/ Advanced Film making	The Technique of Film and Video Editing: History, Theory, and Practice 5th Edition	Ken Dancyger
9 - 12	CA Editing/Production/ Advanced Film making	Color Correction Look Book: Creative Grading Techniques for Film and Video (Digital Video & Audio Editing Courses) 1st Edition	Alexis Van Hurkman
9 - 12	CA Editing/Production/ Advanced Filmmaking/ Post Production Focus	In the Blink of an Eye: A Perspective on Film Editing 2nd Edition	Walter Murch
9 - 12	Screenwriting Year 1 Beginning Filmmaking	The Screenwriter's Bible 6th Edition: A Complete Guide to Writing, Formatting, and Selling Your Script (Expanded & Updated) 6th Edition	David Trottier
9 - 12	Art Focus/Production Design	The Filmmaker's Guide to Production Design Paperback	Vincent LoBrutto

GRADE LEVEL	CLASS	TEXTBOOK TITLE	PUBLISHER
9 - 12	Cinematography/ Advanced/Film Making/Camera Lighting Focus	Set Lighting Technician's Handbook: Film Lighting Equipment, Practice, and Electrical Distribution Paperback	Harry Box
9	Algebra I	Big ideas Math-Algebra I	Cengage
10	Algebra II	Big Ideas Math- Algebra II	Cengage
9	Geometry	Big Ideas Math Geometry	Cengage
12	Probability and Statistics	Statistics Modeling the World (4th Edition)	Pearson
11	Math Analysis / Trigonometry	Precalculus Enhanced with Graphing Utilities (7th Edition)	Pearson
12	Calculus	Calculus for AP (1st Edition)	Cengage



ADDITIONAL DIGITAL CURRICULUM AND INSTRUCTIONAL MATERIALS

Imagine Edgenuity Full Course Library

Grade	Subject	Title
3 - 12	English Language Arts	See Page 16 for complete list
3 - 12	Science	See Page 16 for complete list
9 - 12	Social Studies	See Page 16 for complete list
3 - 12	Mathematics	See Page 16 for complete list
3 - 12	Language Other Than English	See Page 16 for complete list
9 - 12	Advanced Placement	See Page 17 for complete list
9 - 12	National Test Preparation	See Page 17 for complete list
9 - 12	California Test Preparation	See Page 17 for complete list
9 - 12	General Electives	See Page 17 for complete list

Imagine Edgenuity Career & Technical Education Courses

Grade	Subject	Title
6 - 8	Career Readiness	See Page 18 for complete list
9 - 12	Agricultural & Natural Resources	See Page 18 for complete list
9 - 12	Arts, Media & Entertainment	See Page 18 for complete list
9 - 12	Building & Construction Trades	See Page 18 for complete list
9 - 12	Business & Finance	See Page 18 for complete list

9 - 12	Education, Child Development & Family Services	See Page 18 for complete list
9 - 12	Engineering & Architecture	See Page 18 for complete list
9 - 12	Health Science & Medical Technology	See Page 19 for complete list
9 - 12	Hospitality, Tourism & Recreation	See Page 19 for complete list
9 - 12	Information & Communication Technologies	See Page 19 for complete list
9 - 12	Marketing, Sales & Service	See Page 19 for complete list
9 - 12	Public Services	See Page 19 for complete list
9 - 12	Transportation	See Page 19 for complete list

Sexual Health Curriculum

Grade	Subject	Publisher
9 - 12	Teen Talk High School	Health Connected

2026-27 English Language Development

Subject	Title	Author	ISBN
ELD	HMH English 3D 4-12 Course A-C Digital & Print	Houghton Mifflin Harcourt	978054582295
ELD New Comers	HMH ACCESS 5-12 Digital & Print	Houghton Mifflin Harcourt	9780669516944

Digital Curriculum and Instructional Support

Title	Website
Achieve 3000 (McGraw Hill)	http://www.achieve3000.com
HMH Read 180 (HMH)	https://www.hmhco.com/programs/read-180-universal
Apex Learning (Edmentum)	https://www.apexvs.com/apexui/default.aspx
IXL (Rosetta Stone)	https://www.ixl.com/analytics/disstrict-dashboard
Edgenuity (Imagine Learning)	https://plus.aztecsoftware.com/

ART Textbook Adoptions

GRADE LEVEL	SUBJECT AREA	TEXTBOOK TITLE	PUBLISHER
6-12	Art	Introducing Art Student Text (State Adopted)	Glencoe/McGraw-Hill
6-12	Art	Introducing Art Teacher Wraparound Edition (State Adopted)	Glencoe/McGraw-Hill
6-12	Art	Introducing Art Teacher Resource Binder (State Adopted)	Glencoe/McGraw-Hill
6-12	Art	Exploring Art Student Text (State Adopted)	Glencoe/McGraw-Hill
6-12	Art	Exploring Art Teacher Wraparound Edition (State Adopted)	Glencoe/McGraw-Hill
6-12	Art	Exploring Art Teacher Resource Binder (State Adopted)	Glencoe/McGraw-Hill
6-12	Art	Understanding Art Student Text (State Adopted)	Glencoe/McGraw-Hill
6-12	Art	Understanding Art Teacher Wraparound Edition (State Adopted)	Glencoe/McGraw-Hill
6-12	Art	Understanding Art Teacher Resource Binder (State Adopted)	Glencoe/McGraw-Hill

Note: The above listed are all State Board Adopted

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Imagine Edgenuity®

California Course List

2026–2027



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Core Curriculum and Electives

English Language Arts

- ☐ English Language Arts 6 EX
- ☐ English Language Arts 7 EX
- ☐ English Language Arts 8 EX
- ☐ English Language Arts 9 a-g H EX
- ☐ English Language Arts 10 a-g H EX
- ☐ English Language Arts 11/American Lit a-g H EX
- ☐ English Language Arts 12/British Lit a-g H EX
- ☐ Expository Reading and Writing a-g EX
- ☐ Classic Novels and Author Studies**

** *Supplemental modules (can be used alongside other courses or customized into other ELA courses in place of existing novel studies)*

Science

MIDDLE SCHOOL, NON-INTEGRATED

- ☐ MS Earth Science
- ☐ MS Life Science
- ☐ MS Physical Science

MIDDLE SCHOOL, INTEGRATED

- ☐ Integrated Science 6
- ☐ Integrated Science 7
- ☐ Integrated Science 8

HIGH SCHOOL, THREE-COURSE PATHWAY

- ☐ The Living Earth a-g H EX
- ☐ Chemistry in the Earth System a-g H EX
- ☐ Physics in the Universe a-g H EX

HIGH SCHOOL, FOUR-COURSE PATHWAY

- ☐ Biology a-g H EX
- ☐ Chemistry a-g H EX
- ☐ Physics a-g H EX
- ☐ Earth and Space Science a-g EX

Social Studies

- ☐ MS World History and Geography: Ancient Civilizations
- ☐ MS World History and Geography: Medieval and Early Modern Times
- ☐ MS United States History and Geography
- ☐ Economics* a-g H EX
- ☐ Principles of American Democracy* a-g H EX
- ☐ U.S. History and Geography a-g H EX
- ☐ World History, Culture, and Geography a-g H EX
- ☐ Ethnic Studies* a-g EX

Mathematics

- ☐ Math 6 EX
- ☐ Math 7 EX
- ☐ Math 8 EX
- ☐ Accelerated Math 7/8 EX
- ☐ Grade 8 Algebra I EX
- ☐ Grade 8 Mathematics I EX
- ☐ Pre-Algebra EX
- ☐ Supportive Algebra (year 1 of 2)
- ☐ Supportive Algebra (year 2 of 2)
- ☐ Algebra I a-g H EX
- ☐ Geometry a-g H EX
- ☐ Algebra II a-g H EX
- ☐ Pre-Calculus a-g H EX
- ☐ Mathematics I a-g H EX
- ☐ Mathematics II a-g H EX
- ☐ Mathematics III a-g H EX
- ☐ Mathematics Analysis* a-g EX
- ☐ Trigonometry* a-g EX
- ☐ Financial Math a-g H EX
- ☐ Statistics and Probability a-g EX
- ☐ Mathematical Models with Applications H EX

Languages Other than English

MIDDLE SCHOOL

- ☐ Spanish 1
- ☐ Spanish 2
- ☐ French 1
- ☐ French 2
- ☐ Chinese 1
- ☐ Chinese 2
- ☐ German 1
- ☐ German 2
- ☐ Latin 1
- ☐ Latin 2

HIGH SCHOOL

- ☐ Spanish I a-g E EX
- ☐ Spanish II a-g E EX
- ☐ Spanish III a-g E EX
- ☐ French I a-g E EX
- ☐ French II a-g E EX
- ☐ French III a-g E EX
- ☐ Chinese I
- ☐ Chinese II
- ☐ German I a-g E
- ☐ German II a-g E
- ☐ Latin I a-g E
- ☐ Latin II a-g E

Core Curriculum and Electives

Advanced Placement®

All AP courses except Computer Science Principles, English Literature and Composition, Environmental Science, Human Geography, and Psychology require the purchase of textbooks. Textbooks are not included and can be ordered from online booksellers.

- ☐ Biology a-g
- ☐ Calculus AB a-g
- ☐ Computer Science Principles a-g
- ☐ English Language & Composition a-g
- ☐ English Literature & Composition a-g
- ☐ Environmental Science a-g
- ☐ Human Geography a-g
- ☐ Psychology a-g
- ☐ Statistics a-g
- ☐ U.S. Government & Politics* a-g
- ☐ U.S. History a-g
- ☐ World History: Modern a-g

National Test Preparation

- ☐ ACCUPLACER®
- ☐ ACT WorkKeys®
- ☐ ACT®
- ☐ ASVAB® (Math, Verbal, Science)
- ☐ GED®
- ☐ HiSET®
- ☐ PSAT®
- ☐ SAT®

California Test Preparation

- ☐ CAST Grade 8 Science
- ☐ CAST Grade 11 Science
- ☐ CAASPP Grade 6 Math
- ☐ CAASPP Grade 7 Math
- ☐ CAASPP Grade 8 Math
- ☐ CAASPP Grade 11 Math
- ☐ CAASPP Grade 6 English Language Arts
- ☐ CAASPP Grade 7 English Language Arts
- ☐ CAASPP Grade 8 English Language Arts
- ☐ CAASPP Grade 11 English Language Arts

Health and Physical Education

HIGH SCHOOL

- ☐ Contemporary Health* a-g EX
- ☐ Foundations of Personal Wellness
- ☐ Lifetime Fitness (semester)*
- ☐ Lifetime Fitness (full year)
- ☐ Physical Education I
- ☐ Physical Education II

Additional Health and Fitness electives are available via Instructional Services, as detailed at the end of the course list.

General Electives

MIDDLE SCHOOL

- ☐ Digital Literacy*
- ☐ Online Learning & Digital Citizenship* EX
- ☐ Keyboarding and Applications*
- ☐ Literacy and Comprehension I
- ☐ Middle School Computer Science

HIGH SCHOOL

- ☐ AI Literacy I* EX only
- ☐ Art History I a-g
- ☐ Computer Applications – Office 2019/Office 365
- ☐ Computer Science Principles a-g
- ☐ Environmental Science a-g
- ☐ Intro to Communications & Speech I* a-g
- ☐ Intro to Communications & Speech II* a-g
- ☐ Introduction to Computer Science a-g
- ☐ Literacy and Comprehension I
- ☐ Literacy and Comprehension II
- ☐ Linear Algebra* a-g
- ☐ Personal Finance* a-g
- ☐ Physical Science a-g
- ☐ Strategies for Academic Success*
- ☐ Visual Arts a-g F
- ☐ World and Regional Geography (semester)* a-g EX
- ☐ World and Regional Geography (full year) a-g EX

Career and Technical Education

CTE Electives can be added to concurrent or site licenses for an additional cost.

Career Readiness

- ☐ Career Explorations I*
- ☐ Career Explorations II*
- ☐ Career Explorations III*
- ☐ Career Explorations
- ☐ Career Management*
- ☐ Career Planning and Development

Career Clusters

AGRICULTURE & NATURAL RESOURCES

- ☐ Agribusiness Systems* a-g
- ☐ Animal Systems* a-g
- ☐ Food Products and Processing Systems* a-g
- ☐ Introduction to Agriculture, Food, & Natural Resources* a-g
- ☐ Plant Systems* a-g
- ☐ Power, Structural, and Technical Systems* a-g

ARTS, MEDIA, & ENTERTAINMENT

- ☐ Fundamentals of Digital Media* a-g
- ☐ Intro to Careers in Arts, A/V Tech, and Communications*

BUILDING & CONSTRUCTION TRADES

- ☐ Construction Careers* a-g
- ☐ Introduction to Careers in Architecture & Construction* a-g

BUSINESS & FINANCE

- ☐ Banking Services Careers* a-g
- ☐ Business Computer Information Systems
- ☐ Business English
- ☐ Business Information Management
- ☐ Business Law* a-g
- ☐ Introduction to Business and Finance a-g
- ☐ Introduction to Careers in Finance* a-g
- ☐ Keyboarding and Applications*
- ☐ Small Business Entrepreneurship a-g
- ☐ Technology and Business

EDUCATION, CHILD DEVELOPMENT, & FAMILY SERVICES

- ☐ Family and Community Services*
- ☐ Introduction to Careers in Education and Training* a-g
- ☐ Introduction to Consumer Services* a-g
- ☐ Introduction to Human Growth and Development* a-g
- ☐ Introduction to Human Services* a-g
- ☐ Personal Care Services* a-g
- ☐ Teaching and Training Careers* a-g

ENGINEERING & ARCHITECTURE

- ☐ Engineering and Design* a-g
- ☐ Engineering and Product Development* a-g
- ☐ Introduction to STEM* a-g
- ☐ Science and Mathematics in the Real World* a-g
- ☐ Scientific Discovery and Development* a-g
- ☐ Scientific Research* a-g
- ☐ STEM and Problem Solving* a-g

Career and Technical Education

CTE Electives can be added to concurrent or site licenses for an additional cost.

Career Clusters (continued)

HEALTH SCIENCE & MEDICAL TECHNOLOGY

- ☐ Careers in Allied Health* a-g
- ☐ Health, Safety, and Ethics in the Health Environment*
- ☐ Health Science Concepts a-g
- ☐ Health Science & Medical Technology a-g
- ☐ Introduction to Careers in the Health Sciences* a-g
- ☐ Medical Terminology* a-g
- ☐ Nursing: Unlimited Possibilities & Unlimited Potential* a-g
- ☐ Nursing Assistant a-g
- ☐ Pharmacy Technician a-g
- ☐ Physicians, Pharmacists, Dentists, Veterinarians, and Other Doctors* a-g
- ☐ Public Health: Discovering the Big Pictures in Health Care* a-g
- ☐ Therapeutics: The Art of Restoring and Maintaining Wellness* a-g

HOSPITALITY, TOURISM & RECREATION

- ☐ Food Safety and Sanitation* a-g
- ☐ Marketing and Sales for Tourism and Hospitality* a-g
- ☐ Planning Meetings and Special Events*
- ☐ Sustainable Service Management for Hospitality & Tourism* a-g
- ☐ Transportation and Tours for the Traveler* a-g

INFORMATION & COMMUNICATION TECHNOLOGIES

- ☐ Computer Science Principles
- ☐ Fundamentals of Computer Systems* a-g
- ☐ Fundamentals of Programming and Software Development* a-g
- ☐ Information and Communication Technology a-g
- ☐ Introduction to Computer Science
- ☐ Introduction to Information Technology Support & Services* a-g
- ☐ Introduction to Network Systems* a-g
- ☐ Network System Design* a-g
- ☐ New Applications: Web Development in the 21st Century* a-g
- ☐ Software Development Tools* a-g

MARKETING, SALES, & SERVICES

- ☐ Careers in Marketing Research* a-g

PUBLIC SERVICES

- ☐ Corrections: Policies and Procedures* a-g
- ☐ Fire and Emergency Services*
- ☐ Forensics: Using Science to Solve a Mystery* a-g
- ☐ Introduction to Careers in Government and Public Administration* a-g
- ☐ Introduction to Law, Public Safety, Corrections, & Security*
- ☐ Law Enforcement Field Services* a-g
- ☐ Legal Services* a-g
- ☐ Security and Protective Services*

TRANSPORTATION

- ☐ Careers in Logistics Planning and Management Services* a-g
- ☐ Introduction to Careers in Transportation, Distribution, and Logistics* a-g



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VII. Recommendations

C. Approval of Head Start Cost-of-Living Adjustment (COLA) Funding with Attached Staff Report

The Superintendent recommends that the Los Angeles County Board of Education (County Board) approve acceptance of the Head Start and Early Learning Division's Cost-of-Living Adjustment (COLA) from the Office of Head Start (OHS).

REPORT:
The Office of Head Start (OHS) funds LACOE to operate Early Head Start and Head Start Preschool programs. LACOE Head Start and Early Learning Division will receive a Cost-of-Living Adjustment (COLA) increase to the base funding in the amount of $1,265,229 for 2026-27.

Table 1 shows the COLA funding allocated to LACOE and each delegate.

The COLA will be used by both LACOE and the delegate agencies to offset higher operating costs, which may include salary and fringe increases or utilities, rent or increases in other allowable operating costs applicable to the program. Each delegate agency will receive a 0.635 percent increase in the 2026-27 funding year. Delegate agencies apply COLA to best suit their unique set of local circumstances but are encouraged to permanently increase salaries of current staff and unfilled vacancies.

Table 1

Federal Funding – OHS FY 2026-27 COLA (Pre-conversion)	
Delegate	Total Federal Funding
LACOE	$242,324
ABC Unified School District	$23,714
Blind Children's Center	$12,021
Bassett Unified School District	$25,520
Children's Institute, Inc.	$44,899
El Monte City School District	$64,782

Foundation for Early Childhood Education, Inc.	$77,525
Garvey School District	$70,645
Mexican American Opportunity Foundation	$115,551
Mountain View School District	$47,714
Norwalk-La Mirada Unified School District	$84,919
Pacific Asian Consortium in Employment	$105,957
Para Los Niños	$44,164
Plaza de la Raza Child Development Services, Inc.	$89,505
Pomona Unified School District	$134,177
St. Anne's Family Services	$60,772
YMCA of Metropolitan Los Angeles	$21,040
Delegate Agency Subtotal	$1,022,905
Total COLA	$1,265,229

Los Angeles County Office of Education

Serving Students ▪ Supporting Communities ▪ Leading Educators

Board Agenda Item Form

BOARD MEETING DATE	August 11, 2026
BOARD MEETING ITEM	Approval of Head Start Cost-of-Living Adjustment (COLA) Funding with Attached Staff Report
DIVISION	Head Start and Early Learning (HSEL) Division
CONTACT NAME & NUMBER	Luis Bautista, Ext. 1741
RELATED BOARD AGENDA ITEM	

IN BULLETED FORMAT, PLEASE PROVIDE A BRIEF DESCRIPTION OF AGENDA ITEM

- 2026 federal appropriations included an $85 million funding increase for Head Start programs nationwide
- Office of Head Start is providing a 0.635% cost-of-living adjustment to base funding for Head Start grants
-
-
-

FACTS AND PROVISIONS/LEGAL REQUIREMENTS

- Head Start Act 642(c)(1)(E)
-
-
-
-

FISCAL IMPACT

- 0.635% in additional funding for 2026-27 is a total of $1,265,229
- A total of $1,022,905 will be passed through to delegate agencies
-
-
-

IMPACT ON CURRENT SERVICES OR PROJECTS

- The COLA will be used by both LACOE and its delegate agencies to offset higher operating costs,
- which may include salary and fringe increases or utilities, rent, or other operating increases
-
-
-

PURPOSE/JUSTIFICATION OF BOARD ITEM

- The Head Start Act requires Board approval.
-
-
-
-



2026-27 Head Start Cost of Living Adjustment

Los Angeles County Office of Education

Head Start Cost-of-Living Adjustment (COLA)



- **Head Start grant recipients receive a 0.635% cost-of-living adjustment for the 2026-27 program year**
- **The total amount of LACOE's increase is $1,265,229**
- **$1,022,905 will be passed through to delegate agencies**

Los Angeles County Office of Education

Head Start Cost-of-Living Adjustment (COLA)



- **COLA amounts are intended to increase compensation**
- **When not possible, COLA may be applied to increases in other allowable operating costs**
- **COLA shall not be used for one-time bonuses or temporary salary supplements**

Los Angeles County Office of Education



Thank you

Los Angeles County
Office of Education

Board Meeting – August 11, 2026

Item VIII. Informational Items

A. Los Angeles County Board of Education Meeting Schedule, Establishment of Meeting Times, Future Agenda Items, and Follow up

LOS ANGELES COUNTY
BOARD OF EDUCATION

MEETING CALENDAR
August 11, 2026 - June 30, 2027

AUGUST 4 **2026**

3:00 Board Meeting

Consent Rec: Approval of Certification of Signatures - 2026-27

Closed Session

Interdistrict Appeals

13 permit appeals

Expulsion Appeal

1. Case No. 2526-008 v. Los Angeles USD

AUGUST 11

2:00 Study Session – Charter Schools

3:00 Board Meeting

~~**Presentation**: Recognition of Donors/Recipients of the Eric and Christine Alegria Public Service Scholarship~~

Rpt: 45-Days Budget Revision Report

Rpt: Update on the Business Enhancement System Transformation (BEST)

Rec: Approval of Adoption of Textbooks and Instructional Materials List for Educational Programs Schools

Rec: Approval of Head Start Cost-of-Living Adjustment (COLA) Funding with Attached Staff Report

Rec: Grace Hopper STEM Academy Remand

Interdistrict Appeals

32 permit appeals

AUGUST 18 **2026**

3:00 Board Meeting

Rpt: Update on SEED LA

Consent Rec: Adoption of Resolution No. Attendance Awareness Month – September 2026

Consent Rec: Approval of Board Resolution No. in Recognition of National Hispanic Heritage Month – September 2026

Consent Rec: Approval of Board Resolution No. in Recognition of Native American Day on September , 2026

Consent Rec: Approval of Board Resolution No. Proclaiming September as Suicide Prevention Awareness Month

Expulsion Appeal

1. Case No. 2526-009 v. Burbank USD

SEPTEMBER 1 **2026**

3:00 Board Meeting

September 7, 2026: Labor Day

SEPTEMBER 8 **2026**

3:00 Board Meeting

Public Hearing (Time Certain 4 p.m.): On 2026-27 Textbooks and Instructional Materials Sufficiency in Educational Programs (10-month and 12-month schools)

Presentation: Learn and Earn Mentor Program Recognition

Consent Rec: Adoption of Board Resolution No. __ to Recognize Sunday, Sept _, 2027 to Saturday, Sept _, 2026 as National Community Schools Coordinators Appreciate Week (CAW) – ***CSI***

Consent Rec: Adoption of Board Resolution No. __: Clean Air Day

Rec/Public Hearing: Adopt the Superintendent's Recommendation to Approve/Deny the Appeal of Denied Renewal for Today's Fresh Start

Rec: Recommendation for Adoption of Resolution No. ___ for 2026-27 Textbooks and Instructional Materials Sufficiency in Educational Programs (10-month and 12-month schools) with Attached Staff Report

SEPTEMBER 15

2:00 Study Session – Charter Schools (Revocations)

3:00 Board Meeting

Presentation: Learn and Earn Mentor Program Recognition

Consent Rec/Bd. Res.: Adoption of Board Resolution No. : to Recognize October 12-18, 2026, as Week of the School Administrator in Los Angeles County __

Consent Rec: Adoption of Board Resolution No. __ to Recognize October 2026 as Filipino American History Month

Consent Rec: Adoption of Board Resolution No. __ to Recognize October 25, 2026, as Larry Itliong Day

Consent Rec: Adoption of Board Resolution No. __ to Recognize October 2026 as National Bullying Prevention Month

Consent Rec: Adoption of Board Resolution No. __: Digital Citizenship Week, October 19 - 24, 2026

Consent Rec: Adoption of Board Resolution No. __: National Disability Employment Awareness Month, October 2026

Consent Rec: Adoption of Board Resolution No. __: National Dropout Prevention Month, October 2026

Consent Rec: Approval of Board Resolution No. _: Cybersecurity Month, October 2026

Consent Rec: Approval of Board Resolution No. ___ in Recognition of National Child Health Day on October 5, 2026

Consent Rec: Adoption of Board Resolution No. ___: United Against Hate Week

Consent Rec: Adoption of Board Resolution No. ____ in Recognition of Head Start Awareness Month, October 2026

Consent Rec: Approval of Board Resolution No. __: Breast Cancer Awareness Month, October 2026

Consent Rec: Approval of Board Resolution No. __: National Custodian Day, October 2, 2026

Rec: Approval of Head Start and Early Learning Division Self-Assessment Improvement Plan with Attached Staff Report

OCTOBER 6 **2026**
3:00 Board Meeting
Rpt: Report on Policies

OCTOBER 13 **2026**
3:00 Board Meeting
Presentation: Week of the School Administrator in Los Angeles County
Consent Rec: Adoption of Board Resolution No. _: 2026-27 GANN Limit – ***BS***
Rec: Approval of First Reading of Policies
Rec: Approval of LACOE FY 2026-27 Unaudited Actuals Financial Reports

OCTOBER 20
2:00 Study Session – Charter Schools (Renewal Data)
3:00 Board Meeting
Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, July 1 to September 30, 2026
Consent Rec: Adoption of Board Resolution No. __: National Homeless Youth Awareness Month, November 2026
Consent Rec: Adoption of Board Resolution No. __: California Sikh American Awareness and Appreciation Month, November 2026
Consent Rec: Approval of Board Resolution No. __ in Recognition of Native American Heritage Month, November 2026
Consent Rec: Approval of Board Resolution No. _: Project Management Day is November 5, 2026
Rec: Approval of Second Reading and Adoption of Policies

NOVEMBER 3 **2026**
3:00 Board Meeting

November 11, 2026: Veteran's Day
November 25, 2026: In Lieu of Admission Day
November 26, 2026: Thanksgiving Day
November 27, 2026: The day after Thanksgiving Day

NOVEMBER 10 **2026**
3:00 Board Meeting

NOVEMBER 17
3:00 Board Meeting
Rpt: Update on the Business Enhancement System Transformation (BEST) Project
Rpt: Williams Legislation 2026 Annual Report of Findings for the 2026-27 School Visits and Monitoring
Consent Rec: Adoption of Board Resolution No. __: National Special Education Day, December 2, 2026
Consent Rec: Adoption of Board Resolution No. __: International Migrants Day, December 18, 2026
Consent Rec: Adoption of Board Resolution No. __: Computer Science Week: December 7-13, 2026
Rec: Approval of Head Start and Early Learning Division Community Assessment and Strategic Planning Update with Attached Staff Report
Rec: LACOE 2026-27 State Legislative Agenda

DECEMBER 1 **2026**

3:00 Board Meeting

Rec: Approval of the School Plan for Student Achievement (Title I) for Educational Programs Schools 2026-27 with Attached Staff Report

December 24, 2026: Christmas Eve
December 25, 2026: Christmas Day
December 31, 2026: New Year's Eve

DECEMBER 8 **2026**

2:30 Board Audit Committee Meeting

3:00 Board Meeting

Rec: Annual Financial Report (AFR) for the Fiscal Year ended June 30, 2026 (Enclosure)

Rec: Approval of First Interim Report 2026-27 With Attached Staff Report (Enclosure)

DECEMBER 15

3:00 Board Meeting

Consent Rec: Adoption of Board Resolution No. __: Dr. Martin Luther King Jr. Day, January 18, 2027

Consent Rec: Adoption of Board Resolution No. __: Fred Korematsu Day of Civil Liberties and the Constitution (Education Code 37222.15), January 30, 2027

Consent Rec: Adoption of Board Resolution No. 20: National Human Trafficking Month, January 2027

Consent Rec: Adoption of Board Resolution No. ___: International Holocaust Remembrance Day

Rec: Approval of Head Start and Early Learning Division 2027-28 State Programs Continued Funding Application with Attached Staff Report

JANUARY 5 **2027**

3:00 Board Meeting

Consent Rec: Approval of Board Resolution No. _ to Recognize Religious Freedom Day January 16, 2027

January 1, 2027: New Year's Day
January 18, 2027: Martin Luther King, Jr. Day

JANUARY 12 **2027**

3:00 Board Meeting

Rpt: Uniform Complaint Procedure Quarterly Report for Educational Programs, October 1 to December ___, 2026

Rpt: Local Control and Accountability Plan Parent Engagement Update

Consent Rec: Approval of Nominees for the School Attendance Review Board (SARB)

JANUARY 19

3:00 Board Meeting

Presentation: Recognition of Head Start and Early Learning Division Golden Apple Awards

Rpt: Update on the Business Enhancement System Transformation (BEST) Project

Consent Rec: Adoption of Board Resolution No. __: National School Counseling Week, February ____, 2027

Consent Rec: Adoption of Board Resolution No. __: National African American History Month, February 2027

Consent Rec: Adoption of Board Resolution No. 29 to Recognize and celebrate the Spectrum of Asian American, Native Hawaiian, and Pacific Islander (AANHPI) New Year Traditions

Consent Rec: Adoption of Board Resolution No._: EWeek – National Engineers Week is February 21-27, 2027

FEBRUARY 2 **2027**
3:00 Board Meeting

FEBRUARY 9
3:00 Board Meeting
Presentation: Introduction of Head Start and Early Learning Division Policy Council Executive Members to the County Board of Education
Presentation: Recognition of National School Counselors in Los Angeles County

February 15, 2027: President's Day

FEBRUARY 16 **2027**
3:00 Board Meeting
Public Hearing: Disposal of Textbooks and Instructional Materials for Educational Programs School Sites
Rpt: Preview of 2026-27 Annual Report of Performance Data for LACOE-Operated Educational Programs
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Read Across America Day, March 2, 2027
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Anniversary of Boston Massacre and Death of Crispus Attucks, March 5, 2027
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: International Day for the Elimination of Racial Discrimination, March 21, 2027
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Farmworkers Day, March 29, 2027
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: World Down Syndrome Day, March 21, 2027
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Arts Education Month in California / Youth Arts Month, March 2027
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Nutrition Month, March 2027
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Social Work Month, March 2027
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Women's History Month, March 2027
Consent Rec/Bd. Res.: Adoption of Board Resolution No._: AI Literacy Day, March 27, 2027
Rec: Approval of Educational Programs 2026-27 Textbooks and Instructional Materials Disposal List

MARCH 2 **2027**
3:00 Board Meeting
Rpt: Report on Policies
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: to establish a week during the Month of April 2027 as Public Schools Month
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Autism Awareness Day, April 2, 2027

MARCH 9
3:00 Board Meeting
Rec: Approval of First Reading of Policies
Rec: Approval of Second Interim Report 2026-27 With Attached Staff Report (Enclosure)

March 29, 2027: Farmworker's Day

MARCH 16 **2027**
3:00 Board Meeting
Presentation: Visual and Performing Arts Presentation
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Declaring April as "Sexual Assault Awareness Month" and April 28, 2027 as "Denim Day" at the Los Angeles County Office of Education
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Dolores Huerta Day, April 10, 2027
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: Armenian Genocide Remembrance Day, April 24, 2027
Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: National Child Abuse Prevention Month, April 2027
Consent Rec/Bd. Res.: Adoption of Board Resolution No. _: Recognizing Earth Day as April 22, 2027
Consent Rec: Adoption of Board Resolution No. __: National Arab American Heritage Month, April 2027
Consent Rec: Adoption of Board Resolution No._: National Apprenticeship Week (NAW), April 25-May 1, 2027
Rec: Approval of Second Reading and Adoption of Policies
Rec: 2026-27 Annual Report of Performance Data for LACOE-Operated Educational Programs with Attached Staff Report
Rec: Approval of Head Start/Early Head Start 2027-28 Consolidated Funding Application with Attached Staff Report

APRIL 6 **2027**

3:00 Board Meeting

APRIL 13

2:30 Board Audit Committee Meeting

3:00 Board Meeting

Rpt: Williams Uniform Complaint Procedure Quarterly Report for Educational Programs, January 1 to March 31, 2027

APRIL 20 **2027**

3:00 Board Meeting

Presentation: 2026-27 Los Angeles County Academic Decathlon Winners

Rpt: Update on the Business Enhancement System Transformation (BEST) Project

Consent Rec/Bd. Res.: Adoption of Board Resolution No. _ to recognize May 4, 2027, as El Dia del Maestro, or Day of the Teacher, in Los Angeles County

Consent Rec/Bd. Res.: Adoption of Board Resolution No. _ to recognize May 17-21, 2027 as Classified School Employees Week in Los Angeles County

Consent Rec/Bd. Res.: Adoption of Board Resolution No. __: May Day, May 1, 2027

Consent Rec: Adoption of Board Resolution No. __: to recognize May 12, 2027, as National School Nurse Day

Consent Rec: Adoption of Board Resolution No. __: to recognize May 1, 2026, as Inclusive Post Secondary Education Day

Consent Rec: Adoption of Board Resolution No. __: to recognize May 2027, as National Foster Care Month

Consent Rec: Adoption of Board Resolution No. __: Asian American and Pacific Islander Heritage Month, May 2027

Consent Rec: Adoption of Board Resolution No. __: to recognize May 22, 2027 as Harvey Milk Day

Consent Rec: Adoption of Board Resolution No. __: National Mental Health Month, May 2027

Consent Rec: Resolution No. __ to Recognize May 2027 as Jewish American Heritage Month

MAY 4 **2027**

3:00 Board Meeting

Presentation: Day of the Teacher 2027

Presentation: History Day Awards 2027

May 31, 2027: Memorial Day

MAY 11 **2027**

3:00 Board Meeting

Presentation: Recognition of Classified School Employees Week

Presentation: Recognition of the 2027 Los Angeles County Regional Spelling Bee

Consent Rec: Approval of Los Angeles County Board of Education Institutional Memberships for the 2027-28 Fiscal Year

MAY 18

3:00 Board Meeting

Presentation: Recognition of 2026-27 Science and Math Competition and Other Events

Consent Rec: Adoption of Board Resolution No. __: LGBTQ Pride Month, June 2027

Consent Rec: Adoption of Board Resolution No. __: Immigrant Heritage Month, June 2027

JUNE 1 **2027**

3:00 Board Meeting
Rpt: Budget Report – Estimated Actuals
Rpt: Report on Policies
Consent Rec: Approval of Annual Distribution of United States Forest Reserve and Flood Control Funds
Consent Rec: Adoption of Board Resolution No. __: Juneteenth, June 19, 2027
Rec: Adoption of Board Resolution No.__: Short-term Cash Loan to School Districts in Los Angeles County – ***BS***
Rec: Approval of the Los Angeles County Board of Education Schedule, 2027-2028, Establishment of meeting times, future agenda items, follow up

JUNE 8

3:00 Board Meeting
Public Hearing: Local Control and Accountability Plan (LCAP)
Public Hearing: Public Hearing on the Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA)
Public Hearing: 2027-28 Proposed Budget
Rpt: Local Control and Accountability Plan (LCAP) for Educational Programs
Rpt: Los Angeles County Office of Education's Proposed Budget 2027-28 (Enclosure)
Rec: Approval of First Reading of Policies
Rec: Annual Budget and Service Plans for the Los Angeles County Court Schools Special Education Local Plan Area (LAC Court Schools SELPA

June 18, 2027: Juneteenth Day

JUNE 15 **2027**

3:00 Board Meeting
Presentation: Academic Bowl 2027
Rpt: Local Control and Accountability Plan (LCAP) Local Indicators Report
Consent Rec: Adoption of Board Resolution No.__: 2027-28 on how funds received from the Education Protection act shall be spent as required by Article XIII, Section 36 of the California Constitution (EPA) – ***BS***
Rec: Approval of Second Reading and Adoption of Policies
Rec: Adoption of Local Control Accountability Plan (LCAP)
Rec: Adoption of 2027-28 Proposed Budget
Rec: Los Angeles County Office of Education – County Office System of Support Annual Summary Report
Rec: Approval of California Schools Board Association (CSBA) Golden Bell Award Submissions

Board Meeting – August 11, 2026

Item IX. Interdistrict Permit Appeal Hearings

A. Los Angeles County Board of Education's Decision on Interdistrict Attendance Appeals (Enclosures)

Final decisions on Interdistrict Attendance Appeals (Closed session)

On July 23, 2026, the Administrative Hearing Consultant(s) heard the appeal(s). The consultants' findings and recommendations were sent to the County Board of Education, along with the hearing folder, for review.

The Superintendent will provide legal counsel from the County Office of Education.

Interdistrict
Attendance Permit Appeal(s)

Student's Name	Hearing Consultant	Grade	Resident District	District Representative	Desired District
1. I. C.	Mrs. Melissa Schoonmaker	6	**Pasadena USD**	Dr. Shannon Mumolo, Director of Magnet Schools, Enrollment, & Community Engagement	South Pasadena USD
2. E. S.	Dr. Andres Castro	TK	**Pasadena USD**	Dr. Shannon Mumolo, Director of Magnet Schools, Enrollment, & Community Engagement	South Pasadena USD
3. L. D.	Dr. Andres Castro	K	**Pasadena USD**	Dr. Shannon Mumolo, Director of Magnet Schools, Enrollment, & Community Engagement	South Pasadena USD
4. J. D.	Ms. Valentina Troupe	1	Los Angeles USD	Kimberly Taylor, Executive Director, Special Education and Pupil Personnel Services	**Palos Verdes Peninsula USD**
5. N. K.	Ms. Valentina Troupe	9	Los Angeles USD	Kimberly Taylor, Executive Director, Special Education and Pupil Personnel Services	**Palos Verdes Peninsula USD**

^Interpreter Requested