



MY Academy

Regular Meeting of the Board of Directors

Published on December 2, 2022 at 3:56 PM PST

Date and Time

Thursday December 8, 2022 at 8:30 AM PST

Location

The meeting will be held virtually.

Join by telephone or via Zoom conferencing link below:

Dial by your location

+1 213 338 8477 US (Los Angeles)

+1 669 900 6833 US (San Jose)

Meeting ID: 922 6800 0161

<https://cal-pacs-org.zoom.us/j/92268000161>

MISSION STATEMENT

MY Academy believes in diversity, inclusivity, academic excellence, hope, service, feedback, and gratitude. Our mission is to create a diverse and individualized learning environment that supports every student and strengthens relationships between families, programs, authorizers, and the community.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Motivated Youth Academy.

Agenda

	Purpose	Presenter	Time
I. Opening Items			8:30 AM
A. Call the Meeting to Order		Board President	1 m
B. Record Attendance		Board President	1 m
Roll Call: William Hall, President Michael Humphrey, Vice President Steve Fraire, Clerk Peter Matz, Member Larry Alvarado, Member			
II. Pledge of Allegiance			8:32 AM
A. Led by Board President or designee.		Board President	5 m
III. Approve/Adopt Agenda			8:37 AM
A. Approve Agenda	Vote	Board President	1 m
It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of December 8, 2022.			
Roll Call Vote: William Hall Michael Humphrey Steve Fraire Peter Matz Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
IV. Approve Minutes			8:38 AM
A. Minutes of the Regular Board Meeting that was held on November 10, 2022	Approve Minutes	Board President	2 m
Roll Call Vote: William Hall Michael Humphrey Steve Fraire Peter Matz Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

	Purpose	Presenter	Time
V. Board Governance			8:40 AM
A. Approval of Resolution No. 2022-12-8 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361	Vote	Board President	2 m
<p>It is recommended the Board approve Resolution No. 2022-12-8 authorizing continued use of remote teleconferencing provisions pursuant to AB 361 and Government Code section 54953.</p> <p>Option 1 BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that COVID-19 continues to pose an imminent threat to the health and safety of the community and directly impacts the ability of the members to meet safely in person.</p> <p>Option 2 BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that state or local officials continue to impose or recommend measures to promote social distancing.</p> <p>Roll Call Vote: William Hall Michael Humphrey Steve Fraire Peter Matz Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____</p>			
VI. Public Comment - Closed Session			
<p>The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board's jurisdiction under Public Comments/Recognition/Reports.</p>			
VII. Adjourn to Closed Session			8:42 AM
<p>The Board will consider and may act on any of the Closed Session matters.</p>			
A. Closed Session	Discuss		15 m
<p>1. Conference with Legal Counsel - Existing Litigation (Gov. Code Section 54956.9(d)(1))</p> <p>Teshami Reid v. The Collaborative Charter Services Organization, et al.</p> <p>Yvette Lares v. The Collaborative Charter Services Organization, et al.</p> <p>Roll Call Vote: Kelly Wylie Dr. Shirley Peterson Tanya Rogers Bill Howard Jason McFaul Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____</p>			
VIII. Reconvene Regular Meeting			8:57 AM

	Purpose	Presenter	Time
A. Report out any action that was taken in closed session.	Discuss	Board President	2 m

IX. Public Comments/Recognition/Reports

Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

X. Correspondence/Proposals/Reports**8:59 AM**

A. School Highlights, Presented by Bill Dobson, Interim Director	Discuss	Bill Dobson	10 m
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XI. Consent**9:09 AM**

Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent upon the request of any member of the Board, discussed, and acted upon separately.

A. Consent - Business/Financial Services			1 m
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1. Check Register - November 2022

B. Consent - Personnel Services		Board President	1 m
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1. Approval of Classified Personnel Report

Consent items listed under A and B are considered routine and will be approved/adopted by a single motion.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____ Roll Call Vote:

XII. Business/Financial Services**9:11 AM**

A. Approval of 2022-23 First Interim Financial Report	Vote	Rebecca Heinrichy	15 m
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It is recommended the Board approve the First Interim Financial Report for Motivated Youth Academy (#1628).

Roll Call Vote:

	Purpose	Presenter	Time
William Hall Michael Humphrey Steve Fraire Peter Matz Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

B. Approval of CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2022 - Motivated Youth Academy (Draft)	Vote	Lili Huang	10 m
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It is recommended the Board approve the Annual Audit Report - Year Ended June 30, 2022, for Motivated Youth Academy (#1628).

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Peter Matz
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

C. Approval of Transportation Coordination License and Services Agreement between HopSkipDrive, Inc. and Motivated Youth Academy	Vote	Kurt Madden	5 m
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It is recommended the Board approve the Transportation Coordination License and Services Agreement between HopSkipDrive, Inc. and Motivated Youth Academy (#1628).

Fiscal Impact: \$22,222

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Peter Matz
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

XIII. Education/Student Services 9:41 AM

A. Approval of 2022-23 School Plan for Student Achievement (SPSA)	Vote	Bill Dobson	10 m
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It is recommended the Board approve the 2022-23 School Plan for Student Achievement (SPSA) for Motivated Youth Academy (#1628).

Fiscal Impact: None

Roll Call Vote:
William Hall
Michael Humphrey
Steve Fraire
Peter Matz
Larry Alvarado
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

Purpose	Presenter	Time
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XIV. Calendar

The next scheduled meeting will be held virtually on January 12, 2023.

XV. Comments**9:51 AM**

- | | |
|-------------------|-----|
| A. Board Comments | 5 m |
| B. CEO Comments | 5 m |

XVI. Closing Items**10:01 AM**

- | | | | |
|--------------------|------|-----------------|-----|
| A. Adjourn Meeting | Vote | Board President | 2 m |
|--------------------|------|-----------------|-----|

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____

FOR MORE INFORMATION

For more information concerning this agenda, contact
Motivated Youth Academy.

Coversheet

Minutes of the Regular Board Meeting that was held on November 10, 2022

Section: IV. Approve Minutes
Item: A. Minutes of the Regular Board Meeting that was held on November 10, 2022
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Meeting of the Board of Directors on November 10, 2022

APPROVED



MY Academy

Minutes

Regular Meeting of the Board of Directors

Date and Time

Thursday November 10, 2022 at 8:30 AM

Location

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+1 669 900 6833 US (San Jose)

Meeting ID: 918 5173 2050

<https://cal-pacs-org.zoom.us/j/91851732050>

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Directors Present

L. Alvarado (remote), M. Humphrey (remote), P. Matz (remote), S. Fraire (remote), W. Hall (remote)

Directors Absent

None

Guests Present

B. Dobson (remote), D. Georgeson (remote), K. Madden (remote), L. Hath (remote), Melissa Blitzstein (remote)

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of MY Academy to order on Thursday Nov 10, 2022 at 8:32 AM.

B. Record Attendance

II. Approve Minutes

A. Minutes of the Regular Board Meeting that was held on October 13, 2022

M. Humphrey made a motion to approve the minutes from Regular Meeting of the Board of Directors on 10-13-22.

P. Matz seconded the motion.

The board **VOTED** unanimously to approve the motion.

B. Minutes of the Special Board Meeting that was held on October 21, 2022

M. Humphrey made a motion to approve the minutes from Special Meeting of the Board of Directors on 10-21-22.

L. Alvarado seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. Approve/Adopt Agenda

A. Approve Agenda

L. Alvarado made a motion to William Hall, President.

P. Matz seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Board Governance

A. Approval of Resolution No. 2022-11-10 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361

M. Humphrey made a motion to William Hall, President.

L. Alvarado seconded the motion.

Option 2 was selected by Board Members.

The board **VOTED** unanimously to approve the motion.

V. Public Comment

A. Closed Session

There were no comments regarding closed session.

VI. Adjourn to Closed Session

A. Closed Session

P. Matz made a motion to William Hall, President.

L. Alvarado seconded the motion.

William Hall, President requested members to adjourn to Closed Session at 8:34 a.m.

The board **VOTED** unanimously to approve the motion.

VII. Reconvene Regular Meeting

A. Report out any action taken in closed session.

The meeting reconvened at 9:03 a.m.

William Hall, President reported "there was no action taken during the closed session".

VIII. Pledge of Allegiance

A. Led by Board President or designee.

William Hall, President led the Pledge of Allegiance.

IX. Public Comments

A. Recognition and Reports

There were no comments regarding recognition and reports.

X. Correspondence/Proposals/Reports

A. School Highlights

Presented by Bill Dobson, Interim Director.

B. CliftonLarsonAllen LLP (CLA) Governance Entrance Letter

Presented by Kurt Madden, CEO.

C. Financial Update

Presented by Rebecca Heinrich, Director of Client Finance, Charter Impact.

D. Overview of Registration and Enrollment Process

Presented by Bill Dobson, Interim Director.

E. Website Update, Presented by R&B Communications

Presented by Jacob Griscom, Chief Business Development Officer.

XI. Consent

A. Consent - Business/Financial Services

1. Check Register - October 2022
2. Approval of My Base Guide Contract 2023-2024 (Renewal)

B. Consent - Education Student/Services

1. Approval of Purchase of Edmentum Health and Fitness Library - Program License

C. Consent - Personnel Services

- L. Alvarado made a motion to William Hall, President.
S. Fraire seconded the motion.

1. Approval of Classified Personnel Report

Consent items listed A through C are considered routine and will be approved/adopted by a single motion.

The board **VOTED** unanimously to approve the motion.

XII. Comments

A. Board Comments

The Board thanked the MYA staff for the updates and said to keep up the good work. The financial presentation and board updates helps to keep them informed on how the team is doing. They commented on how they really appreciate being a part of this organization.

B. CEO Comments

The CEO said he echoes the comments from the Board Members. He informed the Board that changes are coming due to AB 2449, effective January 1st. The Board meetings will continue to be held virtually until the end of February, but will need to be conducted in person after February.

XIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:11 AM.

Respectfully Submitted,
W. Hall

Documents used during the meeting

- AMENDED-MYA Resolution-re-authorizing-AB-361_11.10.22.docx (1).pdf
- Board Highlights 11.10.22.pdf
- MYA Governance Entrance.pdf
- Charter Schools Industry Tools.pdf
- Sage_Oak__Excel__MYA_Combined_Governance_Entrance.pdf
- 22.09-MYA - Board Packet 2022-11-10.pdf
- MYA Enrollment Process Revised V.2.pdf
- 22.10-MYA-Check Register.pdf
- MYA Renewals - Pendleton DG 11-04-22.pdf
- Edmentum invoice- Health and Fitness Library.pdf

FOR MORE INFORMATION

For more information concerning this agenda, contact

Motivated Youth Academy.

Coversheet

Approval of Resolution No. 2022-12-8 Recognizing a State of Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361

Section: V. Board Governance
Item: A. Approval of Resolution No. 2022-12-8 Recognizing a State of
Emergency and Re-Authorizing Teleconferenced Meetings Pursuant to AB 361
Purpose: Vote
Submitted by:
Related Material: AMENDED-MYA Resolution-re-authorizing-AB-361_12.8.22.docx.pdf



**RESOLUTION RECOGNIZING A STATE OF EMERGENCY AND RE-AUTHORIZING
TELECONFERENCED MEETINGS PURSUANT TO AB 361**

MOTIVATED YOUTH ACADEMY GOVERNING BOARD

RESOLUTION NO. 2022-12-8

WHEREAS, in response to the novel coronavirus ("COVID-19") pandemic, Governor Newsom adopted a series of Executive Orders allowing the legislative bodies of local governments to meet remotely via teleconference so long as other provisions of the Ralph M. Brown Act ("Brown Act") were followed; and

WHEREAS, on Sept. 16, 2021, Governor Newsom signed AB 361, which immediately amended the Brown Act allowing governing boards to continue holding virtual meetings outside the teleconferencing requirements of Government Code section 54953(b), if the board makes a finding that there is a proclaimed State of Emergency, and either (1) state or local officials have imposed or recommended social distancing measures, or (2) meeting in person would present imminent risks to the health or safety of attendees due to the emergency; and

WHEREAS, on March 4, 2020, Governor Newsom declared a statewide emergency arising from COVID-19 pursuant to Government Code section 8625; and

WHEREAS, on October 12, 2021, the governing board of the California Pacific Charter Schools Board of Directors passed Resolution 2021-10-12 pursuant to AB 361, and

WHEREAS, AB 361 requires governing boards to make findings every 30 days that the board has reconsidered the circumstances of the State of Emergency and that either the State of Emergency continues to directly impact the ability of the members to meet safely in person, or state or local officials continue to impose or recommend measures to promote social distancing; and

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the governing board of the California Pacific Charter Schools Board of Directors recognizes that a State of Emergency in the State of California continues to exist due to the COVID-19 pandemic.

[OPTION 1] BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that COVID-19 continues to pose an imminent threat to the health and safety of the community and directly impacts the ability of the members to meet safely in person.

[OPTION 2] BE IT FURTHER RESOLVED, that the governing board has reconsidered the circumstances of the State of Emergency and finds that state or local officials continue to impose or recommend measures to promote social distancing.

BE IT FURTHER RESOLVED, the governing board of the Motivated Youth Academy Board of Directors authorizes the use of teleconferencing for all meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, for a period of thirty (30) days from the adoption of this resolution, or such a time that the Governing Board adopts a subsequent resolution in accordance with Government Code section 54953(e)(3).

Adopted this 8th day of the month of December in 2022.

AYES

NOES

ABSENT

ABSTAIN

Signed:

William Hall
President, Governing Board

Signed:

Steve Fraire
Clerk, Governing Board

Coversheet

School Highlights, Presented by Bill Dobson, Interim Director

Section:	X. Correspondence/Proposals/Reports
Item:	A. School Highlights, Presented by Bill Dobson, Interim Director
Purpose:	Discuss
Submitted by:	
Related Material:	School Highlights 2022.12.pdf

MY ACADEMY

School Highlights- November 2022

2022-2023 ENROLLMENT

2022-2023 ENROLLMENT 217 (as of 11/30/2022)

Track E - July 1, 2022 - March 31, 2023

- 16 Enrolled
 - 1 - Imperial County
 - 0 - Orange County
 - 5 - Riverside County
 - 10 - San Diego County

Track F - August 22, 2022 - May 26, 2023

- 201 Enrolled
 - 10 - Imperial County
 - 22 - Orange County
 - 52 - Riverside County
 - 117 - San Diego County

2022-2023 Graduates to date (as of 11/30/2022)

Track E - July 1, 2022 - March 31, 2023

- **4 Graduates**

Track F - August 23, 2022 - May 26, 2023

- **2 Graduates**

IMPORTANT DATES

January 18, 2023 - Mid Year Graduation - In-person

February 2, 2023 - WASC Mid Cycle Review - Virtual visit

May 31, 2023 - End of the Year Graduation - In-person

ORGANIZATION

MY Academy staff participated in the following:

Hosted by Acacia HR Solutions

- Weekly Check-in

Hosted by the California Association of School Counselors (CASC)

- Leadership Seminar 2 - MTSS Overview and Data

Hosted by Charter Impact

- Weekly Financial Check-in

Hosted by Live-Well San Diego, San Diego County Health and Human Services (HHSA)

- K-12 School Sector Telebriefing

Hosted by the San Diego County Office of Education (SDCOE)

- Putting It All Together - Community Engagement
- American Indian Education Talking Circle

Hosted by Young, Minney & Corr

- GoTo Webinar - Are You Ready? New Laws & Cases: 2023 Edition

CURRICULUM

MY Academy staff participated in the following:

Hosted by the San Diego Office of Education (SDCOE)

- Creating Opportunities for Preventing and Eliminating Suicide (COPES) Monthly Charter Meeting
- CTE Leaders Network Meeting
- Project SaFE Monthly Meeting

LEARNING AND TEACHING

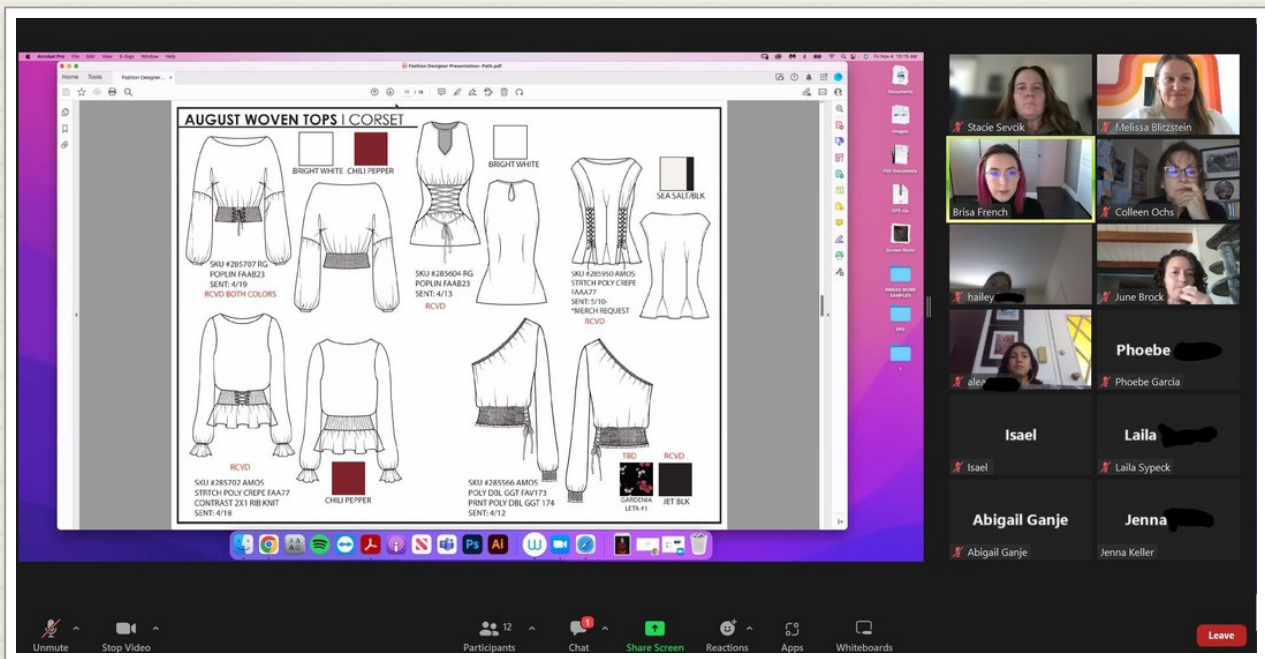
MY Academy staff participated in the following:

Hosted by the San Diego County Office of Education (SDCOE)

- Current Drug Trends

Shared by Interim Assistant Director, Ms. Blitzstein:

On the first Friday of each month, the school counselor sets up a meeting with a live industry professional using the platform Pathful. This month, students met a Fashion Designer, learned about the career, and asked questions



ASSESSMENTS AND ACCOUNTABILITY

MY Academy staff participated in the following:

CAASPP and ELPAC - Get to know the Test Operations Management System!

CAASPP/ELPAC - One-on-One Work Day Support

CALPADS Connections Meeting - November

CALPADS Reporting - Fall 1

Hosted by California Department of Education (CDE):

- Quarterly Updates Meeting - CALPADS

SCHOOL CULTURE AND SUPPORT

My Academy staff participated in the following:

Hosted by Alliance for Regional Solutions

- Charter Business Network - Quarter 2 Virtual Meeting

Hosted by Metropolitan Area Providers of Social Services

- Monthly Meeting

Hosted by San Diego Reentry Roundtable

- Education Subcommittee Monthly Meeting
- General Monthly Meeting

Hosted by Social Advocates for Youth

Get Social with us!

STAY UP TO DATE ON MY ACADEMY



@MYACADEMYCA



CONTACT US



Facebook



@myacademyca



500 La Terraza Boulevard, #15...



info@myacademy.org



619-344-0967



myacademy.org

Coversheet

Consent - Business/Financial Services

Section:	XI. Consent
Item:	A. Consent - Business/Financial Services
Purpose:	
Submitted by:	
Related Material:	MYA Business Services Check Register 2022.11.29 .pdf REVISED MYA Business Services Check Register 2022.11.29.pdf

Document Number	Name	Transaction Description	Effective Date	Document Amount
20157	Acacia HR Solutions	Consulting Svcs - 12/22	11/28/2022	2,500.00
20158	Amazon Capital Services	HP OfficeJet Pro Printer (1)	11/28/2022	477.97
	Amazon Capital Services	Office Supplies	11/28/2022	477.97
	Amazon Capital Services	School Supplies	11/28/2022	477.97
20159	Berkshire Hathaway Homestate Companies	Workers Comp - 10/22	11/28/2022	2,166.28
20160	Buchalter	Legal Svcs - 10/07/22 - 10/26/22	11/28/2022	669.38
20161	KRA Corporation	Consulting Svcs - Career Coaching - 10/01/22 - 10/31/22	11/28/2022	5,952.69
20162	Larry Albert Alvarado	Stipend - 11/22	11/28/2022	600.00
20163	Philadelphia Insurance Companies	Accident Ins. - 11/22	11/28/2022	5,047.20
20164	San Diego County Office of Education	Fingerprint Svcs	11/28/2022	28.00
MYA221128-01	Michael P. Humphrey	Stipend - 11/22	11/28/2022	600.00
MYA221128-02	Peter Matz	Stipend - 11/22	11/28/2022	600.00
MYA221128-03	Steve Fraire	Stipend - 11/22	11/28/2022	600.00
MYA221128-04	William W. Hall	Stipend - 11/22	11/28/2022	600.00

Motivated Youth Academy**Check Register****For the Month Ending November 30, 2022**

Check Number	Vendor Name	Transaction Description	Check Date	Amount
20136	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 10/25/22	11/3/2022	\$ 2,319.30
20137	Amazon Capital Services	Monitor (1) & Office/School Supplies	11/4/2022	246.28
20138	Charter Impact	Business Mgmt Svcs - 11/22 , FedEx Reimb & Rush Processin	11/4/2022	5,556.28
20139	KM Educational Consulting and Executive Coaching Serv	Reimb - 09/14/22 - 09/15/22	11/4/2022	925.08
20140	Acacia HR Solutions	Consulting Svcs - 11/22	11/9/2022	2,500.00
20141	Alpha Vision, Inc.	IT Svcs - 10/22, Software - Backupify G-Suite	11/9/2022	245.00
20142	Arbitech LLC	Chromebook (1)-(98)	11/9/2022	13,468.75
20143	Berkshire Hathaway Homestate Companies	Workers Comp - 07/01/22 - 07/01/23	11/9/2022	2,704.11
20144	California Pacific Charter Schools	Consulting Svcs - 07/22 - 10/22, Education Stipend & Profess	11/9/2022	4,185.40
20145	CaliforniaChoice Benefit Administrators	Health Ins. - 11/22 - 12/22	11/9/2022	25,205.24
20146	Keyn Group, LLC	IT Svcs & Software & Communication Svcs	11/9/2022	1,983.98
20147	Specialized Therapy Services, Inc.	SpEd Svcs - 09/30/22	11/9/2022	587.50
20148	Amazon Capital Services	Office Supplies	11/17/2022	140.81
20149	Charter Impact	Student Data Svcs - 10/22	11/17/2022	975.00
20150	Charter Schools Development Center	CSDC Membership - 1 Year - 11/24/22 - 11/23/23	11/17/2022	609.00
20151	Golden Acorn Casino	Meals - 09/22	11/17/2022	VOID
20152	Oxford Consulting Services, Inc.	SpEd Svcs - 09/22	11/17/2022	52.50
20153	R&B Communications	IT Svcs - 10/22	11/17/2022	491.00
20154	Sherman R. Garnett & Assoc.	Student Records Workshop Registration Fee	11/17/2022	400.00
20155	TSW Therapy, Inc.	SpEd Svcs - 10/03/2022 - 10/31/22	11/17/2022	1,684.38
20156	YMCA of San Diego County	Joiner's and Membership Fee - Lopez, A	11/17/2022	192.00
20157	Acacia HR Solutions	Consulting Svcs - 12/22	11/28/2022	2,500.00
20158	Amazon Capital Services	HP OfficeJet Pro Printer (1), Office/School Supplies	11/28/2022	477.97
20159	Berkshire Hathaway Homestate Companies	Workers Comp - 10/22	11/28/2022	2,166.28
20160	Buchalter	Legal Svcs - 10/07/22 - 10/26/22	11/28/2022	669.38
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20164	San Diego County Office of Education	Fingerprint Svcs	11/28/2022	28.00
ACH	Michael P. Humphrey	Stipend - 11/22	11/28/2022	600.00
ACH	Peter Matz	Stipend - 11/22	11/28/2022	600.00
ACH	Steve Fraire	Stipend - 11/22	11/28/2022	600.00
ACH	William W. Hall	Stipend - 11/22	11/28/2022	600.00
Total Disbursements Issued in November				<u>\$ 84,313.13</u>

Coversheet

Approval of 2022-23 First Interim Financial Report

Section:	XII. Business/Financial Services
Item:	A. Approval of 2022-23 First Interim Financial Report
Purpose:	Vote
Submitted by:	
Related Material:	MYA Business Services First Interim Presentation 2022.12.8.pdf



Motivated Youth Academy

First Interim Presentation

Board Meeting: 12/08/2022

Highlights

- Revenue and expenses are reasonably consistent with prior projections.
- Various funds with multi-year expenditure periods have been awarded. Total funds are \$763k with \$126k (17%) expended, \$27k (3%) budgeted this year, and \$610k (80%) available in future years.
- Days cash on hand projection for year-end: 151 days

Compliance and Reporting

- 15.5 : 1 Pupil to Teacher – compliant
- 40/80 currently supports an 85% funding determination – working to shift spending to instructional-related areas.

Pupil:Teacher Ratio	
15.52 : 1	

Cert.	Instr.
55.5%	73.5%
473,607	(197,617)

Revenue

- ADA forecast remains as budgeted at 202. ADA historically increases throughout the year due to increasing enrollment.
- State Aid increased \$8k due to an additional COLA rate adjustment.
- Lottery (State) increased \$7k due to a per ADA rate increase.
- Local revenue includes recognition of Digital Divide funds.

Revenue

Year-to-Date		
Actual	Budget	Fav/(Unf)
\$ 543,876	\$ 496,271	\$ 47,605
28,512	29,909	(1,397)
-	91,334	(91,334)
44,885	2,533	42,351
<u>\$ 617,273</u>	<u>\$ 620,048</u>	<u>\$ (2,775)</u>

<i>Annual/Full Year</i>		
Forecast	Budget	Fav/(Unf)
\$ 2,669,291	\$ 2,477,754	\$ 191,537
94,226	124,900	(30,674)
211,629	441,594	(229,965)
71,298	7,600	63,698
\$ 3,046,444	\$ 3,051,848	\$ (5,404)

Expenses

- Projection of benefits decreased \$49k due to a review of the forecast against actual-to-date rates and expenses.
- Books and supplies forecast increased \$25k for office supplies, school supplies, and software costs.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 393,679	\$ 376,228	\$ (17,451)	\$ 1,315,831	\$ 1,258,204	\$ (57,628)
Classified Salaries	80,416	113,799	33,383	309,199	349,034	39,835
Benefits	144,114	217,535	73,421	541,828	695,146	153,318
Books and Supplies	81,270	52,046	(29,224)	194,584	156,225	(38,359)
Subagreement Services	39,312	52,469	13,157	160,912	157,577	(3,335)
Operations	25,782	24,095	(1,687)	75,172	72,284	(2,888)
Facilities	7,936	7,583	(352)	25,182	22,750	(2,432)
Professional Services	115,374	102,902	(12,472)	361,396	318,087	(43,309)
Total Expenses	\$ 887,883	\$ 946,658	\$ 58,775	\$ 2,984,105	\$ 3,029,307	\$ 45,201

Fund Balance

- Forecasted year-end surplus at 2% of total expenses
- Forecasted year-end fund balance at 39.5% of annual expenses, which can serve as a reserve for economic uncertainty.

	<i>Year-to-Date</i>			<i>Annual/Full Year</i>		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (270,610)	\$ (326,610)	\$ 56,000	\$ 62,339	\$ 22,541	\$ 39,797
Beginning Fund Balance	<u>1,117,501</u>	<u>1,117,501</u>		<u>1,117,501</u>	<u>1,117,501</u>	
Ending Fund Balance	<u>\$ 846,891</u>	<u>\$ 790,891</u>		<u>\$ 1,179,839</u>	<u>\$ 1,140,042</u>	
<i>As a % of Annual Expenses</i>	28.4%	26.1%		39.5%	37.6%	

Appendices

- First Interim Report – Alternative Form
- Monthly Cash Flow / Forecast 22-23
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Compliance Reminders

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM**

Reporting Period: First Interim

Charter School Name: Motivated Youth Academy
(continued)
CDS #: 37682130129668
Charter Approving Entity: Mountain Empire USD
County: San Diego
Charter #: 1628
Fiscal Year: 2022-23

CERTIFICATION OF FINANCIAL CONDITION

- ☒ **POSITIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- ☐ **QUALIFIED CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.
- ☐ **NEGATIVE CERTIFICATION**
As the Charter School Official, I certify that based upon current projections this charter will be unable to meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

To the entity that approved the charter school:

- (☒) 22-23 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Charter School Official
(Original signature required)
Print Name: Bill Dobson Title: Interim Director

To the County Superintendent of Schools:

- (☒) 22-23 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to *Education Code* Section 47604.33.

Signed: _____ Date: _____
Authorized Representative of
Charter Approving Entity
(Original signature required)
Print Name: Patrick Keeley Title: Superintendent

For additional information on the First Interim Report, please contact:

For Approving Entity:

Rustie Phillips
Name
Senior Accountant
Title
619-473-9022
Phone
rustie.phillips@meusd.k12.ca.us
E-mail

For Charter School:

Spencer Styles
Name
Charter Impact, Inc.
Title
888-474-0322
Phone
sstyles@charterimpact.com
E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to *Education Code* Section 47604.33.

Date

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Reporting Period:

Charter School Name: **Motivated Youth Academy**
(continued)
CDS #: **37682130129668**
Charter Approving Entity: **Mountain Empire USD**
County: **San Diego**
Charter #: **1628**
Fiscal Year: **22-23**

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			First Interim - Oct 31		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A. REVENUES										
1. LCFF Sources										
State Aid - Current Year	8011	2,107,751.00		2,107,751.00	534,956.00		534,956.00	2,173,152.17		2,173,152.17
Education Protection Account State Aid - Current Year	8012	40,356.00		40,356.00	8,920.00		8,920.00	40,355.80		40,355.80
State Aid - Prior Years	8019			-			-			-
Transfers to Charter Schools in Lieu of Property Taxes	8096	329,647.00		329,647.00			-	455,783.00		455,783.00
Other LCFF Transfers	8091, 8097			-			-			-
Total, LCFF Sources		2,477,754.00	-	2,477,754.00	543,876.00	-	543,876.00	2,669,290.97	-	2,669,290.97
2. Federal Revenues										
Every Student Succeeds Act (Title I - V)	8290		38,566.00	38,566.00		2,574.00	2,574.00		29,340.00	29,340.00
Special Education - Federal	8181, 8182		21,933.16	21,933.16			-		28,048.00	28,048.00
Child Nutrition - Federal	8220			-			-			-
Donated Food Commodities	8221			-			-			-
Other Federal Revenues	8110, 8260-8299		64,401.00	64,401.00		25,938.28	25,938.28		36,838.00	36,838.00
Total, Federal Revenues		-	124,900.16	124,900.16	-	28,512.28	28,512.28	-	94,226.00	94,226.00
3. Other State Revenues										
Special Education - State	StateRevSE		122,375.00	122,375.00			-		152,226.00	152,226.00
All Other State Revenues	StateRevAO	29,014.00	290,205.00	319,219.00			-	44,527.20	14,876.80	59,404.00
Total, Other State Revenues		29,014.00	412,580.00	441,594.00	-	-	-	44,527.20	167,102.80	211,630.00
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	7,600.00		7,600.00	44,885.00		44,885.00	71,298.00		71,298.00
Total, Local Revenues		7,600.00	-	7,600.00	44,885.00	-	44,885.00	71,298.00	-	71,298.00
5. TOTAL REVENUES		2,514,368.00	537,480.16	3,051,848.16	588,761.00	28,512.28	617,273.28	2,785,116.17	261,328.80	3,046,444.97
B. EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	643,786.80	171,133.20	814,920.00	231,516.00	16,000.00	247,516.00	710,928.00	164,526.00	875,454.00
Certificated Pupil Support Salaries	1200	144,967.37	38,535.63	183,503.00	62,015.60	1,150.40	63,166.00	144,508.60	40,992.40	185,501.00
Certificated Supervisors' and Administrators' Salaries	1300	259,781.00		259,781.00	76,694.00	4,000.00	80,694.00	243,503.00	4,000.00	247,503.00
Other Certificated Salaries	1900			-	2,303.00		2,303.00	7,374.00		7,374.00
Total, Certificated Salaries		1,048,535.17	209,668.83	1,258,204.00	372,528.60	21,150.40	393,679.00	1,106,313.60	209,518.40	1,315,832.00
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	90,540.32	24,067.68	114,608.00	25,010.00	4,000.00	29,010.00	61,961.00	46,000.00	107,961.00
Non-certificated Support Salaries	2200			-			-	7,875.36	20,089.64	27,965.00
Non-certificated Supervisors' and Administrators' Sal.	2300			-			-			-
Clerical and Office Salaries	2400	234,426.00		234,426.00	50,618.12	787.88	51,406.00	172,485.12	787.88	173,273.00
Other Non-certificated Salaries	2900			-			-			-
Total, Non-certificated Salaries		324,966.32	24,067.68	349,034.00	75,628.12	4,787.88	80,416.00	242,321.48	66,877.52	309,199.00
3. Employee Benefits										
STRS	3101-3102	156,649.10	41,640.90	198,290.00	65,249.00		65,249.00	208,082.76	34,571.24	242,654.00
PERS	3201-3202			-			-			-
OASDI / Medicare / Alternative	3301-3302	92,021.57	24,461.43	116,483.00	12,948.00		12,948.00	37,490.05	8,009.95	45,500.00
Health and Welfare Benefits	3401-3402	244,204.80	64,915.20	309,120.00	56,362.00		56,362.00	153,228.26	27,800.74	181,029.00
Unemployment Insurance	3501-3502	26,464.21	7,034.79	33,499.00	1,410.00		1,410.00	28,675.29	5,202.71	33,878.00
Workers' Compensation Insurance	3601-3602	11,060.00	2,940.00	14,000.00	6,909.00		6,909.00	18,003.57	3,266.43	21,270.00
OPEB, Allocated	3701-3702			-			-			-
OPEB, Active Employees	3751-3752			-			-			-
Other Employee Benefits	3901-3902	18,765.66	4,988.34	23,754.00	1,236.00		1,236.00	14,809.94	2,687.06	17,497.00
Total, Employee Benefits		549,165.34	145,980.66	695,146.00	144,114.00	-	144,114.00	460,289.87	81,538.13	541,828.00
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	39,500.00	10,500.00	50,000.00			-	6,667.00		6,667.00
Books and Other Reference Materials	4200			-			-			-
Materials and Supplies	4300	20,570.02	5,467.98	26,038.00	65,079.00		65,079.00	138,349.24	9,568.76	147,918.00
Noncapitalized Equipment	4400	55,187.00		55,187.00	16,190.00		16,190.00	40,000.00		40,000.00
Food	4700			-			-			-
Total, Books and Supplies		115,257.02	15,967.98	131,225.00	81,269.00	-	81,269.00	185,016.24	9,568.76	194,585.00
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	89,804.83	23,872.17	113,677.00	39,312.00		39,312.00	107,769.32	53,142.68	160,912.00
Travel and Conferences	5200	6,320.00	1,680.00	8,000.00	8,221.00		8,221.00	13,555.00		13,555.00
Dues and Memberships	5300	6,320.00	1,680.00	8,000.00	4,254.00		4,254.00	7,587.00		7,587.00
Insurance	5400	25,300.00	-	25,300.00	7,640.00		7,640.00	24,506.00		24,506.00
Operations and Housekeeping Services	5500			-			-			-
Rentals, Leases, Repairs, and Noncap. Improvements	5600	22,750.00		22,750.00	7,936.00		7,936.00	25,182.00		25,182.00
Transfers of Direct Costs	5700-5799			-			-			-
Professional/Consulting Services and Operating Expend.	5800	305,719.73	81,267.27	386,987.00	112,800.00	2,574.00	115,374.00	356,983.00	4,413.00	361,396.00
Communications	5900	28,815.12	2,168.88	30,984.00	5,667.00		5,667.00	29,524.00		29,524.00
Total, Services and Other Operating Expenditures		485,029.68	110,668.32	595,698.00	185,830.00	2,574.00	188,404.00	565,106.32	57,555.68	622,662.00
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900			-			-			-

Total, Capital Outlay		-	-	-	-	-	-	-	-	-
7. Other Outgo										
Tuition to Other Schools	7110-7143			-		-				-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-		-				-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-		-				-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-		-				-
All Other Transfers	7281-7299			-		-	163,729.69	(163,729.69)		-
Transfers of Indirect Costs	7300-7399			-		-				-
Debt Service:										
Interest	7438			-		-				-
Principal (for modified accrual basis only)	7439			-		-				-
Total, Other Outgo		-	-	-	-	-	163,729.69	(163,729.69)		-
8. TOTAL EXPENDITURES		2,522,953.53	506,353.47	3,029,307.00	859,369.72	28,512.28	887,882.00	2,722,777.20	261,328.80	2,984,106.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(8,585.53)	31,126.69	22,541.16	(270,608.72)	-	(270,608.72)	62,338.97	(0.00)	62,338.97
D. OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-		-				-
2. Less: Other Uses	7630-7699			-		-				-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	31,126.69	(31,126.69)	-		-				-
4. TOTAL OTHER FINANCING SOURCES / USES		31,126.69	(31,126.69)	-	-	-	-	-	-	-
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		22,541.16	-	22,541.16	(270,608.72)	-	(270,608.72)	62,338.97	(0.00)	62,338.97
F. FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a. As of July 1	9791	818,288.00		818,288.00	1,136,826.06		1,136,826.06	1,136,826.06		1,136,826.06
b. Adjustments to Beginning Balance	9793, 9795			-	(19,325.06)		(19,325.06)	(19,325.06)		(19,325.06)
c. Adjusted Beginning Balance		818,288.00	-	818,288.00	1,117,501.00	-	1,117,501.00	1,117,501.00	-	1,117,501.00
2. Ending Fund Balance, June 30 (E + F.1.c.)		840,829.16	-	840,829.16	846,892.28	-	846,892.28	1,179,839.97	(0.00)	1,179,839.97
Components of Ending Fund Balance :										
a. Nonspendable										
Revolving Cash (equals object 9130)	9711			-		-				-
Stores (equals object 9320)	9712			-		-				-
Prepaid Expenditures (equals object 9330)	9713			-		-				-
All Others	9719			-		-				-
b. Restricted	9740			-		-				-
c. Committed										
Stabilization Arrangements	9750			-		-				-
Other Commitments	9760			-		-				-
d. Assigned										
Other Assignments	9780			-		-				-
e. Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789	840,829.00		840,829.00	149,205.30		149,205.30	149,205.30		149,205.30
Unassigned/Unappropriated Amount	9790	840,829.00		840,829.00	697,686.98		697,686.98	1,030,634.67		1,030,634.67

CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
Reporting Period:

Charter School Name: Motivated Youth Academy
(continued)
CDS #: 37682130129668
Charter Approving Entity: Mountain Empire USD
County: San Diego
Charter #: 1628
Fiscal Year: 22-23

					1st Interim vs. Adopted Budget Increase, (Decrease)	
Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A. REVENUES						
1. LCFF/Revenue Limit Sources						
State Aid - Current Year	8011	2,107,751.00	534,956.00	2,173,152.17	65,401.17	3.10%
Education Protection Account State Aid - Current Year	8012	40,356.00	8,920.00	40,355.80	(0.20)	0.00%
State Aid - Prior Years	8019	-	-	-	-	-
Transfers to Charter Schools Funding in Lieu of Property Taxes	8096	329,647.00	-	455,783.00	126,136.00	38.26%
Other LCFF Transfers	8091, 8097	-	-	-	-	-
Total, LCFF Sources		2,477,754.00	543,876.00	2,669,290.97	191,536.97	7.73%
2. Federal Revenues						
Every Student Succeeds Act (Title I-V)	8290	38,566.00	2,574.00	29,340.00	(9,226.00)	-23.92%
Special Education - Federal	8181, 8182	21,933.16	-	28,048.00	6,114.84	27.88%
Child Nutrition - Federal	8220	-	-	-	-	-
Donated Food Commodities	8221	-	-	-	-	-
Other Federal Revenues	8110, 8260-8299	64,401.00	25,938.28	36,838.00	(27,563.00)	-42.80%
Total, Federal Revenues		124,900.16	28,512.28	94,226.00	(30,674.16)	-24.56%
3. Other State Revenues						
Special Education - State	StateRevSE	122,375.00	-	152,226.00	29,851.00	24.39%
All Other State Revenues	StateRevAO	319,219.00	-	59,404.00	(259,815.00)	-81.39%
Total, Other State Revenues		441,594.00	-	211,630.00	(229,964.00)	-52.08%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	7,600.00	44,885.00	71,298.00	63,698.00	838.13%
Total, Local Revenues		7,600.00	44,885.00	71,298.00	63,698.00	838.13%
5. TOTAL REVENUES		3,051,848.16	617,273.28	3,046,444.97	(5,403.19)	-0.18%
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	814,920.00	247,516.00	875,454.00	60,534.00	7.43%
Certificated Pupil Support Salaries	1200	183,503.00	63,166.00	185,501.00	1,998.00	1.09%
Certificated Supervisors' and Administrators' Salaries	1300	259,781.00	80,694.00	247,503.00	(12,278.00)	-4.73%
Other Certificated Salaries	1900	-	2,303.00	7,374.00	7,374.00	New
Total, Certificated Salaries		1,258,204.00	393,679.00	1,315,832.00	57,628.00	4.58%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	114,608.00	29,010.00	107,961.00	(6,647.00)	-5.80%
Non-certificated Support Salaries	2200	-	-	27,965.00	27,965.00	New
Non-certificated Supervisors' and Administrators' Sal.	2300	-	-	-	-	-
Clerical and Office Salaries	2400	234,426.00	51,406.00	173,273.00	(61,153.00)	-26.09%
Other Non-certificated Salaries	2900	-	-	-	-	-
Total, Non-certificated Salaries		349,034.00	80,416.00	309,199.00	(39,835.00)	-11.41%
3. Employee Benefits						
STRS	3101-3102	198,290.00	65,249.00	242,654.00	44,364.00	22.37%
PERS	3201-3202	-	-	-	-	-
OASDI / Medicare / Alternative	3301-3302	116,483.00	12,948.00	45,500.00	(70,983.00)	-60.94%
Health and Welfare Benefits	3401-3402	309,120.00	56,362.00	181,029.00	(128,091.00)	-41.44%
Unemployment Insurance	3501-3502	33,499.00	1,410.00	33,878.00	379.00	1.13%
Workers' Compensation Insurance	3601-3602	14,000.00	6,909.00	21,270.00	7,270.00	51.93%
OPEB, Allocated	3701-3702	-	-	-	-	-
OPEB, Active Employees	3751-3752	-	-	-	-	-
Other Employee Benefits	3901-3902	23,754.00	1,236.00	17,497.00	(6,257.00)	-26.34%
Total, Employee Benefits		695,146.00	144,114.00	541,828.00	(153,318.00)	-22.06%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	50,000.00	-	6,667.00	(43,333.00)	-86.67%
Books and Other Reference Materials	4200	-	-	-	-	-
Materials and Supplies	4300	26,038.00	65,079.00	147,918.00	121,880.00	468.09%
Noncapitalized Equipment	4400	55,187.00	16,190.00	40,000.00	(15,187.00)	-27.52%
Food	4700	-	-	-	-	-
Total, Books and Supplies		131,225.00	81,269.00	194,585.00	63,360.00	48.28%
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	113,677.00	39,312.00	160,912.00	47,235.00	41.55%
Travel and Conferences	5200	8,000.00	8,221.00	13,555.00	5,555.00	69.44%
Dues and Memberships	5300	8,000.00	4,254.00	7,587.00	(413.00)	-5.16%

Insurance	5400	25,300.00	7,640.00	24,506.00	(794.00)	-3.14%
Operations and Housekeeping Services	5500	-	-	-	-	
Rentals, Leases, Repairs, and Noncap. Improvements	5600	22,750.00	7,936.00	25,182.00	2,432.00	10.69%
Transfers of Direct Costs	5700-5799	-	-	-	-	
Professional/Consulting Services and Operating Expend.	5800	386,987.00	115,374.00	361,396.00	(25,591.00)	-6.61%
Communications	5900	30,984.00	5,667.00	29,524.00	(1,460.00)	-4.71%
Total, Services and Other Operating Expenditures		595,698.00	188,404.00	622,662.00	26,964.00	4.53%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	-	-	-	-	
Total, Capital Outlay		-	-	-	-	
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Transfers of Indirect Costs	7300-7399	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		3,029,307.00	887,882.00	2,984,106.00	(45,201.00)	-1.49%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		22,541.16	(270,608.72)	62,338.97	39,797.81	176.56%
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		22,541.16	(270,608.72)	62,338.97	39,797.81	176.56%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	818,288.00	1,136,826.06	1,136,826.06	318,538.06	38.93%
b. Adjustments/Restatements	9793, 9795	-	(19,325.06)	(19,325.06)	(19,325.06)	New
c. Adjusted Beginning Fund Balance		818,288.00	1,117,501.00	1,117,501.00		
2. Ending Fund Balance, June 30 (E + F.1.c.)		840,829.16	846,892.28	1,179,839.97		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	840,829.00	149,205.30	149,205.30	(691,623.70)	-82.25%
Unassigned/Unappropriated Amount	9790	840,829.00	697,686.98	1,030,634.67	189,805.67	22.57%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Motivated Youth Academy
(continued)
CDS #: 37682130129668
Charter Approving Entity: Mountain Empire USD
County: San Diego
Charter #: 1628
Fiscal Year: 22-23

This charter school uses the following basis of accounting:

- ☒ **Accrual Basis** (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)
☐ **Modified Accrual Basis** (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY 22-23			Totals for 23-24	Totals for 24-25
		Unrestricted	Restricted	Total		
A. REVENUES						
1. LCFF Sources						
State Aid - Current Year	8011	2,173,152.17	0.00	2,173,152.17	2,406,711.21	2,650,595.98
Education Protection Account State Aid - Current Year	8012	40,355.80	0.00	40,355.80	42,504.00	44,629.20
State Aid - Prior Years	8019	0.00	0.00	0.00		
Transfers of Charter Schools in Lieu of Property Taxes	8096	455,783.00	0.00	455,783.00	480,033.12	504,034.78
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00		
Total, LCFF Sources		2,669,290.97	0.00	2,669,290.97	2,929,248.33	3,199,259.96
2. Federal Revenues						
Every Student Succeeds Act (Title I - V)	8290	0.00	29,340.00	29,340.00	30,901.00	32,446.00
Special Education - Federal	8181, 8182	0.00	28,048.00	28,048.00	29,540.28	31,017.29
Child Nutrition - Federal	8220	0.00	0.00	0.00		
Donated Food Commodities	8221	0.00	0.00	0.00		
Other Federal Revenues	8110, 8260-8299	0.00	36,838.00	36,838.00	3,812.00	
Total, Federal Revenues		0.00	94,226.00	94,226.00	64,253.28	63,463.29
3. Other State Revenues						
Special Education - State	StateRevSE	0.00	152,226.00	152,226.00	160,325.00	168,341.34
All Other State Revenues	StateRevAO	44,527.20	14,876.80	59,404.00	119,491.00	136,662.00
Total, Other State Revenues		44,527.20	167,102.80	211,630.00	279,816.00	305,003.34
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	71,298.00	0.00	71,298.00	75,091.00	78,845.55
Total, Local Revenues		71,298.00	0.00	71,298.00	75,091.00	78,845.55
5. TOTAL REVENUES		2,785,116.17	261,328.80	3,046,444.97	3,348,408.61	3,646,572.15
B. EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	710,928.00	164,526.00	875,454.00	926,650.00	1,010,483.00
Certificated Pupil Support Salaries	1200	144,508.60	40,992.40	185,501.00	187,173.06	190,917.00
Certificated Supervisors' and Administrators' Salaries	1300	243,503.00	4,000.00	247,503.00	264,976.62	270,276.15
Other Certificated Salaries	1900	7,374.00	0.00	7,374.00	7,757.71	7,913.00
Total, Certificated Salaries		1,106,313.60	209,518.40	1,315,832.00	1,386,557.39	1,479,589.15
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	61,961.00	46,000.00	107,961.00	196,900.00	238,838.00
Non-certificated Support Salaries	2200	7,875.36	20,089.64	27,965.00	60,725.00	61,940.00
Non-certificated Supervisors' and Administrators' Sal.	2300	0.00	0.00	0.00		
Clerical and Office Salaries	2400	172,485.12	787.88	173,273.00	212,990.00	282,250.00
Other Non-certificated Salaries	2900	0.00	0.00	0.00		
Total, Non-certificated Salaries		242,321.48	66,877.52	309,199.00	470,615.00	583,028.00
3. Employee Benefits						
STRS	3101-3102	208,082.76	34,571.24	242,654.00	264,833.00	282,601.00
PERS	3201-3202	0.00	0.00	0.00		
OASDI / Medicare / Alternative	3301-3302	37,490.05	8,009.95	45,500.00	56,107.00	66,056.00
Health and Welfare Benefits	3401-3402	153,228.26	27,800.74	181,029.00	190,740.00	194,555.00
Unemployment Insurance	3501-3502	28,675.29	5,202.71	33,878.00	24,894.00	26,600.00
Workers' Compensation Insurance	3601-3602	18,003.57	3,266.43	21,270.00	26,000.00	28,877.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00		
OPEB, Active Employees	3751-3752	0.00	0.00	0.00		
Other Employee Benefits	3901-3902	14,809.94	2,687.06	17,497.00	32,028.00	39,679.00
Total, Employee Benefits		460,289.87	81,538.13	541,828.00	594,602.00	638,368.00

Description	Object Code	FY 22-23			Totals for 23-24	Totals for 24-25
		Unrestricted	Restricted	Total		
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	6,667.00	0.00	6,667.00	7,161.80	7,670.00
Books and Other Reference Materials	4200	0.00	0.00	0.00		
Materials and Supplies	4300	138,349.24	9,568.76	147,918.00	158,904.00	170,186.00
Noncapitalized Equipment	4400	40,000.00	0.00	40,000.00	42,970.27	46,021.00
Food	4700	0.00	0.00	0.00		
Total, Books and Supplies		185,016.24	9,568.76	194,585.00	209,036.06	223,877.00
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	107,769.32	53,142.68	160,912.00	167,828.00	174,918.00
Travel and Conferences	5200	13,555.00	0.00	13,555.00	14,561.31	15,595.00
Dues and Memberships	5300	7,587.00	0.00	7,587.00	8,150.84	8,730.00
Insurance	5400	24,506.00	0.00	24,506.00	26,326.55	28,196.00
Operations and Housekeeping Services	5500	0.00	0.00	0.00		
Rentals, Leases, Repairs, and Noncap. Improvements	5600	25,182.00	0.00	25,182.00	27,053.00	28,973.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00		
Professional/Consulting Services and Operating Expend.	5800	356,983.00	4,413.00	361,396.00	384,655.00	408,559.00
Communications	5900	29,524.00	0.00	29,524.00	31,716.00	33,968.00
Total, Services and Other Operating Expenditures		565,106.32	57,555.68	622,662.00	660,290.70	698,939.00
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0.00	0.00	0.00		
Buildings and Improvements of Buildings	6200	0.00	0.00	0.00		
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0.00	0.00	0.00		
Equipment	6400	0.00	0.00	0.00		
Equipment Replacement	6500	0.00	0.00	0.00		
Depreciation Expense (for accrual basis only)	6900	0.00	0.00	0.00		
Total, Capital Outlay		0.00	0.00	0.00	0.00	0.00
7. Other Outgo						
Tuition to Other Schools	7110-7143	0.00	0.00	0.00		
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0.00	0.00	0.00		
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00		
All Other Transfers	7280-7299	163,729.69	(163,729.69)	0.00		
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00		
Debt Service:						
Interest	7438	0.00	0.00	0.00		
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00		
Total, Other Outgo		163,729.69	(163,729.69)	0.00	0.00	0.00
8. TOTAL EXPENDITURES		2,722,777.20	261,328.80	2,984,106.00	3,321,101.16	3,623,801.15
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		62,338.97	(0.00)	62,338.97	27,307.46	22,770.99

Description	Object Code	FY 22-23			Totals for 23-24	Totals for 24-25
		Unrestricted	Restricted	Total		
Description	Object Code	Unrestricted	Restricted	Total	Totals for 23-24	Totals for 24-25
D. OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0.00	0.00	0.00		
2. Less: Other Uses	7630-7699	0.00	0.00	0.00		
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00		
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		62,338.97	(0.00)	62,338.97	27,307.46	22,770.99
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	1,136,826.06	0.00	1,136,826.06	1,179,839.97	1,207,147.43
b. Adjustments/Restatements	9793, 9795	(19,325.06)	0.00	(19,325.06)		
c. Adjusted Beginning Balance		1,117,501.00	0.00	1,117,501.00	1,179,839.97	1,207,147.43
2. Ending Fund Balance, June 30 (E + F.1.c.)		1,179,839.97	(0.00)	1,179,839.97	1,207,147.43	1,229,918.42
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0.00	0.00	0.00		
Stores (equals object 9320)	9712	0.00	0.00	0.00		
Prepaid Expenditures (equals object 9330)	9713	0.00	0.00	0.00		
All Others	9719	0.00	0.00	0.00		
b. Restricted	9740		0.00	0.00		
c. Committed						
Stabilization Arrangements	9750	0.00	0.00	0.00		
Other Commitments	9760	0.00	0.00	0.00		
d. Assigned						
Other Assignments	9780	0.00	0.00	0.00		
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	149,205.30	0.00	149,205.30	166,055.06	181,190.06
Unassigned/Unappropriated Amount	9790	1,030,634.67	0.00	1,030,634.67	1,041,092.37	1,048,728.36

**Cash Flow Worksheet
2022/23**

	Actual or Projected	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	TOTAL
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	
A. BEGINNING CASH	9110	1,243,991	1,180,709	1,052,843	1,118,870	1,094,642	1,001,688	1,087,755	1,065,997	971,280	1,023,675	1,035,927	1,235,702		
B. RECEIPTS															
LCFF Sources															
State Aid, EPA	8011-8019	95,528	95,528	180,870	171,950	121,180	121,180	131,269	121,180	160,799	172,057	160,799	160,799	520,369	2,213,507
In Lieu Property Taxes	8096					26,921	26,921	26,921	26,921	116,033	58,017	58,017	58,017	58,017	455,783
Other LCFF/Revenue Limit Transfers	8091, 8097														0
Federal Revenue	8100-8299			28,512		1,864	25,216	1,864	1,864	7,452	4,119	4,119	7,452	11,765	94,226
Other State Revenue	8300-8599					12,156	19,735	20,983	12,156	22,047	29,547	20,720	22,047	52,237	211,629
Other Local Revenue	8600-8799	152	131		243	217	217	217	217	217	217	217	217	217	2,259
All Other Financing Sources	8930-8979				44,359	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	69,038
Other Receipts/Non-Revenue															0
TOTAL RECEIPTS		95,680	95,659	209,382	216,552	165,422	196,353	184,338	165,422	309,633	267,041	246,956	251,617	642,388	3,046,442
C. DISBURSEMENTS															
Certificated Salaries	1000-1999	53,403	122,396	108,225	109,655	115,269	115,269	115,269	115,269	115,269	115,269	115,269	115,269		1,315,831
Classified Salaries	2000-2999	16,375	27,056	17,643	19,343	28,598	28,598	28,598	28,598	28,598	28,598	28,598	28,598		309,199
Employee Benefits	3000-3999	24,077	41,512	39,006	39,518	47,685	47,685	55,802	53,773	49,714	47,685	47,685	47,685		541,828
Books and Supplies	4000-4999	32,268	7,269	27,531	14,202	13,966	13,966	13,966	13,966	13,966	13,966	13,966	13,966	1,587	194,584
Services and Operating Expenditures	5000-5999	53,295	55,899	41,374	37,836	52,858	52,858	51,875	48,533	49,691	49,271	49,169	49,172	30,832	622,663
Capital Outlay	6000-6999														0
Other Outgo	7000-7499														0
All Other Financing Uses	7630-7699														0
Other Disbursements/ Non Expenditures															0
TOTAL DISBURSEMENTS		179,419	254,132	233,779	220,553	258,376	258,376	265,510	260,139	257,238	254,789	254,687	254,690	32,419	2,984,105
D. PRIOR YEAR TRANSACTIONS, Other															
Accounts Receivable	9200-9399	35,277	61,710	50,843	21,119										168,950
Accounts Payable	9500-9630,														
(Liabilities, including Deferred	9650	(14,820)	(31,103)	39,582	(41,347)		148,090	59,414				207,506			367,321
TOTAL PRIOR YEAR TRANSACTIONS, Other		20,457	30,607	90,425	(20,228)	0	148,090	59,414	0	0	0	207,506	0	0	(198,372)
E. (B - C + D)		(63,283)	(127,866)	66,028	(24,229)	(92,954)	86,067	(21,758)	(94,717)	52,395	12,252	199,775	(3,073)	609,969	(136,035)
F. ENDING CASH (A + E)		1,180,709	1,052,843	1,118,871	1,094,641	1,001,688	1,087,755	1,065,997	971,280	1,023,675	1,035,927	1,235,702	1,232,629		
G. ENDING CASH, PLUS ACCRUALS															1,232,629

Motivated Youth Academy**Monthly Cash Flow/Forecast FY22-23**

Revised 11/29/2022

ADA = 201.78

**Revenues****State Aid - Revenue Limit**

8011	LCFF State Aid	95,528	95,528	171,950	171,950	121,180	121,180	121,180	121,180	160,799	160,799	160,799	160,799	510,281
8012	Education Protection Account	-	-	8,920	-	-	-	10,089	-	-	11,258	-	-	10,088
8096	In Lieu of Property Taxes	-	-	-	-	26,921	26,921	26,921	26,921	116,033	58,017	58,017	58,017	58,017
		95,528	95,528	180,870	171,950	148,101	148,101	158,190	148,101	276,832	230,074	218,816	218,816	578,386

Federal Revenue

8181	Special Education - Entitlement	-	-	-	-	1,864	1,864	1,864	1,864	4,119	4,119	4,119	4,119	4,119
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	18,695	-	-	-	-	-	-	6,232
8291	Title II, Part A - Teacher Quality	-	-	2,574	-	-	1,324	-	-	-	-	-	-	515
8296	Other Federal Revenue	-	-	25,938	-	-	3,333	-	-	3,333	-	-	3,333	900
		-	-	28,512	-	1,864	25,216	1,864	1,864	7,452	4,119	4,119	7,452	11,765

Other State Revenue

8311	State Special Education	-	-	-	-	12,156	12,156	12,156	12,156	20,720	20,720	20,720	20,720	20,720
8550	Mandated Cost	-	-	-	-	-	6,252	-	-	-	-	-	-	-
8560	State Lottery	-	-	-	-	-	-	8,827	-	-	8,827	-	-	30,190
8599	Other State Revenue	-	-	-	-	-	1,327	-	-	1,327	-	-	1,327	1,327
		-	-	-	-	12,156	19,735	20,983	12,156	22,047	29,547	20,720	22,047	52,237

Other Local Revenue

8660	Interest Revenue	152	131	-	243	217	217	217	217	217	217	217	217	-
8980	Contributions, Unrestricted	-	-	-	44,359	3,085	3,085	3,085	3,085	3,085	3,085	3,085	3,085	-
		152	131	-	44,602	3,302	3,302	3,302	3,302	3,302	3,302	3,302	3,302	-

Total Revenue

		95,680	95,659	209,382	216,552	165,422	196,353	184,338	165,422	309,633	267,042	246,956	251,617	642,388
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Expenses**Certificated Salaries**

1100	Teachers' Salaries	17,673	76,413	71,526	73,096	72,885	72,885	72,885	72,885	72,885	72,885	72,885	72,885	-
1175	Teachers' Extra Duty/Stipends	625	3,674	2,199	2,310	5,607	5,607	5,607	5,607	5,607	5,607	5,607	5,607	-
1200	Pupil Support Salaries	15,453	18,571	14,571	14,571	15,292	15,292	15,292	15,292	15,292	15,292	15,292	15,292	-
1300	Administrators' Salaries	19,249	23,282	19,082	19,082	20,851	20,851	20,851	20,851	20,851	20,851	20,851	20,851	-
1900	Other Certificated Salaries	404	456	847	596	634	634	634	634	634	634	634	634	-
		53,403	122,396	108,225	109,655	115,269	115,269	115,269	115,269	115,269	115,269	115,269	115,269	-

Classified Salaries

2100	Instructional Salaries	3,717	11,635	7,817	5,842	9,869	9,869	9,869	9,869	9,869	9,869	9,869	9,869	-
2200	Support Salaries	-	-	-	-	3,496	3,496	3,496	3,496	3,496	3,496	3,496	3,496	-
2400	Clerical and Office Staff Salaries	12,659	15,421	9,826	13,501	15,233	15,233	15,233	15,233	15,233	15,233	15,233	15,233	-
		16,375	27,056	17,643	19,343	28,598	28,598	28,598	28,598	28,598	28,598	28,598	28,598	-

Benefits

3101	STRS	8,795	18,337	19,038	19,079	22,176	22,176	22,176	22,176	22,176	22,176	22,176	22,176	-
3301	OASDI	1,376	1,767	1,508	1,519	1,935	1,935	1,935	1,935	1,935	1,935	1,935	1,935	-
3311	Medicare	997	2,141	1,797	1,842	2,134	2,134	2,134	2,134	2,134	2,134	2,134	2,134	-
3401	Health and Welfare	9,496	17,642	14,563	14,660	15,583	15,583	15,583	15,583	15,583	15,583	15,583	15,583	-
3501	State Unemployment	550	735	51	74	2,029	2,029	10,146	8,117	4,059	2,029	2,029	2,029	-
3601	Workers' Compensation	2,537	770	1,731	1,870	1,795	1,795	1,795	1,795	1,795	1,795	1,795	1,795	-
3901	Other Benefits	325	120	318	473	2,033	2,033	2,033	2,033	2,033	2,033	2,033	2,033	-
		24,077	41,512	39,006	39,518	47,685	47,685	55,802	53,773	49,714	47,685	47,685	47,685	-

Books and Supplies

4100	Textbooks and Core Materials	-	-	-	-	833	833	833	833	833	833	833	833	-
4302	School Supplies	103	130	17	-	1,360	1,360	1,360	1,360	1,360	1,360	1,360	1,360	-
4305	Software	20,722	1,308	25,773	6,844	6,024	6,024	6,024	6,024	6,024	6,024	6,024	6,024	-
4310	Office Expense	604	4,241	604	3,629	2,221	2,221	2,221	2,221	2,221	2,221	2,221	2,221	-
4311	Business Meals	-	75	1,030	-	750	750	750	750	750	750	750	750	-
4400	Noncapitalized Equipment	10,840	1,514	108	3,729	2,778	2,778	2,778	2,778	2,778	2,778	2,778	2,778	1,587
		32,268	7,269	27,531	14,202	13,966	13,966	13,966	13,966	13,966	13,966	13,966	13,966	1,587

Subagreement Services

5102	Special Education	3,944	978	1,234	688	4,033	4,033	4,033	4,033	4,033	4,033	4,033	4,033	4,033
5104	Transportation	-	-	-	-	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	-
5106	Other Educational Consultants	4,750	14,880	6,638	6,201	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700	6,700
		8,694	15,858	7,873	6,888	13,858	13,858	13,858	13,858	13,858	13,858	13,858	13,858	10,733

Annual Forecast	Original Budget Total	Favorable / (Unfav.)
ADA = 201.78		
2,173,152	2,107,751	65,401
40,356	40,356	(0)
455,783	329,647	126,136
2,669,291	2,477,754	191,537
28,048	21,933	6,115
24,927	24,449	478
4,413	4,117	296
36,838	74,401	(37,563)
94,226	124,900	(30,674)
152,226	122,375	29,851
6,252	6,302	(50)
47,844	40,585	7,259
5,308	272,333	(267,025)
211,629	441,594	(229,965)
2,259	2,600	(341)
69,038	5,000	64,038
71,298	7,600	63,698
3,046,444	3,051,848	(5,404)
821,792	780,745	(41,047)
53,662	34,175	(19,487)
185,501	183,503	(1,998)
247,503	259,781	12,278
7,374	-	(7,374)
1,315,831	1,258,204	(57,628)
107,961	114,608	6,647
27,965	-	(27,965)
173,273	234,426	61,153
309,199	349,034	39,835
242,654	198,290	(44,364)
21,646	69,874	48,227
23,854	46,610	22,756
181,029	309,120	128,091
33,878	33,499	(380)
21,270	14,000	(7,270)
17,497	23,754	6,257
541,828	695,146	153,318
6,667	50,000	43,333
11,128	3,365	(7,764)
102,836	25,000	(77,836)
26,848	11,321	(15,527)
7,106	11,352	4,246
40,000	55,187	15,187
194,584	156,225	(38,359)
43,143	-	(43,143)
25,000	-	(25,000)
92,769	157,577	64,808
160,912	157,577	(3,335)

Motivated Youth Academy**Monthly Cash Flow/Forecast FY22-23**

Revised 11/29/2022

ADA = 201.78



	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Operations and Housekeeping																
5201 Auto and Travel	1,330	6,891	-	-	667	667	667	667	667	667	667	667	-	13,555	8,000	(5,555)
5300 Dues & Memberships	6,870	(4,995)	2,379	-	417	417	417	417	417	417	417	417	-	7,587	8,000	413
5400 Insurance	2,184	1,545	2,160	1,751	2,108	2,108	2,108	2,108	2,108	2,108	2,108	2,108	-	24,506	25,300	794
5900 Communications	1,449	654	1,873	-	2,590	2,590	2,590	2,590	2,590	2,590	2,590	2,590	-	24,700	26,284	1,584
5901 Postage and Shipping	100	536	394	660	392	392	392	392	392	392	392	392	-	4,824	4,700	(124)
	11,933	4,632	6,806	2,411	6,174	6,174	6,174	6,174	6,174	6,174	6,174	6,174	-	75,172	72,284	(2,888)
Facilities, Repairs and Other Leases																
5601 Rent	1,896	2,001	-	3,523	1,896	1,896	1,896	1,896	1,896	1,896	1,896	1,896	-	22,586	22,750	164
5602 Additional Rent	258	258	-	-	260	260	260	260	260	260	260	260	-	2,596	-	(2,596)
5604 Other Leases	2,135	(2,135)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	4,289	123	-	3,523	2,156	2,156	2,156	2,156	2,156	2,156	2,156	2,156	-	25,182	22,750	(2,432)
Professional/Consulting Services																
5801 IT	17,143	(1,444)	4,018	2,316	2,179	2,179	2,179	2,179	2,179	2,179	2,179	2,181	-	39,464	-	(39,464)
5802 Audit & Taxes	-	2,048	-	1,050	4,325	4,325	3,251	-	-	-	-	-	-	15,000	9,975	(5,025)
5803 Legal	-	-	1,323	5,534	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	9,808	50,000	50,000	-
5804 Professional Development	2,080	14,245	-	1,125	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	-	37,450	17,100	(20,350)
5805 General Consulting	2,500	6,150	14,463	7,345	7,217	7,217	7,217	7,217	7,217	7,217	7,217	7,218	-	88,195	172,500	84,305
5806 Special Activities/Field Trips	-	-	-	192	500	500	500	500	500	500	500	500	-	4,194	814	(3,380)
5807 Bank Charges	-	-	70	-	-	-	-	-	-	-	-	-	-	70	-	(70)
5809 Other taxes and fees	198	4,820	67	198	100	100	100	100	100	100	100	100	-	6,086	-	(6,086)
5810 Payroll Service Fee	1,371	2,679	1,732	1,483	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	-	20,865	16,000	(4,865)
5811 Management Fee	5,086	5,541	5,023	5,771	5,402	5,402	5,402	5,402	5,402	5,402	5,402	5,402	189	64,829	-	(64,829)
5812 District Oversight Fee	-	-	-	-	1,333	1,333	1,424	1,333	2,491	2,071	1,969	1,969	10,101	24,024	23,500	(524)
5815 Public Relations/Recruitment	-	1,248	-	-	1,246	1,246	1,246	1,246	1,246	1,246	1,246	1,246	-	11,219	28,198	16,979
	28,379	35,286	26,696	25,013	30,670	30,670	29,687	26,345	27,503	27,083	26,981	26,984	20,099	361,396	318,087	(43,309)
Total Expenses	179,419	254,132	233,779	220,553	258,376	258,376	265,510	260,138	257,238	254,789	254,687	254,690	32,419	2,984,105	3,029,307	45,201
Monthly Surplus (Deficit)	(83,739)	(158,473)	(24,397)	(4,001)	(92,954)	(62,023)	(81,172)	(94,717)	52,395	12,253	(7,730)	(3,073)	609,969	62,338	22,541	39,797
Cash Flow Adjustments														2%		
Monthly Surplus (Deficit)	(83,739)	(158,473)	(24,397)	(4,001)	(92,954)	(62,023)	(81,172)	(94,717)	52,395	12,253	(7,730)	(3,073)	609,969	62,338		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	-	-	-	-	-	-	-	-	-	-	-	-	(642,388)	(642,388)		
Grants and Contributions Rec.	11,772	65,552	45,510	5,353	-	-	-	-	-	-	-	-	-	128,187		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	23,505	(3,842)	5,333	15,766	-	-	-	-	-	-	-	-	-	40,763		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(12,513)	(6,522)	5,022	(36)	-	-	-	-	-	-	-	-	32,419	18,370		
Accrued Expenses	(5,171)	(24,581)	(10,526)	3,048	-	-	-	-	-	-	-	-	-	(37,230)		
Other Liabilities	2,863	-	45,086	(44,359)	-	148,090	59,414	-	-	-	207,504	-	-	418,598		
Total Change in Cash	(63,283)	(127,866)	66,028	(24,228)	(92,954)	86,067	(21,758)	(94,717)	52,395	12,253	199,774	(3,073)				
Cash, Beginning of Month	1,243,991	1,180,708	1,052,843	1,118,870	1,094,642	1,001,688	1,087,755	1,065,997	971,281	1,023,676	1,035,929	1,235,702				
Cash, End of Month	1,180,708	1,052,843	1,118,870	1,094,642	1,001,688	1,087,755	1,065,997	971,281	1,023,676	1,035,929	1,235,702	1,232,629				

Cert.	Instr.
55.5%	73.5%
473,607	(197,617)

Pupil:Teacher Ratio
15.52

Days Cash
151

MY Academy Charter**Budget vs Actual**

For the period ended October 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 171,950	\$ 189,696	\$ (17,746)	\$ 534,956	\$ 400,469	\$ 134,487	\$ 2,107,751
Education Protection Account	-	10,094	(10,094)	8,920	10,094	(1,174)	40,356
In Lieu of Property Taxes	-	26,372	(26,372)	-	85,708	(85,708)	329,647
Total State Aid - Revenue Limit	171,950	226,162	(54,212)	543,876	496,271	47,605	2,477,754
Federal Revenue							
Special Education - Entitlement	-	1,974	(1,974)	-	4,168	(4,168)	21,933
Title I, Part A - Basic Low Income	-	-	-	-	6,112	(6,112)	24,449
Title II, Part A - Teacher Quality	-	-	-	2,574	1,029	1,545	4,117
Other Federal Revenue	-	-	-	25,938	18,600	7,338	74,401
Total Federal Revenue	-	1,974	(1,974)	28,512	29,909	(1,397)	124,900
Other State Revenue							
State Special Education	-	11,014	(11,014)	-	23,251	(23,251)	122,375
Mandated Cost	-	-	-	-	-	-	6,302
State Lottery	-	-	-	-	-	-	40,585
Other State Revenue	-	-	-	-	68,083	(68,083)	272,333
Total Other State Revenue	-	11,014	(11,014)	-	91,334	(91,334)	441,594
Other Local Revenue							
Interest Revenue	243	217	27	526	867	(341)	2,600
Contributions, Unrestricted	44,359	417	43,942	44,359	1,667	42,692	5,000
Total Other Local Revenue	44,602	633	43,969	44,885	2,533	42,351	7,600
Total Revenues	216,552	239,783	(23,231)	617,273	620,048	(2,775)	3,051,848
Expenses							
Certificated Salaries				393,679			
Teachers' Salaries	73,096	70,200	(2,896)	238,708	219,146	(19,562)	780,745
Teachers' Extra Duty/Stipends	2,310	3,107	797	8,807	9,320	513	34,175
Pupil Support Salaries	14,571	15,292	721	63,166	61,168	(1,998)	183,503
Administrators' Salaries	19,082	21,648	2,567	80,694	86,594	5,899	259,781
Other Certificated Salaries	596	-	(596)	2,303	-	(2,303)	-
Total Certificated Salaries	109,655	110,247	592	393,679	376,228	(17,451)	1,258,204
Classified Salaries				80,416			
Instructional Salaries	5,842	9,869	4,027	29,010	35,657	6,647	114,608
Clerical and Office Staff Salaries	13,501	19,536	6,034	51,406	78,142	26,736	234,426
Total Classified Salaries	19,343	29,404	10,062	80,416	113,799	33,383	349,034
Benefits				144,114			
State Teachers' Retirement System, certificated positions	19,079	17,375	(1,704)	65,249	59,293	(5,956)	198,290
OASDI/Medicare/Alternative, certificated positions	1,519	5,886	4,368	6,170	22,782	16,612	69,874
Medicare/Alternative, certificated positions	1,842	4,050	2,207	6,778	14,211	7,433	46,610
Health and Welfare Benefits, certificated positions	14,660	25,760	11,100	56,362	103,040	46,678	309,120
State Unemployment Insurance, certificated positions	74	1,675	1,601	1,410	6,700	5,290	33,499
Workers' Compensation Insurance, certificated positions	1,870	1,216	(654)	6,909	4,268	(2,641)	14,000
Other Benefits, certificated positions	473	2,064	1,591	1,236	7,242	6,006	23,754
Total Benefits	39,518	58,026	18,508	144,114	217,535	73,421	695,146
Books & Supplies				81,270			
Textbooks and Core Materials	-	4,167	4,167	-	16,667	16,667	50,000
School Supplies	-	280	280	250	1,120	870	3,365
Software	6,844	2,083	(4,761)	54,648	8,333	(46,315)	25,000
Office Expense	3,629	943	(2,685)	9,077	3,774	(5,303)	11,321
Business Meals	-	946	946	1,105	3,784	2,679	11,352
Noncapitalized Equipment	3,729	4,592	863	16,190	18,368	2,178	55,187
Total Books & Supplies	14,202	13,012	(1,190)	81,270	52,046	(29,224)	156,225
Subagreement Services				39,312			
Special Education	688	-	(688)	6,843	-	(6,843)	-
Other Educational Consultants	6,201	13,117	6,916	32,469	52,469	20,000	157,577
Total Subagreement Services	6,888	13,117	6,229	39,312	52,469	13,157	157,577
Operations & Housekeeping				25,782			
Auto and Travel	-	667	667	8,221	2,667	(5,555)	8,000
Dues & Memberships	-	667	667	4,254	2,667	(1,587)	8,000

MY Academy Charter**Budget vs Actual**

For the period ended October 31, 2022

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Insurance	1,751	2,108	357	7,640	8,433	794	25,300
Communications	660	2,190	1,530	4,637	8,761	4,125	26,284
Postage and Shipping	-	392	392	1,030	1,567	536	4,700
Total Operations & Housekeeping	2,411	6,024	3,612	25,782	24,095	(1,687)	72,284
Facilities, Repairs & Other Leases				7,936			
Rent	3,523	1,896	(1,627)	7,420	7,583	164	22,750
Additional Rent	-	-	-	516	-	(516)	-
Total Facilities, Repairs & Other Leases	3,523	1,896	(1,627)	7,936	7,583	(352)	22,750
Professional/Consulting Services				115,374			
IT	2,316	-	(2,316)	22,033	-	(22,033)	-
Audit & Taxes	1,050	3,325	2,275	3,098	3,325	228	9,975
Legal	5,534	4,167	(1,367)	6,857	16,667	9,810	50,000
Professional Development	1,125	1,425	300	17,450	5,700	(11,750)	17,100
General Consulting	7,345	14,375	7,030	30,458	57,500	27,042	172,500
Special Activities/Field Trips	192	68	(124)	192	271	79	814
Bank Charges	-	-	-	70	-	(70)	-
Other Taxes and Fees	198	-	(198)	5,284	-	(5,284)	-
Payroll Service Fee	1,483	1,333	(149)	7,265	5,333	(1,931)	16,000
Management Fee	5,771	-	(5,771)	21,421	-	(21,421)	-
District Oversight Fee	-	2,145	2,145	-	4,707	4,707	23,500
Public Relations/Recruitment	-	2,350	2,350	1,248	9,399	8,151	28,198
Total Professional/Consulting Services	25,013	29,188	4,175	115,374	102,902	(12,472)	318,087
Total Expenses	220,553	260,914	40,361	887,883	946,658	58,775	3,029,307
Change in Net Assets	(4,001)	(21,131)	17,130	(270,610)	(326,610)	56,000	22,541
Net Assets, Beginning of Period	(270,610)			1,117,501			
Net Assets, End of Period	\$ (274,611)			\$ 846,891			

MY Academy Charter**Statement of Financial Position****October 31, 2022**

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 903,851	\$ 1,243,991	\$ (340,140)	-27%
Restricted Cash	190,791	-	190,791	0%
Cash & Cash Equivalents	\$ 1,094,642	\$ 1,243,991	\$ (149,349)	-12%
Accounts Receivable	106,904	235,091	(128,187)	-55%
Due To/From Related Parties	1,116	1,116	-	0%
Prepaid Expenses	9,508	50,271	(40,763)	-81%
Total Current Assets	1,212,171	1,530,469	(318,299)	-21%
Total Assets	\$ 1,212,171	\$ 1,530,469	\$ (318,299)	-21%
Liabilities				
Current Liabilities				
Accounts Payable	\$ -	\$ 14,049	\$ (14,049)	-100%
Accrued Liabilities	174,489	211,719	(37,230)	-18%
Deferred Revenue	190,791	187,201	3,590	2%
Total Current Liabilities	365,280	412,969	(47,689)	-12%
Total Liabilities	365,280	412,969	(47,689)	-12%
Total Net Assets	846,891	1,117,501	(270,610)	-24%
Total Liabilities and Net Assets	\$ 1,212,171	\$ 1,530,469	\$ (318,299)	-21%

MY Academy Charter**Statement of Cash Flows****For the period ended October 31, 2022**

###

YTD Ended 10/31/22

Cash Flows from Operating Activities

Change in Net Assets	\$ (270,610)
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Adjustments to reconcile change in net assets to net cash flows from operating activities:

Decrease/(Increase) in Operating Assets:

Grants, Contributions & Pledges Receivable	128,187
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Prepaid Expenses	40,763
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(Decrease)/Increase in Operating Liabilities:

Accounts Payable	(14,049)
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Accrued Expenses	(37,230)
------------------	----------

Deferred Revenue	3,590
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Total Cash Flows from Operating Activities

(149,349)

Change in Cash & Cash Equivalents

(149,349)

Cash & Cash Equivalents, Beginning of Period

1,243,991

Cash and Cash Equivalents, End of Period

\$ 1,094,642

MY Academy Charter**Check Register**

For the period ended October 31, 2022

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20106	Law Office of Young, Minney & Corr. LLP	Legal Svcs - 08/04/22 - 08/25/22	10/3/2022	\$ 1,528.50
20107	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 09/23/22	10/3/2022	1,475.65
20108	Charter Impact	Business Mgmt Svcs - 10/22	10/7/2022	5,023.00
20109	Keyn Group, LLC	IT Svcs & Software & Communication Svcs	10/7/2022	4,918.77
20110	Procopio, Cory, Hargreaves & Savitch LLP	Legal Svcs through 08/31/22	10/7/2022	220.00
20111	Ztelco	Voicemail Svcs	10/7/2022	309.73
20112	Alpha Vision, Inc.	IT Svcs - 09/22	10/12/2022	145.00
20113	Buchalter	Legal Svcs - 08/29/22 - 08/31/22	10/12/2022	2,120.38
20114	Edmentum	Software - 09/01/22 - 09/30/22	10/12/2022	1,625.00
20115	R&B Communications	IT Svcs - 09/22	10/12/2022	491.00
20116	Scenario Learning LLC	Employee Safety and Compliance Library	10/12/2022	650.00
20117	TSW Therapy, Inc.	SpEd Svcs - 09/06/2022 - 09/28/22	10/12/2022	687.50
20118	Amazon Capital Services	Dell Laptop (2)	10/21/2022	1,193.10
20119	Aurora Institute	Aurora Institute Symposium 2022	10/21/2022	200.00
20120	Charter Impact	Student Data Svcs - 08/22	10/21/2022	747.50
20121	Digital Wish	Hotspot Donation Admin Fee	10/21/2022	198.00
20122	Hatch & Cesario, Attorneys-at-Law	Webinar -10/07/22 - 07/27/23	10/21/2022	275.00
20123	KM Educational Consulting and Executive Coaching Se	Consulting Svcs - 09/22	10/21/2022	4,344.82
20124	KRA Corporation	Consulting Svcs - Career Coaching - 08/01/22 - 08/31/22	10/21/2022	6,200.94
20125	Law Office of Young, Minney & Corr. LLP	Legal Svcs - 09/01/22	10/21/2022	258.50
20126	School Pathways LLC	Annual Subscription - 07/01/22 - 06/30/23	10/21/2022	4,702.51
20127	YMCA of San Diego County	Joiner's and Membership Fee - Juarez, L	10/21/2022	192.00
20128	Ztelco	Voicemail Svcs - 10/10/22 - 11/09/22	10/21/2022	150.33
20129	Larry Albert Alvarado	Stipend - 10/22	10/25/2022	600.00
20130	Amazon Capital Services	Office Supplies	10/28/2022	125.76
20131	Buchalter	Legal Svcs - 09/01/22 - 09/28/22	10/28/2022	1,091.46
20132	Calendly	Professional Yearly - 10/15/22 - 10/15/23	10/28/2022	412.80
20133	Clifton Larson Allen LLP	Audit Svcs - FYE 06/30/22	10/28/2022	1,050.00
20134	Philadelphia Insurance Companies	Accident Ins. - 10/22	10/28/2022	2,523.60
20135	Procopio, Cory, Hargreaves & Savitch LLP	Legal Svcs through 09/30/22	10/28/2022	315.00
ACH	Michael P. Humphrey	Stipend - 10/22	10/25/2022	600.00
ACH	Peter Matz	Stipend - 10/22	10/25/2022	600.00
ACH	William W. Hall	Stipend - 10/22	10/25/2022	<u>600.00</u>

Total Disbursements Issued in October \$ 45,575.85

MY Academy Charter***Accounts Payable Aging***

October 31, 2022

Vendor Name	Invoice/Credit Number	Invoice Date	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
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Total Outstanding Invoices \$ _____ - \$ _____ - \$ _____ - \$ _____ - \$ _____ - \$ _____ -

COMPLIANCE REMINDERS

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Set by Authorizer (by Dec 15)	1st Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp
FINANCE	Dec-15	Annual Audit Review and Board Approval - Charter Schools are required to submit an independent audit report to the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year.	MYA with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/au/ag/submitauditprt.asp
DATA TEAM	Dec-16	CALPADS - Fall 1 Certification deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 1 data within CALPADS, which can impact a number of things, including LCFF funding, reclassified fluent-English proficient (RFEP) counts/rates, and A–G graduate counts.	MYA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Dec-31	Universal PreKindergarten Planning & Implementation Grant Expenditure Data Collection Survey As a condition of receipt of UPK funds, LEAs (school districts, charter schools, and county offices of education) must provide program data to the CDE. The CDE shall initiate collection proceedings for grant funds used by LEAs in a manner inconsistent with the requirements in Education Code 8281.5, including, but not limited to, failing to submit expenditure reports. These surveys must be completed by Saturday, December 31, 2022. The UPK P&I Grant Expenditure Data Collection Survey can be found at https://surveys3.cde.ca.gov/go/upkexpenditurereport.asp . As a guide for this survey, a template can be found on our web page at https://www.cde.ca.gov/ci/gs/em/ . For questions regarding this survey or for technical assistance, please send an email to UPKPlanningGrant@cde.ca.gov .	Charter Impact with MYA support	No	No	https://surveys3.cde.ca.gov/go/upkexpenditurereport.asp .
DATA TEAM	Set by Authorizer (by Jan 17)	Principal Apportionment P1 - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	MYA	No	Yes	https://www.cde.ca.gov/fg/sf/pa/
DATA	Jan-02	CALPADS - Fall 2 Submission Window opens - Information will be used by the US Department of Education and the California Department of Education to gain insights into student course enrollments, services rendered in support of school's English Learner population, staff assignments and full-time equivalent levels. The reported data represent a snapshot of a school's status in the previously listed areas per Census Day, October 5, 2022. Schools have until February 24, 2023 to certified data. IMPORTANT: Fall 2 Staff assignment data will be referenced by the Commission on Teacher Credentialing (CTC) for accountability purposes. CTC will cross reference teachers' credential information with the courses/sections they are assigned to teach. CTC will report misassignments/discrepancies to your charter authorizer.	MYA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Jan-13	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2021 - December 31, 2021.	Charter Impact with MYA support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jan- TBD	2022-23 Educationally Related Mental Health Servies Reimbursement Form -- First Reporting Period due to Sonoma County Charter SELPA.	Charter Impact with MYA support	No	No	http://charterselpa.org/fiscal/
DATA	Jan-20	CALPADS - Fall 1 Amendment deadline - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	MYA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	TBD	Federal Stimulus Annual Report - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period July 1, 2021 - June 30, 2022.	Charter Impact with MYA support	No	No	https://www.cde.ca.gov/fg/cr/anreporthehelp.asp
FINANCE	Jan-31	Federal Cash Management - Period 3 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/
FINANCE	Jan-31	IRS Form 1095-C, Employer-Provided Health Insurance Offer and Coverage - Employers with 50 or more full-time employees (including full-time equivalent employees) in the previous year use Forms 1094-C and 1095-C to report the information required under sections 6055 and 6056 about offers of health coverage and enrollment in health coverage for their employees.	MYA	No	No	https://www.irs.gov/forms-pubs/about-form-1095-c

Coversheet

Approval of CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2022 - Motivated Youth Academy (Draft)

Section: XII. Business/Financial Services
Item: B. Approval of CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2022 - Motivated Youth Academy (Draft)
Purpose: Vote
Submitted by:
Related Material: MYA FS draft v12-01.pdf

BACKGROUND:

The accountancy firm of CliftonLarsonAllen LLP (CLA) will present information from the 2021-22 audit report. The independent audit is designed to encourage sound fiscal practices, to promote efficient and effective use of public funds, and to determine the integrity of the financial accounting and reporting systems. The Education Code requires that the independent audit be submitted to the State Controller's Office, federal agencies, and the authorizing school districts. The State Controller's Office reviews each independent audit and approves or disapproves the audit report within three to four months of receipt. The independent audit report for 2021-22 will be filed with the chartering agencies, county office of education and with the state by December 15, 2022, as required. The general objectives of an audit are to determine whether: (1) the Charter's financial statements are presented fairly in accordance with generally accepted accounting principles; (2) there is effective district control over and proper accounting for revenues, expenditures, assets, and liabilities; (3) state and federal reports and claims for advances or reimbursements contain accurate and reliable financial data and are presented in accordance with the terms of applicable agreements; and (4) state and federal funds are being expended in accordance with the terms of applicable agreements and those provisions of law or regulations that could have a material effect on the financial statements and or on the awards that were tested. The independent audit of the 2021-22 MYA fiscal records indicates a positive financial status and ongoing maintenance and improvement of appropriate internal controls.

RECOMMENDATION:

It is recommended the Board approve the audit report - year ended June 30, 2022, as presented.

MOTIVATED YOUTH ACADEMY

**FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2022

MOTIVATED YOUTH ACADEMY - CHARTER #1628

DRAFT
For Discussion Purposes Only
Subject to Revision

**MOTIVATED YOUTH ACADEMY
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Motivated Youth Academy
San Marcos, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Motivated Youth Academy (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2022, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Motivated Youth Academy and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Board of Directors
Motivated Youth Academy

Auditors' Responsibility for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The supplementary information (as identified in the table of contents) accompanying supplementary schedules, and the accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and, except for the portion marked "unaudited", was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements.

Board of Directors
Motivated Youth Academy

The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole. The Local Education Agency Organization Structure, which is marked “unaudited”, has not been subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued a report dated REPORT DATE on our consideration of the School’s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School’s internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

**MOTIVATED YOUTH ACADEMY
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2022**

ASSETS

CURRENT ASSETS

Cash and Cash Equivalents	\$ 1,243,992
Accounts Receivable	236,207
Prepaid Expenses and Other Assets	<u>50,271</u>
Total Current Assets	<u><u>\$ 1,530,470</u></u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts Payable and Accrued Liabilities	\$ 225,769
Deferred Revenue	<u>187,201</u>
Total Current Liabilities	412,970

NET ASSETS

Net Assets Without Donor Restrictions	<u>1,117,500</u>
Total Net Assets	<u><u>1,117,500</u></u>
 Total Liabilities and Net Assets	 <u><u>\$ 1,530,470</u></u>

See accompanying Notes to Financial Statements.

**MOTIVATED YOUTH ACADEMY
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2022**

REVENUES, WITHOUT DONOR RESTRICTIONS

State Revenue:	
State Aid	\$ 1,678,931
Other State Revenue	279,748
Federal Revenue:	
Grants and Entitlements	133,595
Local Revenue:	
In-Lieu Property Tax Revenue	402,972
Investment Income	1,575
Contributions	79,521
Other Revenue	47,452
Total Revenues	<u>2,623,794</u>

EXPENSES

Program Services	1,799,581
Management and General	410,452
Total Expenses	<u>2,210,033</u>

CHANGE IN NET ASSETS

413,761

Net Assets Without Donor Restrictions - Beginning of Year

703,739**NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR**\$ 1,117,500

See accompanying Notes to Financial Statements.

**MOTIVATED YOUTH ACADEMY
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2022**

CASH FLOWS FROM OPERATING ACTIVITIES

Change in Net Assets	\$ 413,761
Adjustments to Reconcile Change in Net Assets to Net	
Cash Provided by Operating Activities:	
(Increase) Decrease in Assets:	
Accounts Receivable	765,054
Prepaid Expenses and Other Assets	(18,974)
Increase (Decrease) in Liabilities:	
Accounts Payable and Accrued Liabilities	(1,599,525)
Deferred Revenue	38,181
Net Cash Used in Operating Activities	<u>(401,503)</u>

NET CHANGE IN CASH AND CASH EQUIVALENTS

(401,503)

Cash and Cash Equivalents - Beginning of Year

1,645,495**CASH AND CASH EQUIVALENTS - END OF YEAR**\$ 1,243,992

See accompanying Notes to Financial Statements.

**MOTIVATED YOUTH ACADEMY
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2022**

	Program Services	Management and General	Total
Salaries and Wages	\$ 971,678	\$ 151,141	\$ 1,122,819
Pension Expense	126,349	-	126,349
Other Employee Benefits	121,613	18,917	140,530
Payroll Taxes	31,175	4,849	36,024
Management Fees	-	18,251	18,251
Legal Expenses	-	51,157	51,157
Accounting Expenses	-	4,830	4,830
Instructional Materials	109,755	1,700	111,455
Other Fees for Services	344,775	128,572	473,347
Office Expenses	29,930	4,656	34,586
Information Technology Expenses	24,764	139	24,903
Occupancy Expenses	7,693	1,197	8,890
Travel Expenses	3,599	-	3,599
Insurance Expense	15,198	2,364	17,562
Other Expenses	13,052	22,679	35,731
Total Expenses by Function	<u>\$ 1,799,581</u>	<u>\$ 410,452</u>	<u>\$ 2,210,033</u>

See accompanying Notes to Financial Statements.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Motivated Youth Academy is a charter school and is a nonprofit benefit corporation under the laws of the State of California as of June 30, 2022.

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, printing and postage, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both.

Accounts Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2022. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restriction, if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restriction.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give (those with a measurable performance or other barrier and a right of return) are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2022, the School has conditional grants of \$296,570 of which \$187,201 is recognized as deferred revenue in the statement of financial position.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in-lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Income Taxes

The School is part of a nonprofit corporation exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files and exempt school return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Evaluation of Subsequent Events

The School has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$2,639,332.

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities, and other obligations come due.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks and revolving funds which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

The School also maintains cash in the County Treasury (the County). The County pools these funds with those of other educational Schools in the County and invests the cash. These pooled funds are carried at costs which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized. The fair value of the School's deposits in this pool as of June 30, 2022, as provided by the pool sponsor was \$285,977.

NOTE 4 EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California. The risks of participating in this multiemployer defined benefit pension plan are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from this multiemployer plan.

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2021 total STRS plan net assets are \$310 billion, the total actuarial present value of accumulated plan benefits is \$414 billion, contributions from all employers totaled \$5.744 billion, and the plan is 73% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826, and www.calstrs.com.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022**

NOTE 4 EMPLOYEE RETIREMENT PLAN (CONTINUED)

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2022 was 16.92% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

The School's contributions to STRS for the past three years are as follows:

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2020	\$ 72,496	100%
2021	\$ 338	100%
2022	\$ 126,349	100%

NOTE 5 CONTINGENCIES, RISKS, AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

SUPPLEMENTARY INFORMATION

DRAFT
For Discussion Purposes Only
Subject to Revision

**MOTIVATED YOUTH ACADEMY
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2022
(SEE INDEPENDENT AUDITORS' REPORT)
UNAUDITED**

Motivated Youth Academy was established in 2014, when it was granted its charter through Mountain Empire Unified School District (MEUSD) and its charter school status from the California Department of Education. The charter may be revoked by the District for material violations of the charter, failure to meet or make progress toward student outcomes, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

The charter school number is: 1628

The Board of Directors and the Administrators as of the year ended June 30, 2022 were as follows:

Motivated Youth Academy BOARD OF DIRECTORS

Member	Office	Term Expires
William Hall	President	April 15, 2024
Michael Humphrey	Vice President	April 15, 2024
Steve Fraire	Clerk	April 15, 2023
Pete Matz	Member	April 15, 2024
Larry Alvarado	Member	August 9, 2023

ADMINISTRATORS

Bill Dobson	Interim Director
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**MOTIVATED YOUTH ACADEMY
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2022**

The School operates a 100% Independent Study program and does not operate a full-time Classroom-Based program; therefore, a Schedule of Instructional Time is not applicable.

DRAFT
For Discussion Purposes Only
Subject to Revision

See the Auditors' Report and accompanying Notes to Supplementary Information

**MOTIVATED YOUTH ACADEMY
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
YEAR ENDED JUNE 30, 2022**

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades K-3	-	1.00	-	1.00
Grades 4-6	-	21.77	-	23.01
Grades 7-8	-	30.56	-	33.05
Grades 9-12	-	125.07	-	130.86
ADA Totals	-	178.40	-	187.92

See the Auditors' Report and accompanying Notes to Supplementary Information

**MOTIVATED YOUTH ACADEMY
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2022**

June 30, 2022 Annual Financial Report Fund Balances (Net Assets)	\$ 1,136,826
Adjustments and Reclassifications:	
Increase (Decrease) of Fund Balance (Net Assets):	
Accounts Receivable	55,982
Accounts Payable and Accrued Liabilities	(84,174)
Deferred Revenue	8,866
Net Adjustments and Reclassifications	<u>(19,326)</u>
June 30, 2022 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 1,117,500</u>

See the Auditors' Report and accompanying Notes to Supplementary Information

**MOTIVATED YOUTH ACADEMY
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2022**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

Average daily attendance is a measurement of the number of pupils attending classes of School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to charter schools. This schedule provides information regarding the attendance of students at various grade levels.

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Directors
Motivated Youth Academy
San Marcos, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Motivated Youth Academy (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Directors
Motivated Youth Academy

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

Board of Directors
Motivated Youth Academy

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
Motivated Youth Academy
San Marcos, California

Opinion on State Compliance

We have audited Motivated Youth Academy's (the School) compliance with the types of compliance requirements described in the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2022. The School's State compliance requirements are identified in the table below.

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2022.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Our responsibilities under those standards and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion. Our audit does not provide a legal determination of the School's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to below occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit

Board of Directors
Motivated Youth Academy

Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to below and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not Applicable
After/Before School Education and Safety Program	Not Applicable
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Independent Study-Course Based	Not Applicable
Immunizations	Not Applicable
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant	Not Applicable
In Person Instruction Grant	Not Applicable

Board of Directors
Motivated Youth Academy

<u>Description</u>	<u>Procedures Performed</u>
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable
Charter School Facility Grant Program	Not Applicable

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

**MOTIVATED YOUTH ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2022**

All audit findings must be identified as one or more of the following categories:

Five Digit Code

Finding Types

10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards* or the *2021-2022 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

**MOTIVATED YOUTH ACADEMY
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2022**

There were no findings and questioned costs related to the basic financial statements or state awards for the prior year.

DRAFT
For Discussion Purposes Only
Subject to Revision

Coversheet

Approval of Transportation Coordination License and Services Agreement between HopSkipDrive, Inc. and Motivated Youth Academy

Section: XII. Business/Financial Services
Item: C. Approval of Transportation Coordination License and Services Agreement between HopSkipDrive, Inc. and Motivated Youth Academy
Purpose: Vote
Submitted by:
Related Material: MYA Transportation Coordination Services Agreement.v1 2022.11.30.pdf
HopSkipDrive- Information Sheet 2022.11.30.pdf

BACKGROUND:

HopSkipDrive is a K-12 transportation solution that simplifies specialized student transportation for charter and private schools. With HopSkipDrive MYA Staff can book, edit, and cancel trips with a few clicks. Trips can be monitored from staff computer's or mobile device's. Every single trip MYA book's is guaranteed.

MYA staff believes this resource will contribute to a reduction in chronic absenteeism by eliminating the barrier of access to student teacher weekly meetings.

For Services rendered by HopSkipDrive under this Agreement, Motivated Youth Academy shall pay HopSkipDrive the following fees (collectively, the "Fee") in addition to any damage fees imposed by HopSkipDrive pursuant to Section 6(c) of the Agreement:

Thirty Dollars (\$30) Base Fee + Two Dollars and Seventy Five Cents (\$2.75) per Mile

When the average gasoline price exceeds \$5.00 per gallon, the per mile rate will be increased by calculating 30% of the price of gasoline that exceeds \$5.00 and adding it to the base mileage rate. For example, if the price of gasoline in the market, according to the gasoline price index, is \$5.20, the increase would be 30% of 20 cents, or 6 cents. The gasoline price index to be used shall be found on the following website:

<https://www.eia.gov/>

Staff has projected the fiscal impact for 2022-2023 to be \$22,222.

TRANSPORTATION COORDINATION LICENSE AND SERVICES AGREEMENT

THIS TRANSPORTATION COORDINATION LICENSE AND SERVICES AGREEMENT (the “*Agreement*”) is entered into as of November 14, 2022 (the “*Effective Date*”) by and between HOPSKIPDRIVE, INC., a Delaware corporation (the “*Contractor*”), and Motivated Youth Academy (the “*Organization*”).

1. **Services.** During the term of this Agreement, Contractor will provide transportation coordination services (the “*Services*”) to the Organization as described on Exhibit A attached to this Agreement by arranging transportation by HopSkipDrive drivers (“*Drivers*”) for certain riders who attend the Organization. The Organization will use an application, available on a Software-as-a-Service basis, in order to utilize the Services.

2. **Compensation.** As consideration for the Services to be provided by Contractor and other obligations, the Organization shall pay to Contractor the amounts specified in Exhibit B attached to this Agreement at the times specified therein. Amounts required to be paid to Contractor under this Agreement may not include applicable taxes and other surcharges, including applicable charges imposed by a governmental entity. Such taxes and other surcharges, if applicable, will be the responsibility of Organization (except that Organization will not be responsible for any taxes on Contractor's income).

3. **Term and Termination.**

(a) **Term.** This term of this Agreement shall commence on the Effective Date of this Agreement and shall continue in effect for a period of twelve (12) months (the “*Initial Term*”). Unless Organization notifies Contractor in writing of its desire to terminate this Agreement during the last thirty (30) days of the Initial Term, this Agreement shall renew for successive twelve (12) month terms (each a “*Renewal Term*”) in accordance with the terms of this Agreement; provided that the pricing for each Renewal Term shall be determined prior to each Renewal Term by the parties, who shall use their best efforts to agree in writing upon such revised pricing to account for an annual cost of living increase for each Renewal Term as determined by the Bureau of Labor Statistics for the area, in addition to an additional percentage increase as shall be agreed upon in writing by the parties.

(b) **Termination.** Either party may terminate this Agreement at any time upon thirty (30) days prior written notice, provided that such notice period may be shortened with the mutual written consent of the parties. In the event of such termination, Contractor shall be paid the “*Fee*” (as defined below) for any portion of the Services that has been performed prior to the termination.

4. **Independent Contractor.** Contractor's relationship with the Organization will be that of an independent contractor.

(a) **Method of Provision of Services.** Contractor shall be solely responsible for determining the method, details and means of performing the Services.

(b) **No Benefits.** Contractor acknowledges and agrees that Contractor and its employees, subcontractors or affiliates will not be eligible for any Organization employee benefits and, to the extent Contractors or its employees, subcontractors or affiliates otherwise would be eligible for any Organization employee benefits but for the express terms of this Agreement, Contractor (on behalf of itself and its employees, subcontractors and affiliates) hereby expressly declines to participate in such Organization employee benefits.

(c) **Withholding.** Contractor shall have full responsibility for applicable withholding taxes for all compensation paid to Contractor, its partners, agents or its employees under this Agreement, and for compliance with all applicable labor and employment requirements with respect to Contractor's business organization and Contractor's partners, agents and employees, including state worker's compensation insurance coverage requirements and any US immigration visa requirements.

5. **Supervision of Contractor Services.** All of the Services to be performed by Contractor will be as agreed to between Contractor and the Organization in writing.

6. **Relationship between the Organization and its Families.**

(a) Contractor shall contact the adult parents and legal guardians of the Organization's riders (each, a "***Family***" and collectively, the "***Families***") regarding any material issues that may arise in connection with the Services. In the event of a serious incident in connection with the Services, including without limitation an accident, Contractor shall designate an emergency contact(s) during the onboarding process (the "**Organization Notification Contact**"). In the event Organization needs to change the Organization Notification Contact, it shall communicate those changes to Contractor in writing and provide Contractor with five (5) business days to make the requested changes. Once the requested changes are made, Contractor shall provide Organization with written notice that the contact change has occurred (the "**Organization Notification Contact Change**"). Until the Organization receives the Organization Notification Contact Change, Contractor shall continue to use the contact information previously provided by Organization. Organization Notification Contact Changes shall not be considered amendments for purposes of this Agreement.

(b) Organization acknowledges that Contractor's Terms of Use specifically indicates that minors are not permitted to use HopSkipDrive accounts. Organization shall communicate to Families and their riders that minors are not permitted to use the HopSkipDrive app or contact Contractor's Customer Support team to request changes to their rides.

(c) Organization acknowledges and agrees that Contractor may assess damage fees to Organization for damage to a Driver's vehicle caused by a rider, and Organization agrees to pay such damage fees in accordance with the terms set forth in Exhibit B. Damages include any actual physical

damage or professional cleaning required as a result of a rider's actions. The damage fee imposed by Contractor will be based on Contractor's reasonable assessment of the damage and supported by written evidence such as receipts or photographs.

7. **Authority of Organization to Arrange Transportation.** Organization represents and warrants that it is legally authorized to arrange transportation using Contractor on behalf of the parents and guardians of Organization's riders.

8. **License.** Subject to all limitations and restrictions contained herein, Contractor grants Organization a limited, nonexclusive and nontransferable right to access and operate the object code form of the software made available to Organization on a Software-as-a-Service basis (the "Application"), solely to utilize the Services. In no event will Organization disassemble, decompile, or reverse engineer the Application or permit others to do so. By signing this Agreement, Organization irrevocably acknowledges that, subject to the licenses granted herein, Organization has no ownership interest in the software or related materials provided to Organization. Contractor will own all right, title, and interest in such software and related materials, subject to any limitations associated with intellectual property rights of third parties. Contractor reserves all rights not specifically granted herein.

9. **Marketing.** Subject to applicable laws regarding privacy of rider information, Organization grants Contractor the right to publish true and verifiable results of the Services for purposes of marketing material, case studies, responses to requests for proposals, or other promotional and informational material developed by Contractor. "True and verifiable results" include but are not limited to cost savings realized by Organization, the number of riders transported, and the number of rides conducted. True and verifiable results do not include personal information about riders or families. Organization consents to Contractor's use of Organization's name, logo and/or trademark for any marketing materials that Contractor may disseminate to the public in promotion of Contractor's Services, provided that such use of the Organization's name, logo and/or trademark is solely for purposes of identifying Organization as a user of Contractor's Services.

10. **Liability; Indemnity; Insurance.**

(a) EACH PARTY'S ENTIRE LIABILITY FOR ALL CLAIMS RELATED TO THIS AGREEMENT WILL NOT EXCEED THE AMOUNT OF ANY ACTUAL DIRECT DAMAGES INCURRED UP TO THE AMOUNTS PAID FOR THE SERVICE FOR THE TWELVE (12) MONTHS PRECEDING THE DATE ON WHICH THE CLAIM HAS ARISEN, REGARDLESS OF THE BASIS OF THE CLAIM. NEITHER PARTY WILL BE LIABLE UNDER THIS AGREEMENT FOR SPECIAL, INDIRECT, INCIDENTAL, EXEMPLARY, CONSEQUENTIAL OR PUNITIVE DAMAGES, REGARDLESS OF THE BASIS OF THE CLAIM AND IRRESPECTIVE OF WHETHER SUCH PARTY SHALL HAVE BEEN PREVIOUSLY ADVISED OF THE POSSIBILITY THEREOF.

(b) Contractor shall indemnify, defend and hold the Organization harmless from any third party demands, claims or losses, including but not limited to reasonable attorney's fees ("Losses"), to the extent caused by a material breach by Contractor of any of its obligations under this Agreement. Contractor will have no obligation to indemnify, defend and hold harmless to the extent that Losses have been caused

by the Organization. Organization shall indemnify, defend and hold Contractor harmless from any third party Losses, to the extent caused by a material breach by Organization of any of its obligations under this Agreement. Organization will have no obligation to indemnify, defend and hold harmless to the extent that Losses have been caused by Contractor. This provision shall survive the termination or expiration of this Agreement.

(c) Contractor shall maintain minimum required insurance coverage as set forth on Exhibit C. Contractor agrees to furnish Organization with a Certificate of Insurance evidencing such insurance coverage and shall deliver to Organization, within five (5) days of the mutual execution of this Agreement, an endorsement reflecting Organization as an additional insured as to Contractor's policies set forth on Exhibit C.

11. **Conflicts with this Agreement.** Except as set forth in Section 6(b), above, Contractor represents and warrants that neither Contractor nor any of Contractor's partners, employees or agents is under any pre-existing obligation in conflict or in any way inconsistent with the provisions of this Agreement. Organization represents and warrants that neither Organization nor any of Organization's partners, employees or agents is under any pre-existing obligation in conflict or in any way inconsistent with the provisions of this Agreement.

12. **Miscellaneous.**

(a) **Amendments and Waivers.** Any term of this Agreement may be amended or waived only with the written consent of the parties.

(b) **Sole Agreement.** This Agreement, including the Exhibits hereto, constitutes the sole agreement of the parties and supersedes all oral negotiations and prior writings with respect to the subject matter hereof.

(c) **Notices.** Any notice required or permitted by this Agreement shall be in writing and shall be deemed sufficient upon receipt, when delivered personally or by courier, overnight delivery service or confirmed facsimile, 48 hours after being deposited in the regular mail as certified or registered mail (airmail if sent internationally) with postage prepaid, if such notice is addressed to the party to be notified at such party's address as set forth below, or as subsequently modified by written notice.

To Contractor:

HopSkipDrive, Inc.
360 East 2nd Street, Suite 325
Los Angeles, CA 90012
Attn: Legal Department
Email: legal@hopskipdrive.com

To Organization:

500 La Terraza Blvd Suite 150
Escondido, California 92025
United States

(d) **Choice of Law.** The validity, interpretation, construction and performance of this Agreement shall be governed by the laws of the State of California, without giving effect to the principles of conflict of laws.

(e) **Severability.** If one or more provisions of this Agreement are held to be unenforceable under applicable law, the parties agree to renegotiate such provision in good faith. In the event that the parties cannot reach a mutually agreeable and enforceable replacement for such provision, then (i) such provision shall be excluded from this Agreement, (ii) the balance of the Agreement shall be interpreted as if such provision were so excluded and (iii) the balance of the Agreement shall be enforceable in accordance with its terms.

(f) **Counterparts.** This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

(g) **Force Majeure.** Neither the Organization nor Contractor is responsible for any failure to perform its obligations hereunder if it is prevented or delayed in performing those obligations by an event of force majeure, which events shall include without limitation natural disasters, riots, wars, illness of a Driver, a Driver's mechanical problems, or any other similar cause.

(h) **Arbitration.** Any dispute or claim arising out of or in connection with any provision of this Agreement will be finally settled by binding arbitration in Los Angeles, California, in accordance with the rules of the American Arbitration Association by one arbitrator appointed in accordance with said rules. The arbitrator shall apply California law, without reference to rules of conflicts of law or rules of statutory arbitration, to the resolution of any dispute. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. Notwithstanding the foregoing, the parties may apply to any court of competent jurisdiction for preliminary or interim equitable relief, or to compel arbitration in accordance with this paragraph, without breach of this arbitration provision.

(i) **Publicity.** Contractor shall have the right to publicize that it is a transportation services provider for the Organization.

(j) **Compliance with Laws.** Each party shall comply with the federal, state, and local laws and regulations applicable to the party in the performance of this Agreement.

(k) **Criminal History Record Information.** Pursuant to applicable laws, Contractor shall conduct background checks on all drivers who will have direct, in-person contact with Organization's students and/or riders.

(l) **Advice of Counsel.** EACH PARTY ACKNOWLEDGES THAT, IN EXECUTING THIS AGREEMENT, SUCH PARTY HAS HAD THE OPPORTUNITY TO SEEK THE ADVICE OF INDEPENDENT LEGAL COUNSEL, AND HAS READ AND UNDERSTOOD ALL OF THE TERMS

AND PROVISIONS OF THIS AGREEMENT. THIS AGREEMENT SHALL NOT BE CONSTRUED AGAINST ANY PARTY BY REASON OF THE DRAFTING OR PREPARATION HEREOF.

[SIGNATURE PAGE FOLLOWS]

6.

The parties have executed this Agreement on the respective dates set forth below.

HopSkipDrive, Inc.

Motivated Youth Academy

By: _____
(Signature)

By: _____
(Signature)

Name: _____
(Printed Name)

Name: _____
(Printed Name)

Title: _____

Title: _____

Address: 360 East 2nd Street, Suite 325, Los Angeles,
CA 90012

Address: 500 La Terraza Blvd Suite 150
Escondido, California 92025
United States

Date: _____

Date: _____

EXHIBIT A

DESCRIPTION OF SERVICES

Organization may create an account on Contractor's platform and request rides for Organization's students through such accounts. Contractor shall arrange requested rides with Drivers on an ongoing and as-needed basis. Rides will be completed based on pricing outlined in Exhibit B of this Agreement.

Cancellation Policy: Rides cancelled more than eight (8) hours of the pickup time shall result in no charge to Organization. Rides cancelled between one (1) and eight (8) hours of the pickup time shall result in a charge equal to fifty percent (50%) of the estimated ride charge; rides cancelled within one (1) hour of the pickup time shall result in a charge equal to one hundred percent (100%) of the estimated ride charge. This charge is applicable to rides in which the rider is a 'no show' as well as rides cancelled by the ride organizer within the one (1) hour time period. **To ensure that Contractor is notified in the case of any Organization closures or delays, Organization is asked to add Contractor to its emergency contact lists using the following number: (213) 699-3380**

Organization is encouraged to ensure that riders are at the appropriate pick-up location at the time of pick-up for purposes of rider safety and efficiency in pick-up procedures. When a Driver cannot readily locate a rider, the Driver shall wait up to ten (10) minutes after the scheduled arrival time, provided that such wait is permitted by Organization's pick-up procedures. During that time, the Driver will attempt to contact the Ride Arranger and the rider. If pick-up delays become a consistent challenge, Organization will work with Contractor to update pick-up times. If no remedy can be made through updating pick-up times, Contractor reserves the right to charge Organization \$10.00 per vehicle for wait times that exceed 10 minutes. In all cases, if, after 15 minutes the Driver has not located the Rider, the Driver shall depart and Organization will be charged 100% of the estimated ride charge.

EXHIBIT B

FEE

For Services rendered by Contractor under this Agreement, Organization shall pay Contractor the following fees (collectively, the “*Fee*”) in addition to any damage fees imposed by Contractor pursuant to Section 6(c) of the Agreement:

Thirty Dollars (\$30) Base Fee + Two Dollars and Seventy Five Cents (\$2.75) per Mile

When the average gasoline price exceeds \$5.00 per gallon, the per mile rate will be increased by calculating 30% of the price of gasoline that exceeds \$5.00 and adding it to the base mileage rate. For example, if the price of gasoline in the market, according to the gasoline price index, is \$5.20, the increase would be 30% of 20 cents, or 6 cents. The gasoline price index to be used shall be found on the following website: <https://www.eia.gov/>

And when required by local regulation, the following shall apply, and may be amended based on regulatory changes without the need for an amendment to the Agreement: Ten Cents (\$.10) per Ride California Access for All Fee.

Contractor shall provide Organization with an invoice via email to the contact designated by Organization during the onboarding process (the “**Invoice Notification Contact**”), in a format consistent with the following Sample Invoice and Sample Supporting Documentation, within thirty (30) days of the end of each month during which Services were provided. In the event Organization needs to change the Invoice Notification Contact, it shall communicate those changes to Contractor in writing and provide Contractor with five (5) business days to make the requested changes. Once the requested change is made, Contractor shall provide Organization with written notice that the contact change has occurred (the “**Invoice Notification Contact Change**”). Until the Organization receives the Invoice Notification Contact Change, Contractor shall continue to use the contact information previously provided by Organization. Invoice Notification Contact Changes shall not be considered amendments for purposes of this Agreement.

Organization shall pay Contractor within thirty (30) days of Organization’s receipt of such invoice. Any invoice that is not paid within the time set forth herein shall be subject to late fees at the rate of 1.5% per month or the maximum rate permitted by law, whichever is less, and such late fee shall be added to and payable on the overdue amount. Organization shall pay all collection costs, including without limitation reasonable attorney fees actually incurred by Contractor. In addition to any other right or remedy provided by law, Organization’s failure to provide timely payment may be deemed a material breach of this Agreement and Contractor shall be entitled to terminate this Agreement, cease the Services, and seek any and all available legal remedies, notwithstanding the provision of late fees hereunder and without waiving any of its other rights and remedies for such breach. Contractor’s failure to declare any late payment a breach shall not constitute a waiver of Contractor’s rights hereunder to declare any subsequent late payment a breach.

Sample Invoice

HopSkipDrive, Inc.
1933 S. Broadway, Ste. 1144
Los Angeles, CA 90007 US
accounting@hopskipdrive.com
hopskipdrive.com



Invoice

BILL TO
ABC School District
123 Fake St.
Los Angeles, CA 90007

INVOICE # 1957
DATE 04/01/2019
DUE DATE 05/01/2019
TERMS Net 30

ACTIVITY	QTY	RATE	AMOUNT
4031.2 B2B Base plus miles Completed Trips Base plus miles Completed Trips	4	31.0925	124.37
4032.2 B2B Base plus miles Cancelled Trips Base plus miles Cancelled Trips	2	12.83	25.66

To pay your invoice by credit card or free bank transfer click "Review and Pay" on the invoice then click "Pay Now".

BALANCE DUE	\$150.03
--------------------	-----------------

You can also pay via Bill.com at <https://app.bill.com/Login>.
(Payment Network ID 0160726151291838)

Sample Invoice Supporting Documentation**Organizer Invoice 1957 Account #12345**

April 1, 2019 to April 30, 2019

ABC School District

123 Fake St., Los Angeles, CA, 90007 USA

Invoice Total: \$150.03

Scheduled Start	Trip ID	Trip State	Origin Address	Destination Address	Passengers or Cancelled Passengers	Est. Miles	Total Due
4/29/2019 12:15:00 PM	1489196	cancelled	123 Fake St. Los Angeles, CA 90007 USA	456 ABC St. Sherman Oaks, CA 91403 USA	Passenger Four	9.23	\$12.52
4/29/2019 10:30:00 AM	1489193	cancelled	789 Test St. Sherman Oaks, CA 91403 USA	123 Fake St. Los Angeles, CA 90007 USA	Passenger One Passenger Three	7.81	\$13.14
4/10/2019 2:15:00 PM	1449500	complete	789 Test St. Sherman Oaks, CA 91403 USA	456 ABC St. Sherman Oaks, CA 91403 USA	Passenger One Passenger Two	7.70	\$33.05
4/10/2019 10:15:00 AM	1449496	complete	456 ABC St. Sherman Oaks, CA 91403 USA	123 Fake St. Los Angeles, CA 90007 USA	Passenger Four Passenger Three	7.81	\$32.76
4/4/2019 12:30:00 PM	1437516	complete	123 Fake St. Los Angeles, CA 90007 USA	456 ABC St. Sherman Oaks, CA 91403 USA	Passenger Two Passenger Four	9.23	\$25.58
4/4/2019 9:15:00 AM	1437498	complete	789 Test St. Sherman Oaks, CA 91403 USA	3123 Fake St. Los Angeles, CA 90007 USA	Passenger Three Passenger One	7.81	\$32.98
Grand Total						49.59	\$150.03

EXHIBIT C

MINIMUM INSURANCE COVERAGE

Contractor Minimum Insurance:

Automobile Liability: \$1,000,000 single limit/\$1,000,000 UM/UIM

General Liability: \$1,000,000 per occurrence/\$2,000,000 aggregate

Sexual Misconduct: \$1,000,000 limit/\$2,000,000 aggregate

Employer's Liability: \$2,000,000

13.

HopSkipDrive

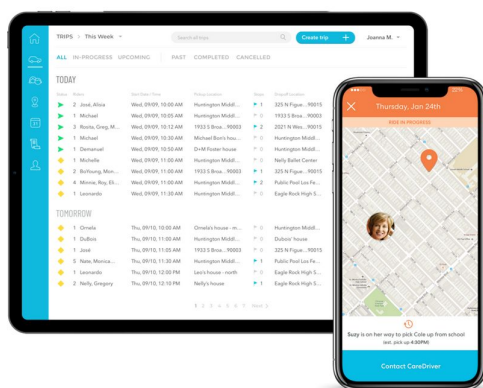
The Fastest Growing Solution in K-12 Transportation



Who is HopSkipDrive?

HopSkipDrive is a K-12 transportation solution that simplifies specialized student transportation for charter and private schools.

With HopSkipDrive you can book, edit, and cancel trips with a few clicks. Monitor trips from your computer or mobile device. And rest easy knowing every single trip you book is guaranteed.



The flexibility and visibility schools need

Whether you're competing for enrollment and funding or just looking for efficient, reliable options, HopSkipDrive has you covered. We'll shoulder your transportation challenges so you can stay focused on opportunities and outcomes.

And you can track every safe mile online, because *in transit* should never mean *invisible*.

The service schools deserve

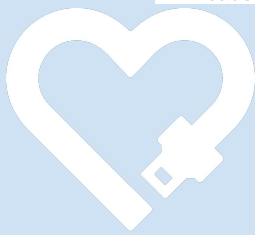
HopSkipDrive assigns every school a dedicated Client Success Representative, which means you'll always know who to call in a pinch. Even if you can't monitor every single trip, our Safe Ride Support team will.

We earn your ridership every day, so we owe it to you to make it this easy.



HopSkipDrive is helping us get our students to school on time and excited to learn. We are already seeing a change in our students' energy in the morning. They are a lot happier and calmer because they are not stressed out from figuring out how to get to school..

- Hattie Mitchell, Founder,
Powered by BoardOnTrack



Founded by moms, with safety in our DNA

Our approach to safety is holistic, continuously improving, and tech-enabled. From the way we screen CareDrivers and monitor their behaviors behind the wheel to the real-time information we deliver to districts, HopSkipDrive is the safest ride a student can have outside a yellow school bus.

Meet the CareDrivers

Safety starts with who's behind the wheel. With our 15-point certification process (which just 13% of applicants pass), we double-check every box. CareDrivers must have at least 5 years of caregiving experience, are fingerprinted, and go through FBI and DOJ background checks, as well as ongoing DMV checks.

Each CareDriver's automobile must also pass annual 19-point inspections from a state-licensed mechanic.



Before the ride



We'll activate your HopSkipDrive dashboard, and help you book your first trips on our platform when you're ready to get started.



During the ride

CareDrivers use multi-factor rider identification at pickup. Schools and parents get reassuring text alerts tracking rider progress from start to finish.



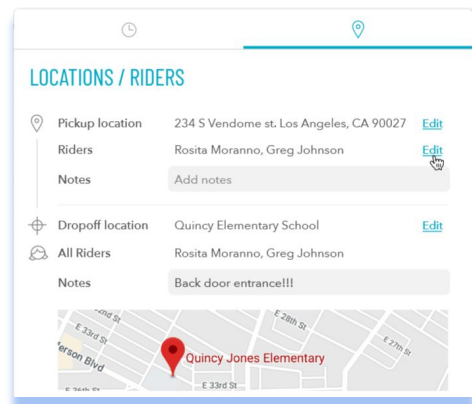
Behind the scenes

Our Safe Ride Support Specialists anticipate and respond to safety events instantly. Smartphone sensor technology monitors CareDriver behavior and transmits safety insights.

Purpose-built technology

Real-time visibility. Intuitive booking. All without picking up a phone. We know the complexity and stresses of coordinating student transportation.

HopSkipDrive simplifies it so you can breathe a little easier.



Check In



Arrive - 1st Pickup
Est. 08:10 AM



Depart - 1st Pickup

Est. 08:15 AM



Arrive - 2nd Pickup

Est. 08:45 AM



En Route

Est. 08:55 AM



Dropoff

Est. 10:00 AM

Powered by BoardOnTrack

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Coversheet

Approval of 2022-23 School Plan for Student Achievement (SPSA)

Section: XIII. Education/Student Services
Item: A. Approval of 2022-23 School Plan for Student Achievement (SPSA)
Purpose: Vote
Submitted by:
Related Material:
MYA Operations and Accountability 2022-2023 SPSA Presentation 2022.11.30.pdf
MYA Operations and Accountability 2022-2023 SPSA Report 2022.11.30.pdf

School Plan for Student Achievement

Motivated Youth Academy
Bill Dobson, Director



What is the SPSA?

The School Plan for Student Achievement (SPSA) is a comprehensive document providing details about the school's planned actions and expenditures to support student outcomes and overall performance, and how these actions connect to the District's Local Control Accountability Plan (LCAP).

The annual process of developing, reviewing, and updating the Plan is conducted by the school's School Site Council (SSC). The SSC meeting for review and approval was held 11/17/2022

The SPSA is approved by the SSC and the MYA governing board annually.



Profile 2021-2022 School Year

DASS Student Groups

Who is MYA?

English Learners
10%

Socioeconomically Disadvantaged
72%

Students with Disabilities
22%

Credit Deficient
58.5%

Gap in Enrollment
22.5%

Recovered Dropouts
15.7%

High Transiency
11.9%

By the Numbers

Graduation Rate
93.4%

Course Completion Rate
93.9%

Attendance Rate
92.3%



Student Data

2020-21 Chronic Absenteeism by Student Group:

	(# enrolled),	(# in chronic absenteeism count)	(# of students in chronic absenteeism count)
All:	(203)	(55)	28.5%
Hispanic:	(96)	(33)	35.5%
African American	(6)	(3)	50%
White:	(63)	(15)	25.9%
Socioeconomic:	(135)	(45)	35.7%
Students with Disabilities:	(36)	(10)	28.6%

Chronic Absenteeism Data by Grade Level

9-12 Grades	36.7%
9-12 Grade Hispanic or Latino	44.4%
9-12 Grade African American	(*)
9-12 Grade White	37.5%
9-12 Grade American Indian or Native Alaska	11.8%



Student Data

Graduation Rate

DASS Graduation Rate:

2020-21 **93.3%**

Graduation Rate	4 year cohort students	Graduates Meeting UC/CSU Req:	Graduates earning Golden State
2020-21: 67.4%	43	3.4%	9%
2019-20: 40.0%	35	14.3%	14.3%
2018-19: 39.6%	48	15.8%	5.3%



Goal 1

This goal is aligned to the LCAP Goal 1: We will improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts, mathematics and reading comprehension to promote growth of all students, including English Learners, other unduplicated student groups, and students with disabilities.

The focus is on monitoring and supporting students academic achievement. Continual monitoring of student data to identify struggling students and interventions are important to the success of MYA students and preventing learning gaps. Exact Path, CAASPP, ELPAC, and end of course assessments are all metrics MYA monitor's to ensure students are on track to graduation.

Expenditures to support Goal 1 outcomes include:

- Student Success Coordinator increase A-G completion rate, reduce chronic absenteeism, monitor and support student achievement
- Targeted Interventions (Exact Path, English Learner Foundations, Thrively Strengths Assessments)
- Content Area Specialists



Goal 2

This goal is aligned with LCAP Goal 2: MYA will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student engagement and success of all students, including English Learners, other unduplicated student groups, and students with disabilities.

The importance of students attending school regularly results in students being more engaged in their learning outcomes, achieving at higher levels and graduating from high school.

The goal and actions/services are focused on student, family and teacher engagement and connectedness to attain a high average daily attendance.

Expenditures to support Goal 2 outcomes include:

- Teacher salaries and benefits
- Technology and Course Access



Goal 3

This goal is aligned with LCAP Goal 3: MYA will establish connections and partnerships with families and communities to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement of all students, including English Learners, other unduplicated student groups, and students with disabilities. Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision making at the program and charter level.

The focus is maintaining MYA's connections and partnerships in education with students and parents to support students attending school more regularly, earning higher grades, and graduating from high school.

Expenditures to support Goal 3 outcomes include:

- R&B Communications
- Translation Services
- Classified Student Administrative Technician
- KM Educational Consulting
- Charter Impact
- Keyn Solutions



Goal 4

This goal is aligned with LCAP Goal 4: MYA will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education for all students, including English Learners, other unduplicated student groups, and students with disabilities.

The focus is on supporting students to achieve their goal of high school graduation, and college and career preparedness, The goal and actions/services focus on monitoring each student's progress toward graduation. Graduation Rate, College/Career Prepared and CTE participation are all metrics MYA monitor's to ensure students are on track to graduation and to achieve their post graduation goals.

Expenditures to support Goal 4 outcomes include:

- School Counselor
- Interventions
- Possibility Project
- Pathful
- Monitoring students struggling with regular attendance

School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Motivated Youth Academy	37-68213-0129668	11/17/22	12/08/22

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Motivated Youth Academy (MYA) school plan describes a school wide program that includes the actions, services, and strategies aligned to the MYA LCAP.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

MYA will continue to support students to achieve with goals, actions and services focused on monitoring each student's academic achievement. Continual review of student data will identify struggling students and be central to the development of interventions. Supports will be implemented to fill learning gaps, thereby increasing the academic success of each MYA student. Exact Path, CAASPP, ELPAC, course completion rates and end of course assessments are all metrics MYA will monitor to ensure students are on track to graduation.

Motivated Youth Academy students often enroll extremely credit deficient with the intention of earning a high school diploma. Once enrolled in MYA, keeping students on track for graduation is a goal. MYA has an unduplicated count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups and therefore has Dashboard Alternative School Status (DASS).

Motivated Youth Academy's School Plan is aligned with the Local Control and Accountability Plan. MYA's SWP goals and actions are focused on providing students with academic support to graduate from high school and are aligned with the school's LCAP goals: Goal 1: Increasing Student

Academic Achievement; Goal 2: Promote High Attendance & Positive School Climate; Goal 3: Increase Family Community Engagement; Goal 4: Ensure Students are on Track to Graduate.

Evaluating the effectiveness of the school plan will be an ongoing process that includes weekly teacher monitoring of student work, teacher created assessments, and course completion; moreover, the LCAP input survey and LCAP annual review of the goal and action steps/services that focus on ensuring students are on-track to graduate from high school are reviewed annually. In collaboration with the school staff and parents, the input is analyzed and the plan is reviewed.

SPSA/LCAP Input Survey 11/28/22 - 12/12/22

Educational Partner Advisory Committee Input Meeting: 12/01/22

SPSA Staff Meeting: 11/02/22

SSC SPSA input, review, and approval of SPSA: 11/17/22

School Board Meeting to review and approve the SPSA: 12/08/22

Support with the alignment of the Title I plan, the SPSA and the LCAP is provided by the Special Projects Coordinator, Wednesdays at 8:00 a.m.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The most recent survey results have provided MYA with current information to guide the schools work. Multiple surveys were conducted and meetings were held to provide all Educational Partners, including EL's, Low-Income, Homeless and Unaccompanied, Foster Youth, Military, Migratory/Newcomer or Justice Involved students and families the opportunity to participate. The results of this input confirmed that MYA's Educational Partners feel safe, welcome and respected by staff and teachers; school curriculum is challenging, supports students on their path to graduation, and prepares students for opportunities in college and/or career development. Survey results indicate satisfaction in MYA's communication regarding opportunities to participate, provide input, meet and collaborate with teachers and school staff.

Input Survey Participants:

Parent Input Survey Participation with Students in Student Groups:

61.5% None

7.7% Foster Youth

7.7% Low Socioeconomic

23.1% English Learner

Parent Input Survey Participants Ethnicity:

46.2% White

12.1% Hispanic/Latino

7.7% Two or More

7.7% Filipino

15.4% American Indian

School Climate Survey Results:

100% of survey respondents overall, feel satisfied with their child's school.

91.7% of survey respondents overall, feel satisfied with the school in providing student support in attaining students' academic goals.

91.7% of survey respondents overall, feel satisfied with the school in providing input opportunities for me to participate in the school and my child's education.

100% of the student respondents feel that if they have a problem they have a teacher or counselor at school they can talk to for support.

100% of the student respondents feel safe working in their online school course environment.

100% of the student respondents feel satisfied with this school.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Motivated Youth Academy utilizes a Non-Classroom Based (NCB) Enriched Virtual Model of blended education (iNACOL 2015) in an Independent Study format. Each day a students teacher of record (ToR) logs on to the base educational platform. ToR's will then grade work that has been

submitted by the student, review work that has been graded by the platform and make a note of students that have not engaged in school during the previous 24 hours. The ToR then reaches out to the student and parent of minor students, or to the adult student. Various forms of communication including text, email, and/or phone are used to check on the social emotional welfare of the student, check on the students ability to connect to the internet and to complete assigned work. Through ongoing teacher communication with students and Educational Partners, MYA ensures that every student has access to devices and connectivity to support virtual and in person Non Classroom Based independent Study.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Meets performance goals

MY Academy has a comprehensive assessment process that regularly evaluates student performance data to ensure that students are meeting the challenging state standards. Though state testing was suspended, teachers continue to use data from local assessments in Reading, English, and Mathematics, tests, quizzes, projects, written expression, weekly meetings, and work samples to drive instruction. Teachers review student work, give feedback, and virtually support students through weekly meetings by phone, email, instant message, and/or ZOOM or Google Hangouts. At MY Academy, teachers work closely with students and parents through electronic and verbal communication by keeping them informed of student assessment results. During weekly meetings, teachers, parents and students discuss areas of strength, areas targeted for improvement, and set individual goals to help students continue to be successful throughout the year. Teachers provide individualized guidance on the implementation of curriculum and suggest strategies to the student and parent to further support the student's learning. If concerns about progress arise on the part of the parent, student, or teacher, a teacher can initiate a Student Success Team meeting where goals are set and various relevant interventions are discussed and implemented. Struggling students are monitored by their teacher and the SST team to ensure ongoing progress throughout the year. Formative and summative assessments are used to assist teachers in aiding students' growth and success in each course. Teachers use the results of these assessments to develop a plan of action that is specific for each student and addresses any area that requires additional support or acceleration.

2021 Edmentum Exact Path - ELA Diagnostic 2

Overall

0-24th 11%
 25-49th 15%
 50-74th 25%
 75-99th 50%

English Learners

0-24th 17%
 25-49th 11%
 50-74th 39%
 75-99th 33%

Socioeconomic

0-24th 9%
 25-49th 27%
 50-74th 18%
 75-99th 45%

Special Ed

0-24th 15%
 25-49th 35%
 50-74th 25%
 75-99th 25%

2021 Edmentum Exact Path - Math Diagnostic 2

Overall

0-24th 23%
25-49th 29%
50-74th 21%
75-99th 27%

English Learners

0-24th 5%
25-49th 37%
50-74th 37%
75-99th 21%

Socioeconomic

0-24th 25%
25-49th 25%
50-74th 33%
75-99th 17%

Special Ed

0-24th 43%
25-49th 30%
50-74th 13%
75-99th 13%

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Meets performance goals

Students complete assignments, quizzes, and tests as required through their individualized personal learning plan. MY Academy student assessments are a combination of core-skills diagnostic and formative assessment, state testing (temporarily suspended), curriculum embedded assessment, and collection of student work products. All of these data points are analyzed and used to create individual student learning plans, to inform parents, and to inform reflective program evaluation and continuous improvement. Students who are not on pace are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports in place to support the student's academic success. Teachers of Record and the MY Academy counselor work to support and monitor the progress of all students including those who are not on pace with their individually developed learning plan. The teachers work with the student and families to create assignments which help the student experience success in meeting state standards.

EL students, using the ELD curriculum, are monitored to make sure that they are progressing properly and are provided additional assistance as needed.

MYA strives to further student learning by partnering closely with students and parents. MY Academy is committed to serving all students including those with special needs. MY Academy partners with the Sonoma County SELPA. Our program manager and case managers work under the guidance of the Sonoma County SELPA to implement IEPs. Students who have an Individualized Education Plan (IEP) are provided an annual IEP meeting with the Special Education Team.

MY Academy has procedures in place to support students who may be struggling academically, socially and/or emotionally. Teachers refer students to school personnel who are trained to identify potentially concerning behavior and refer families to the appropriate local resources to support them.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Meets performance goals

MY Academy recruits and retains highly qualified multiple and single subject teachers and maintains their appropriate assignment in the subject areas of the pupils they are teaching. 100% of our teachers of record are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Meets performance goals

Funds are utilized to support teachers in the professional growth and access to instructional materials. Motivated Youth Academy utilizes an enriched virtual blended learning model, allowing students to continue their education and receive the flexibility of online learning combined with the personalized instruction of highly qualified teachers. MYA teachers receive ongoing training in evidence-based practices to support the instruction of students enrolled at MYA and are trained in supporting students and their parents/families. The design of MYA's non-classroom based independent study program ensures pupils have access to a full curriculum of the same quality regardless of the method of delivery. All students are provided with required technology to access instructional resources regardless of where they live. Homeless and Foster Youth students are provided laptops and WiFi hotspots to ensure that there will be no barrier or disruption of their continuity of learning. The Homeless liaison attends trainings focused on supporting homeless and unaccompanied students throughout the year hosted by SDCOE, community and state organizations. MYA's homeless liaison, school counselor and teachers of record communicate with wrap around community service providers whenever possible to develop a multi-tiered level of support for homeless student success in school.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Meets performance goals

My Academy staff has participated in numerous professional development activities. School leadership participates in Webinars, Video Conference and phone calls with representatives of CDE, SDCOE, Capitol Advisors Group LLC, Procopio, Cory, Hargreaves & Savitch LLP, Young, Minney, & Corr, LLP, and Delta Managed Solutions, CDE EL Updates and webinars, Student Support Services webinars, and Joint Homeless & AB Foster Care services to stay current with changes in guidelines, information and legal requirements, to ensure continued delivery of instruction to every student at Motivated Youth Academy Charter School (MYA) and to ensure the health and safety of the entire MYA community. Training was provided on the use of the full suite of Google tools to improve student engagement, interaction and collaboration. Teachers participated in the SDCOE Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice: 9-25-2021. Professional Development for Social and Emotional, Building Trust with Students, Mental Health and Student Wellness, The Needs of Foster and Homeless Youth, and assisting families with acute needs 8-17-21 through 8-21-21. SDCOE Homeless Liaison Training: McKinney Vento 8-05-21.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meets performance goals

In MY Academy's 2022-23 Back to School kick-off week August 15-19 2022, one a hour day for four days was dedicated to addressing, in a virtual environment: Self-Care and School Safety with School Counselor, Mental Health and Student Wellness, Keenan Safe Schools Training (one hour each day), SPED Best Practices with Director of SPED, SDCOE Homeless Liaison, Best Practices for In-Person services, SDCOE Equity Department, WASC Mid-Cycle Progress Report with Special Projects Coordinator.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Meets performance goals

Teacher collaboration occurs during all staff monthly meetings. Teachers discuss curriculum, instruction, and assessments. Teachers also participate in monthly committee meetings that are aligned to the WASC self study process - Curriculum, Teaching and Learning, Assessment and Accountability, and School Culture. This work allows for ongoing alignment checks to the MYA's WASC goals and teacher collaboration as well as ensuring the WASC self study process ongoing. Teachers also participate in biweekly workshops in the core content areas of English, Math, Science and Social Science.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Meets performance goals

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The base curriculum used by MY Academy is from EDMENTUM and Calvert Learning. It is mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school. Motivated Youth Academy instruction is developed in part by individual local initial assessments in ELA, Math and Reading Comprehension using EXACT PATH. Exact Path assessment results allow MY Academy staff to spot longstanding academic gaps; understand just how deep it goes; and employ targeted instruction to set students on a path toward success. An individualized learning path is created in each area to close discrete skill gaps and propel learning forward so that students below, on, and above grade level receive just what they need. These assessments are administered at the beginning of every school year. The diagnostic results are used to support differentiated instruction for all student groups and to also provide an internal and quickly accessible measure of student academic growth. The EDMENTUM EXACT PATH computer based prescriptive assessments are given to students to determine student progress, growth, and to identify gaps in student achievement.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Meets performance goals

MY Academy closely monitors student attendance and pace of completion to evaluate student academic progress and achievement. Students who are off pace are supported through the Multi-tiered Student Support (MTSS) process. Student Study Team (SST) meetings are conducted to identify barriers in students learning and to put supports and interventions in place to support the student's academic success. Teachers of Record and the school counselor work to support and monitor the progress of students who fall behind or who are not on pace.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Meets performance goals

Each student has a flexible personalized learning plan that is developed collaboratively between the teacher of record, student and educational partner of a minor student. Every MYA student has access to research-based academic curriculum that teaches the student to think conceptually, solve problems, and communicate their ideas effectively. The school supports students in developing a sound individualized education plan. All students work with teachers and the school counselor to determine goals, select a high school path, and create a graduation plan.

Weekly teacher meetings are held to support academic growth, adjust individual learning plans, check on student well being, and provide tutoring or assistance.

At the Campo Education Center students have the opportunity to meet individually up to three times per week for academic assistance and monitoring. Students participate in goal setting with incentives tied to meeting goals.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Meets performance goals

The base curriculum used by MY Academy is from EDMENTUM and Calvert Learning, is standards aligned and mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school. The pacing of curriculum is can be tailored by the teacher of record to meet the academic needs of individual students.

Edmentum curriculum is modified as needed to address the individual needs of ELs. The curriculum supports all four learning modalities by incorporating listening, speaking, reading and writi into lessons and activities. These supports address the diverse needs of ELs by providing for a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners upon request.

The Edmentum program, utilized by all students in grades 6 - 12, includes monitoring student progress through multiple reports and course progress status. Additionally, Edmentum provides teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed. The same features are available and implemented in the Calvert Learning materials used in grades K-5.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meets performance goals

The base curriculum used by MY Academy is from EDMENTUM and Calvert Learning, is standards aligned and mobile friendly. This enables students to access their coursework from their personal device or from a device provided by the school.

Edmentum's ELL curriculum supports all four learning modalities by incorporating listening, speaking, reading and writing support into lessons and activities. It supports the diverse needs of ELs through a flexible approach to learning. Translated information and updates in home languages are available to parents/guardians of English Learners upon request.

The Edmentum program, utilized by all students in grades 6 - 12, includes the monitoring of student progress through reports and curriculum status. Additionally, Edmentum provides teachers with data to inform them of student progress which allows the teacher to identify timely interventions as needed.

The Edmentum Exact Path assessment tool allows the teacher to identify deep seated academic gaps of 6th - 12th grade students, and employs targeted instruction to set students on the path to success. MYA's School Counselor tracks all high school students, including seniors, to monitor their progress toward graduation.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Meets performance goals

Increased and improved services are available for all students; however, they were created with EL, Low-Income, Homeless and Unaccompanied, Foster Youth, Military, Migratory/Newcomer or Justice Involved families at the forefront of the decision-making process. The at-promise student population that includes foster youth, homeless, EL, and low-income students will benefit from the additional support from each of the services previously mentioned and are above and beyond the core personalized educational plan for all students.

When a teacher of record, student or parent identifies a need for additional instruction in a core subject area, a meeting is arranged between the student and the content area specialist to provide weekly personalized and targeted instruction to meet the student's needs.

An integral part of the MY Academy deliverables is the specific individual needs of students are addressed. Because of this MYA students did not experience any significant learning loss as a result of COVID-19. Increased and improved services have contributed to meeting the social emotional needs of our students through a personalized education model focused on mental health and mitigating learning loss.

The operational model of MY Academy is based on delivering an asynchronous personalized education and has been key to mitigating learning loss and supporting students in their academic success since March 13, 2020.

Services for low-income, English learners, and foster youth are evidence-based interventions that were identified through a collaborative effort of the school Director, Assistant Director, support staff and LCAP Coordinator to determine the resources available and goals and actions in the LCAP that support the academic success and graduation rates for all student groups.

Evidence-based educational practices to raise student achievement

Meets performance goals

Through a collaborative effort, the school Director, Assistant Director and teachers shared best practices that teachers identified as yielding good results with their students; moreover, accessing the SDCOE Multi-Tiered System of Support (MTSS), CDE MTSS and What Works Clearinghouse (<https://ies.ed.gov/ncee/wwc/FWW>) websites provided guidance in identify interventions that would support all students including EL, Low-Income, Homeless and Unaccompanied, Foster Youth, Military, Migratory/Newcomer or Justice Involved students. With the addition of a School Counselor the quality of monitoring and supporting students will increase with the growth of services provided to our student groups; as a result, we expect to see improvement in student engagement and course completion, attendance, student achievement, and an increase in MYA's graduation rate.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Meets performance goals

MY Academy is a trusted conveyor of information and available resources to students and families. Families may be sent emails multiple times that include information for educational partners from wrap around community service providers on available stimulus funds, IRS/State Board of Equalization notices, rent/mortgage relief, food sources, health resources, employment opportunities, and public safety information. Because of the volume of information that changes quickly and is often conflicting, students and families have shared that MY Academy staff is a trusted and relied on sources of support.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Meets performance goals

MY Academy seeks parent input and assesses our level of educational partner engagement through participation in surveys, parent meetings, and participation in weekly teacher and parent meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Meets performance goals

Technology to support distance learning.

Virtual Curriculum K-5 that supports student's curriculum and learning

Credentialed content area specialists in the core subject areas to provide individual one-on-one targeted instruction to students.

Professional Development focused: Social and Emotional Needs, Building Trust with Students, Mental Health and Student Wellness, The Needs of Foster and Homeless Youth, Assisting Families with Acute Needs, Homeless Liaison McKinney Vento training, Building Engaging and Supportive Virtual Classrooms - Trauma Informed Practice.

Fiscal support (EPC)

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Support and collaboration with the Special Projects Coordinator occurs weekly, Monday's at 8:00 a.m.

LCAP Input Survey 11/28/22 - 12/12/22

Educational Partner Advisory Committee Input Meeting: 12/01/22

SPSA Staff Meeting: 11/02/22

SSC SPSA input, review, and approval of SPSA: 11/17/22

School Board Meeting to review and approve the SPSA: 12/08/22

Support with the alignment of the Title I plan, the SPSA and the LCAP is provided by the Special Projects Coordinator, Wednesdays at 8:00 a.m.

To ensure parents have the opportunity to provide input, communication of the following meetings are shared through a variety of platforms, including the school website, school social media and teacher meetings. In addition, all Education Partners are encouraged to attend public board meetings, Educational Partner Advisory Committee (EPAC) meetings, School Site Council (SSC) meetings. Invitations are sent through the Teacher of Record and social media platforms. MYA sends multiple reminders, and agendas are posted in advance. Meeting agendas and minutes are posted on the website under the Board Governance heading. All of these meetings are held through Zoom and are accessible by online devices.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A review of the resources available to all students revealed there are no resource inequities for any student group. MYA did not find resource inequities that would inhibit use of the identified evidence-based interventions planned to support students' academic needs, interventions and monitoring to support student success in high school graduation.

Data from the California School Dashboard, CAASPP scores, and additional local data were utilized to identify the areas that need to be addressed to support student progress toward graduation and to increase our graduation rate, MYA reviewed the data available on the California Schools Dashboard and Data Quest to review ethnicity and student group graduation rates and attendance to identify student groups to monitor. Support included data driven information from the Director of Student Services, LCAP goals and action step alignment that support ensuring students are tracked to graduate was provided by the Coordinator of Special Projects. The Board of Directors meet monthly to stay current regarding school performance and progress. Achievement is shared, as well as the school's proposed action to address any barriers to learning or gaps in achievement. The board then works with school leadership and staff to create goals and plans to allocate resources (funding, materials, or teachers) to address the needs.

Although MYA does not have any student groups falling two or more performance levels below the "All" student group, the importance of improving students' academic performance and ensuring their preparedness for high school graduation is ongoing so continual improvement of MYA graduation rates result.

Student Performance Data

2020-21 DASS Graduation Rate: ALL 93.3%; Socioeconomic 97.8%; Hispanic 92.6%; White 95%

2020-21: 67.4% (43, 4 year cohort students), Graduates Meeting UC/CSU Req: 3.4%, Graduates earning Golden State 9%

2019-20: 40.0% (35, 4 year cohort students), Graduates Meeting UC/CSU Req: 14.3%, Graduates earning Golden State 14.3%

2018-29: 39.6% (48, 4 year cohort students), Graduates Meeting UC/CSU Req: 15.8%

Graduates earning Golden State 5.3%

Root Cause Analysis: Motivated Youth Academy serves primarily at-risk students. More than 70% of our students meet the at-risk categories which has qualified MY Academy as a Dashboard Alternative School Status (DASS). As such, having experienced multiple failures in a traditional setting, our students come to us late in their education and are extremely credit deficient. Some of our student population has been out of school and classified as drop-outs. The students represented in the testing data, are not students who have been with us on a traditional 4-year cohort. A typical student comes to Motivated Youth Academy as an extremely credit deficient 16 to 22 years old, seeking a high school diploma.

2020-21 Chronic Absenteeism:

All: (193 enrolled), (55 within chronic absenteeism count) 28.5%

Hispanic: (93 enrolled), (33 within chronic absenteeism count) 35.5%

Af Am: (*), (*) *

White: (58 enrolled), (15 within chronic absenteeism count) 25.9%

English Learners (13 enrolled) (5 within chronic absenteeism count) 38.5%

Socioeconomic:(126 enrolled), (45 within chronic absenteeism count) 35.7%

Students with Disabilities: (35 enrolled), (10 within chronic absenteeism count) 28.6%

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	8.82%	9.6%	7.95%	9	16	12
African American	3.92%	3.6%	1.99%	4	6	3
Asian	0%	1.2%	0.66%	0	2	1
Filipino	0.98%	0.6%	1.32%	1	1	2
Hispanic/Latino	55.88%	52.1%	58.94%	57	87	89
Pacific Islander	0%	%	%	0		
White	22.55%	25.8%	19.21%	23	43	29
Multiple/No Response	7.84%	7.2%	9.93%	8	12	15
Total Enrollment				102	167	151

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten		2	
Grade 1		3	1
Grade 2		1	
Grade3		3	
Grade 4			1
Grade 5		4	5
Grade 6	2	9	10
Grade 7	5	7	12
Grade 8	2	10	10
Grade 9	17	22	17
Grade 10	28	14	25
Grade 11	18	38	25
Grade 12	30	54	45
Total Enrollment	102	167	151

Conclusions based on this data:

1. Enrollment is not typical of public schools in the areas we are authorized to serve; for example, almost 10% of our population is Native American and only 22% is white. In addition, the age range of our population is skewed toward

the upper grades because we serve a large number of "at-promise" youth who are on their 2nd or higher attempt to complete their FAPE and complete their high school graduation credits.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	14	13	18	13.7%	7.80%	11.9%
Fluent English Proficient (FEP)	25	26	15	24.5%	15.60%	9.9%
Reclassified Fluent English Proficient (RFEP)	2	0		13.3%	0.00%	

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*			0			0				
Grade 4			*			*			*			
Grade 5	*	4	11	*	0	10	*	0	10		0.0	90.9
Grade 6	*	9	19	*	0	15	*	0	15		0.0	78.9
Grade 7	*	7	25	*	0	21	*	0	21		0.0	84.0
Grade 8	8	12	23	6	0	19	6	0	19	75	0.0	82.6
Grade 11	16	39	41	12	0	25	12	0	25	75	0.0	61.0
All Grades	32	73	120	24	0	91	24	0	91	75	0.0	75.8

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4			*			*			*			*			*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*		2476.	*		0.00	*		26.67	*		40.00	*		33.33
Grade 7	*		2479.	*		4.76	*		14.29	*		23.81	*		57.14
Grade 8	*		2495.	*		0.00	*		21.05	*		42.11	*		36.84
Grade 11	2542.		2562.	0.00		4.00	41.67		48.00	33.33		24.00	25.00		24.00
All Grades	N/A	N/A	N/A	0.00		4.40	29.17		26.37	29.17		29.67	41.67		39.56

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	0.00		*	66.67		*	33.33		*
All Grades	4.17		12.09	54.17		60.44	41.67		27.47

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	25.00		*	41.67		*	33.33		*
All Grades	12.50		9.89	45.83		42.86	41.67		47.25

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	8.33		*	66.67		*	25.00		*
All Grades	8.33		9.89	62.50		72.53	29.17		17.58

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	0.00		*	75.00		*	25.00		*
All Grades	0.00		5.49	70.83		72.53	29.17		21.98

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Motivated Youth Academy serves primarily at-risk students. More than 70% of our students meet the at-risk categories which has qualified MY Academy as a Dashboard Alternative School Status (DASS). As such, having experienced multiple failures in a traditional setting, our students come to us late in their education and are extremely credit deficient. Some of our student population have been out of school and classified as drop-outs. The students represented in the testing data, are not students who have been with us on a traditional 4-year cohort. A typical student comes to Motivated Youth Academy as an extremely credit deficient 16 to 22 years old, seeking a high school diploma.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3		*			0			0				
Grade 4			*			*			*			
Grade 5	*	4	11	*	0	10	*	0	10		0.0	90.9
Grade 6	*	9	19	*	0	15	*	0	15		0.0	78.9
Grade 7	*	7	25	*	0	21	*	0	21		0.0	84.0
Grade 8	8	12	22	6	0	20	6	0	20	75	0.0	90.9
Grade 11	16	39	42	12	0	24	12	0	24	75	0.0	57.1
All Grades	32	73	120	24	0	91	24	0	91	75	0.0	75.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4			*			*			*			*			*
Grade 5	*		*	*		*	*		*	*		*	*		*
Grade 6	*		2432.	*		0.00	*		6.67	*		20.00	*		73.33
Grade 7	*		2457.	*		4.76	*		19.05	*		9.52	*		66.67
Grade 8	*		2441.	*		0.00	*		10.00	*		10.00	*		80.00
Grade 11	2480.		2516.	8.33		4.17	8.33		20.83	8.33		16.67	75.00		58.33
All Grades	N/A	N/A	N/A	4.17		3.30	12.50		13.19	20.83		16.48	62.50		67.03

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	8.33		*	8.33		*	83.33		*
All Grades	4.17		6.59	20.83		29.67	75.00		63.74

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	16.67		*	8.33		*	75.00		*
All Grades	12.50		3.30	25.00		45.05	62.50		51.65

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 4			*			*			*
Grade 5	*		*	*		*	*		*
Grade 6	*		*	*		*	*		*
Grade 7	*		*	*		*	*		*
Grade 8	*		*	*		*	*		*
Grade 11	8.33		*	16.67		*	75.00		*
All Grades	4.17		2.20	45.83		54.95	50.00		42.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Motivated Youth Academy serves primarily at-risk students. More than 70% of MYA students meet the at-risk categories which has qualified MY Academy as a Dashboard Alternative School Status (DASS). As such, having experienced multiple failures in a traditional setting, MYA students come to the school late in their education and are extremely credit deficient. Some MYA students have been out of school and classified as drop-outs. The students represented in the testing data are not often students who have been with MYA on a traditional 4-year cohort. A typical student comes to Motivated Youth Academy as an extremely credit deficient 16 to 22 years old, seeking a high school diploma.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*	*		*	*		*	*		*	*	0
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	4	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	5	*	*
All Grades										12	9	13

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	*	18.18	41.67	*	18.18	33.33	*	18.18	8.33	*	45.45	12	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	*	18.18	58.33	*	36.36	25.00	*	0.00	0.00	*	45.45	12	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*	*		*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	*	0.00	33.33	*	36.36	50.00	*	9.09	8.33	*	54.55	12	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.33	*	0.00	75.00	*	54.55	16.67	*	45.45	12	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	83.33	*	36.36	8.33	*	54.55	8.33	*	9.09	12	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	*	9.09	66.67	*	36.36	8.33	*	54.55	12	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
8	*	*		*	*		*	*		*	*	
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	*	0.00	83.33	*	81.82	16.67	*	18.18	12	*	11

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
167	64.1	7.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	7.8
Foster Youth		
Homeless	3	1.8
Socioeconomically Disadvantaged	107	64.1
Students with Disabilities	31	18.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	3.6
American Indian or Alaska Native	16	9.6
Asian	2	1.2
Filipino	1	0.6
Hispanic	87	52.1
Two or More Races	12	7.2
Native Hawaiian or Pacific Islander		
White	43	25.7

Conclusions based on this data:

1.







School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  No Performance Color	Suspension Rate  Blue
Mathematics  No Performance Color	Chronic Absenteeism  Blue	
College/Career  No Performance Color		

Conclusions based on this data:

1. No Performance Color is a reflection of the small size of the school.

School and Student Performance Data

Academic Performance English Language Arts

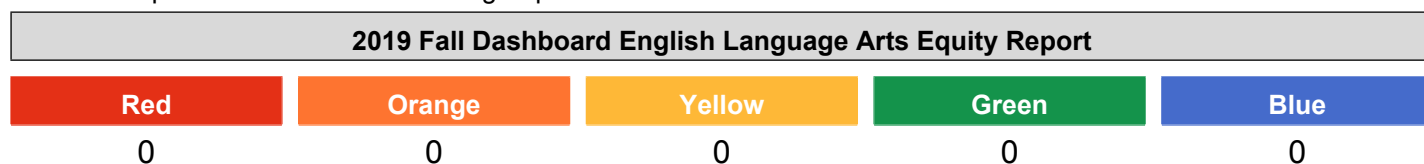
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 No Performance Color 52.8 points below standard 11		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 No Performance Color 0 Students	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 1	0 Students	Less than 11 Students - Data Not Displayed for Privacy 8

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance Mathematics

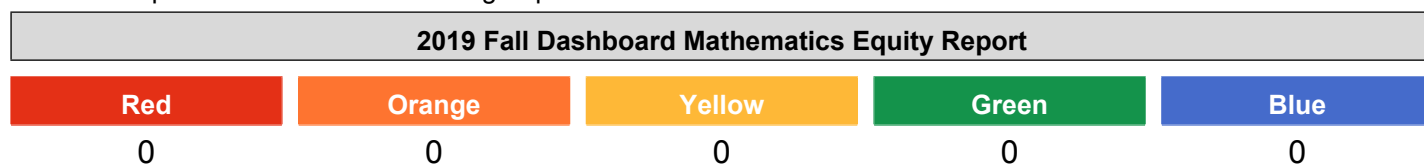
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.




The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color 111.9 points below standard 11	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Foster Youth
Homeless	Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>		
Hispanic	Two or More Races	Pacific Islander	White
 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>		 <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>		<p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>

Conclusions based on this data:

1.

School and Student Performance Data

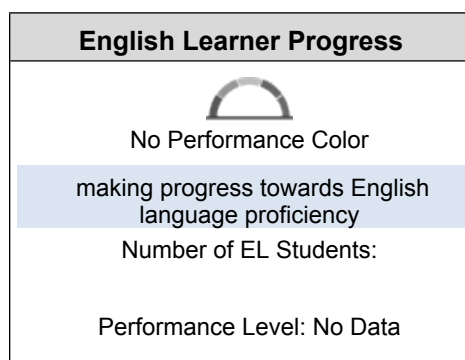
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	60	100
African American	2	3.3
American Indian or Alaska Native	7	11.7
Asian	1	1.7
Filipino		
Hispanic	27	45
Native Hawaiian or Pacific Islander	1	1.7
White	20	33.3
Two or More Races	2	3.3
English Learners	3	5
Socioeconomically Disadvantaged	46	76.7
Students with Disabilities	9	15
Foster Youth		
Homeless	1	1.7

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	1	1.7
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	1	5
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	0	0
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White	0	0
Two or More Races		
English Learners		
Socioeconomically Disadvantaged	0	0
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

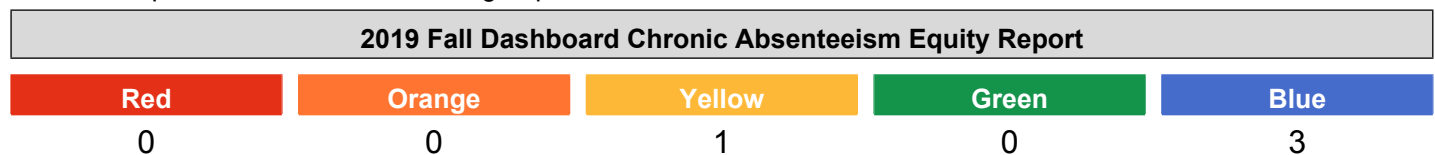
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 1.2 Declined -2.2 882	 No Performance Color 0 Declined -6.7 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Yellow 4.9 Increased +0.5 183	 No Performance Color 17.6 Increased +13.1 17

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0.9 Increased +0.9 109	 No Performance Color 6.7 15
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.7 Declined -1 234	 Blue 1 Declined -1.7 103	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 0.7 Declined Significantly -3.1 408

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	60	56	0	93.3
English Learners	3		0	
Foster Youth				
Homeless	1		0	
Socioeconomically Disadvantaged	46	45	0	97.8
Students with Disabilities	9		0	
African American	2		0	
American Indian or Alaska Native	7		0	
Asian	1		0	
Filipino				
Hispanic	27	25	0	92.6
Native Hawaiian or Pacific Islander	1		0	
White	20	19	0	95
Two or More Races	2		0	

Conclusions based on this data:

1. 2019-2020 Grad Rate 93.3%

School and Student Performance Data

Conditions & Climate Suspension Rate

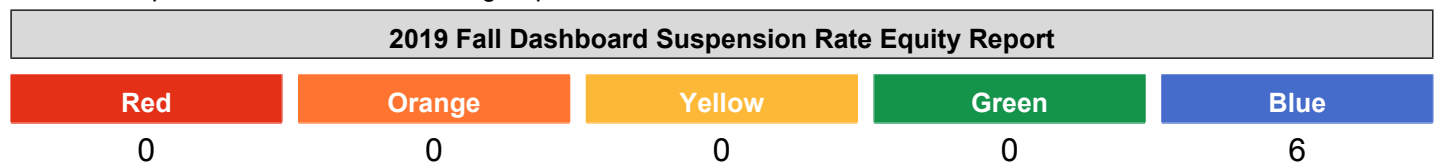
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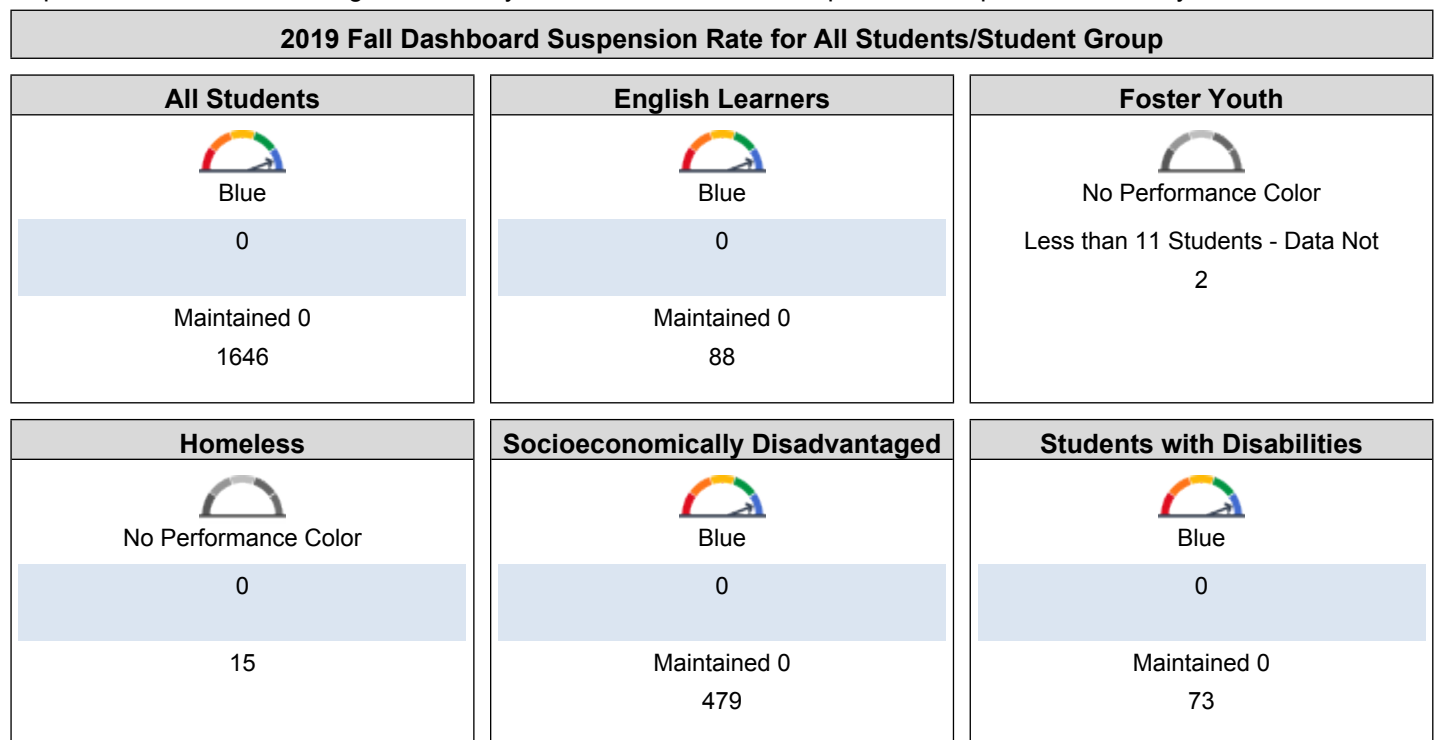
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 33	 No Performance Color 0 Maintained 0 19	 No Performance Color 0 Maintained 0 147	 No Performance Color 0 28
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 580	 Blue 0 Maintained 0 160	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 677

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement

LEA/LCAP Goal

LCAP Goal 1: We will improve the academic achievement of all students through effective instruction, a challenging and engaging curriculum and aligned assessments in language arts, mathematics and reading comprehension to promote student progress of All students, including English Learners, other unduplicated student groups, and students with disabilities.

Goal 1

With a focus on supporting our students to achieve, the goal and actions/services focuses on monitoring each student's academic achievement. Continual monitoring of student data to identify struggling students and interventions are important to the success of MYA students and preventing learning gaps. Exact Path, CAASPP, ELPAC, and end of course assessments are all metrics we monitor to ensure students are on track to graduation.

Identified Need

Typically, the Motivated Youth Academy students arrive extremely credit deficient, seeking a high school diploma. Once enrolled in our school, keeping those students on track for graduation is a goal. More than 70% of our students meet at-risk categories and as a result, MY Academy has achieved the Dashboard Alternative School Status (DASS).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2019 Dashboard: 54.6% / 2021 Actual Outcome 93.3%	2020 expected outcome 67% / 2021 93.3% outcome / 2022 maintain or increase
State Local Indicator Basic Services: Qualified and Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	Maintain
State Local Indicator Basic Services: Textbook and other instructional materials availability	0% students are lacking textbooks and other instructional materials	Maintain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

LCAP 1.9: Academic Achievement - Student Achievement - Student Success Coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,995	Title I, Part A 1000-1999: Certificated Personnel Salaries Student Success Coordinator
42,000	1000-1999: Certificated Personnel Salaries ESSER III - Student Success Coordinator
68,470	LCFF 1000-1999: Certificated Personnel Salaries Student Success Coordinator
42,000	Title I, Part A 2000-2999: Classified Personnel Salaries Instructional Assistant

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

LCAP 1.8: Interventions: Content Area Specialists: Targeted interventions for students struggling to meet grade level proficiency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,250	LCFF 4000-4999: Books And Supplies Targeted Interventions Exact Path, EL Foundations
253,064	LCFF 1000-1999: Certificated Personnel Salaries Content Area Specialists

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and functioning family groups (parents, extended family members, educational rights holders).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)**Source(s)**

20,000

LCFF
5000-5999: Services And Other Operating Expenditures
Professional Development: Includes Honoring Our Similarities Training

13,697

5000-5999: Services And Other Operating Expenditures
ESSER III Use of Remaining Funds for Professional Development

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content:

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)**Source(s)**

131,225

LCFF
4000-4999: Books And Supplies
Curriculum, Materials, and Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Baseline developed 2022-23

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Baseline developed 2022 - 23

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This SPSA will be modified to include the MYA school wide 2022-2023 goals and actions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Engagement - Attendance/Absenteeism

LEA/LCAP Goal

LCAP Goal 2: We will promote a high ADA and a positive school climate by providing high-quality teachers, best practices, and interventions to ensure student engagement and success of All students, including English Learners, other unduplicated student groups, and students with disabilities.

Goal 2

We recognize that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. The goal and actions/services are focused on student, family and teacher engagement and connectedness to attain a high average daily attendance. Maintain/Decrease low absenteeism rate: California Dashboard Chronic Absenteeism: 2020-21: 28.5%; 2019: 1.2%; 2018: 3.5%

Identified Need

Maintain/Decrease low absenteeism rate: California Dashboard Chronic Absenteeism: 2020-21: 28.5%; 2019: 1.2%; 2018: 3.5%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Engagement: Chronic Absenteeism Rate	2019 Dashboard: 1.2% Chronically Absent / 2020-2021: 28.5%	1.1% / Actual Outcome 28.5%
School Climate: Expulsion Rate	0%	0%
School Climate: Suspension Rate	0%	0%
State Local Indicator Basic Services Conditions of Learning: Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	Maintain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

2.2 To meet the needs of our students and to ensure equity we will recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,599,191

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Certificated Salaries and Benefits

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000

Source(s)

4000-4999: Books And Supplies

ESSER III: Technology and Course Access

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Baseline developed 2022-23

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Baseline developed 2022-23

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This SPSA will be modified to reflect the 2022-2023 school wide goals and actions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Monitoring and Supporting Students

LEA/LCAP Goal

LCAP Goal 3: We will establish connections and partnerships with our families and community to increase engagement, involvement, and ensure safety and satisfaction to support student learning and achievement of All students, including English Learners, other unduplicated student groups, and students with disabilities. Effective and meaningful transparent communication will provide all stakeholders opportunities for input in decision making at the program and charter levels.

Goal 3

Maintaining our connections and partnerships in education with our students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students, parents, and establish community partnerships.

100% of parents that participated in the LCAP input survey agree that they participated in a meeting with their child and their child's teacher to discuss and set education goals for their child.

100% of the students that participated in the LCAP input survey agree that their teacher is available to them if they need help and support with their schoolwork, and, 100% agree that their teacher cares about them and their education and helps them to succeed..

Identified Need

Maintenance Goal that includes actions that are ongoing and allows MY Academy to track performance on any metrics not addressed in the other goals of the LCAP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Local Indicator Priority 3: Educational Partner Engagement and Involvement	<p>2021: 13</p> <p>Parent Input Survey Participation with Students in Student Groups: 61.5% None 7.7% Foster Youth 7.7% Low Socioeconomic 23.1% English Learner</p> <p>Parent Input Survey Participants Ethnicity: 46.2% White 12.7% Hispanic/Latino 7.7% Two or More 7.7% Filipino 15.4% American Indian</p>	Improve participation in LCAP Input by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Local Indicator Priority 6: School Climate	<p>91.7% of survey respondents overall, feel satisfied with their child's school.</p> <p>91.7% of survey respondents overall, feel satisfied with the school in providing student support in attaining students' academic goals.</p> <p>91.7% of survey respondents overall, feel satisfied with the school in providing input opportunities for me to participate in the school and my child's education.</p>	Maintain or increase
School Safety Plan and Training	September 14, 2020 Reviewed and Updated MYA Staff November 8, 2021 SSC November 15, 2021	Maintain

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media school's site while ensuring the participation and engagement of our underrepresented families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,000	LCFF

5000-5999: Services And Other Operating Expenditures
R&B Communications

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

3.5 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. (EL) Documents, records, and statements will be sent, upon request. Student Administrative Technician and classified staff to support student engagement and performance and parent involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
Translation Services

80,134

LCFF
2000-2999: Classified Personnel Salaries
Classified Student Administrative Technician

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities

Strategy/Activity

3.6 Operations of the school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures

	Kurt Madden Ed Consulting
83,000	LCFF 5000-5999: Services And Other Operating Expenditures Charter Impact
22,500	LCFF 5000-5999: Services And Other Operating Expenditures Keyn Solutions

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Baseline developed 2022-23

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Baseline developed 2022-23

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This SPSA will be modified to reflect the 2022-2023 school wide goals and actions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

High School Graduation, College and Career Technical Education

LEA/LCAP Goal

Goal 4: We will ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education for All students, including English Learners, other unduplicated student groups, and students with disabilities.

Goal 4

Ensure that students are on-track to graduate from high school, and have access to College and Career Technical Education for All students, including English Learners, other unduplicated student groups, and students with disabilities.

Identified Need

With a focus on supporting our students to achieve their goal of high school graduation, and college and career preparedness, the goal and actions/services focuses on monitoring each student's progress toward graduation. Continual monitoring of student data to identify struggling students and interventions is important to the success of our students staying on-track with course completion and on course to graduation. Graduation Rate, College/Career Prepared and CTE participation are all metrics we monitor to ensure students are on track to graduation and to achieve their post graduation goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate, UC/CSU prepared/met requirements	<p>2020-21: 67.4% (43, 4 year cohort students), Graduates Meeting UC/CSU Req: 3.4%, Graduates earning Golden State 9%</p> <p>2020-21 DASS Graduation Rate: 93.3%</p> <p>2019-20: 40.0% (35, 4 year cohort students), Graduates Meeting UC/CSU Req: 14.3%, Graduates earning Golden State 14.3%</p> <p>2018-29: 39.6% (48, 4 year cohort students), Graduates Meeting UC/CSU Req: 15.8% Graduates earning Golden State 5.3%</p>	Maintain or Increase graduation rate

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to a Broad Curriculum College/Career Prepared Pupils enrolled and completion in A-G courses required for UC/CSU admission	Enrolled in courses for UC/CSU admission: 57.03% Completed courses for UC/CSU admission: 8%	Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate
Access to a Broad Curriculum Career Technical Education (CTE) participation	Number of students participating in CTE: 50 Percent of students that completed a CTE program and earn a high school diploma: --	Increase the CTE participation and completion rate annually by 2%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

CTE - Course Access - KRA

4.1 Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

43,900

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
KRA Possibility Project

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

School Counselor, Student Achievement

4.2 Monitor students moving from middle school through high school to identify students that maybe struggling with regular attendance and course completion; and, keep them on track to graduate from high school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
138,868.39	LCFF 1000-1999: Certificated Personnel Salaries School Counselor
47,004	1000-1999: Certificated Personnel Salaries ESSER III Lost Instructional Time: Guidance Counselor academic interventions and test prep
5,000	1000-1999: Certificated Personnel Salaries ESSER III Lost Instructional Time: Counselor to connect students to the Possibility Project
1,500	1000-1999: Certificated Personnel Salaries ESSER III Use of Remaining Funds: Identify, monitor and support students struggling with regular attendance

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

Academic Interventions - Student Achievement / Thrively

4.4 The School Counselor will review student transcripts to ensure the opportunity to make up missed credits and/or complete an A-G Pathway. The School Counselor ensure that struggling students will receive appropriate interventions that include the opportunity for test preparation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

3,000

LCFF
None Specified
Thrively**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

Student Progress, Student Achievement / Student Success Coordinator

4.5 The Student Success Coordinator will facilitate comprehensive access to all students including English Learners, other unduplicated student groups, and students with disabilities by strengthening connections between teachers, content area specialists, counselor, and the school psychologist, as well as connect students and families to community wrap around services, to provide an equitable learning environment where barriers are identified and services are provided to overcome them.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)**Source(s)**

8,033.57

LCFF
1000-1999: Certificated Personnel Salaries
Student Success Coordinator

50,000

1000-1999: Certificated Personnel Salaries
Other State Funds - Student Success
Coordinator

23,995

Title I, Part A
1000-1999: Certificated Personnel Salaries
Student Success Coordinator**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

4.6 English Learner Testing Specialist (EL)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

27,500

LCFF
2000-2999: Classified Personnel Salaries
EL Testing Specialist

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including English Learners, other unduplicated student groups, and students with disabilities.

Strategy/Activity

4.7 Upon student request or staff recommendation, students will be provided a monthly transit pass, San Diego County YMCA membership, and lunch at the Campo Education Center as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

18,000

LCFF
5000-5999: Services And Other Operating Expenditures
Transit Passes, SD County YMCA, Food (Golden Acorn)

800

5000-5999: Services And Other Operating Expenditures
ESSER III Use of Remaining Funds- Transit Passes, SD County YMCA, Food (Golden Acorn)

7,600

Local Categorical
5000-5999: Services And Other Operating Expenditures
Local Funds - Transit Passes, SD County YMCA, Food (Golden Acorn)

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Baseline will be developed 2022-23

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Baseline will be developed 2022-23

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This SPSA will be modified to reflect the 2022-2023 school wide goals and actions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,823,726.96

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I, Part A	\$89,990.00

Subtotal of additional federal funds included for this school: \$89,990.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$180,001.00
LCFF	\$2,546,135.96
Local Categorical	\$7,600.00

Subtotal of state or local funds included for this school: \$2,733,736.96

Total of federal, state, and/or local funds for this school: \$2,823,726.96

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	180,001.00
LCFF	2,546,135.96
Local Categorical	7,600.00
Title I, Part A	89,990.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,261,120.96
2000-2999: Classified Personnel Salaries	149,634.00
4000-4999: Books And Supplies	161,475.00
5000-5999: Services And Other Operating Expenditures	248,497.00
None Specified	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		145,504.00
4000-4999: Books And Supplies		20,000.00
5000-5999: Services And Other Operating Expenditures		14,497.00
1000-1999: Certificated Personnel Salaries	LCFF	2,067,626.96
2000-2999: Classified Personnel Salaries	LCFF	107,634.00

4000-4999: Books And Supplies	LCFF	141,475.00
5000-5999: Services And Other Operating Expenditures	LCFF	226,400.00
None Specified	LCFF	3,000.00
5000-5999: Services And Other Operating Expenditures	Local Categorical	7,600.00
1000-1999: Certificated Personnel Salaries	Title I, Part A	47,990.00
2000-2999: Classified Personnel Salaries	Title I, Part A	42,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	604,701.00
Goal 2	1,619,191.00
Goal 3	224,634.00
Goal 4	375,200.96

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members

Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on November 11, 2022.

Attested:



Principal, William B. Dobson on November 11, 2022

SSC Chairperson, Mr. Antonel Cruz Padilla - Chairperson/Parent on November 11, 2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019