



MY Academy

Regular Meeting of the Board of Directors

Published on July 7, 2023 at 12:49 PM PDT

Date and Time

Thursday July 13, 2023 at 9:30 AM PDT

Location

Regus - Gateway Chula Vista
333 H Street, Suite 5000
Chula Vista, CA 91910

Teleconference Locations

39251 Camino Las Hoyas
Indio, CA 92203

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: 976 4959 2275

<https://cal-pacs-org.zoom.us/j/97649592275>

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.

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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			9:30 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			9:32 AM
A. Led by Board President or designee.		Board President	2 m
III. Approve/Adopt Agenda			9:34 AM
A. Approve Agenda	Vote	Board President	2 m
It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of July 13, 2023.			
Roll Call Vote:			
William Hall			
Michael Humphrey			

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

IV. Approve Minutes**9:36 AM**

- | | | | | |
|-----------|---|-----------------|-----------------|-----|
| A. | Minutes of the Regular Board Meeting that was held on June 22, 2023 | Approve Minutes | Board President | 1 m |
|-----------|---|-----------------|-----------------|-----|

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

V. Public Comment - Closed Session

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.

VI. Adjourn to Closed Session**9:37 AM**

The Board will consider and may act on any of the Closed Session matters.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

- | | | | | |
|-----------|----------------|---------|-----------------|------|
| A. | Closed Session | Discuss | Board President | 15 m |
|-----------|----------------|---------|-----------------|------|

1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION (Gov. Code Section 54956.9(d)(1))

	Purpose	Presenter	Time
a. TR v. The Collaborative Charter Services Organization, et al.			
b. YL v. The Collaborative Charter Services Organization, et al.			

VII. Reconvene Regular Meeting 9:52 AM

A.	Report out any action taken in closed session.	Discuss	Board President	2 m
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VIII. 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.

IX. Correspondence/Proposals/Reports 9:54 AM

A.	2023-2024 Registration and Enrollment Update, Presented by Gigi Lenz, Operations and Program Manager	Discuss	Gigi Lenz	5 m
B.	MY Plan Overview, Presented by Melissa Blitzstein, Interim Assistant Director and Stacie Sevcik, School Counselor	Discuss	Melissa Blitzstein and Stacie Sevcik	5 m
C.	Financial Update, Presented by Roger Castillo, Director of Client Finance, Charter Impact	Discuss	Roger Castillo	5 m

X. Board Governance 10:09 AM

A.	Reappointment of Board of Director	Vote	Board President	5 m
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It is recommended the Board approve the reappointment of **Larry Alvarado**. The Second Amended Bylaws of Motivated Youth Academy state in Article VI Board of Directors:

Section 6.05 Terms of Office. With the exception of the initial Board that served five-year terms, each Director shall hold office for a three-year term, but the Board may designate a particular Director to serve a one-, two- or three-year term in order to

	Purpose	Presenter	Time
maintain staggered terms on the Board. Each incumbent Director shall serve until a successor has been elected and seated by the Board. There shall be no limitation on the number of consecutive terms to which a Director may be re-elected.			

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

XI. Consent

10:14 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 - June 2023

B.	Consent - Education/Student Services	1 m
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1. Approval of 2023-2024 English Learner Master Plan

C.	Consent - Personnel Services	Vote	Board President	1 m
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1. Approval of Certificated Personnel Report

2. Approval of Classified Personnel Report

Consent items listed under A through C 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 _____

	Purpose	Presenter	Time
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XII. Business/Financial Services**10:17 AM**

- | | | | | |
|-----------|--|------|-------------|-----|
| A. | Approval of NFP Property and Casualty Insurance Policies | Vote | Bill Dobson | 3 m |
|-----------|--|------|-------------|-----|

It is recommended the Board approve the property and casualty insurance policies as prepared by NFP Property and Casualty Insurance Services, Inc. (NFP P&C), for Motivated Youth Academy (#1628).

- Indemnity
- Automobile
- Abuse
- Umbrella Liability
- Educators Legal Liability
- Student Accident
- Cyber Security
- Technology
- Workers' Compensation

Fiscal Impact: \$37,401

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

XIII. Education/Student Services**10:20 AM**

- | | | | | |
|-----------|---|------|-------------|-----|
| A. | Approval of Professional Development Proposal for the 2023-2024 School-Year by Dr. Jamila Dugan | Vote | Bill Dobson | 5 m |
|-----------|---|------|-------------|-----|

It is recommended the Board approve the Professional Development Proposal for the 2023-2024 school-year by Dr. Jamila Dugan for Motivated Youth Academy (#1628).

Fiscal Impact: \$50,000 + travel expenses in accordance with Motivated Youth Academy policy. Total not to exceed \$53,000.

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

XIV. Personnel Services**10:25 AM**

- | | | | | |
|-----------|---|------|-------------|-----|
| A. | Approval of 2023-2024 Declaration of Need (DON) | Vote | Bill Dobson | 3 m |
|-----------|---|------|-------------|-----|

It is recommended the Board approve the 2023-2024 Declaration of Need (DON) 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 _____

- | | | | | |
|-----------|--|------|-------------|-----|
| B. | Approval of a One-Time Retention Bonus | Vote | Bill Dobson | 3 m |
|-----------|--|------|-------------|-----|

It is recommended the Board approve a one-time retention bonus for Motivated Youth Academy returning staff.

Fiscal Impact: \$47,000

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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XV. Calendar

The next scheduled regular meeting of the Board of Directors will be held on September 14, 2023.

XVI. Comments**10:31 AM**

A.	Board Comments	Discuss	Board President	5 m
B.	Interim Director and CEO Comments	Discuss	Bill Dobson	2 m

XVII. Closing Items**10:38 AM**

A.	Adjourn Meeting	Vote	Board President	3 m
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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 June 22, 2023

Section:	IV. Approve Minutes
Item:	A. Minutes of the Regular Board Meeting that was held on June 22, 2023
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on June 22, 2023

APPROVED



MY Academy

Minutes

Regular Meeting of the Board of Directors

Date and Time

Thursday June 22, 2023 at 9:00 AM

Location

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Chula Vista, CA 91910

Teleconference Locations

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Indio, CA 92203

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Meeting ID: 959 9923 2032

<https://cal-pacs-org.zoom.us/j/95999232032>

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Directors Present

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

Directors Absent

None

Guests Present

B. Dobson, D. Georgeson, G. Lenz (remote), K. Madden (remote), L. Hath (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 Jun 22, 2023 at 9:01 AM.

B. Record Attendance

II. Pledge of Allegiance

A. Led by Board President or designee.

William Hall, President led the Pledge of Allegiance.

III. Approve/Adopt Agenda

A. Approve Agenda

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

P. Matz seconded the motion.

William Hall, President requested to amend the agenda and remove Closed Session.

Steve Fraire attended the meeting remotely. He did not vote on the items, but engaged in the discussions, questions and comments.

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

Roll Call

W. Hall	Aye
L. Alvarado	Aye
P. Matz	Aye
M. Humphrey	Aye
S. Fraire	Abstain

IV. Approve Minutes

A. Minutes of the Regular Board Meeting that was held on June 15, 2023

P. Matz made a motion to approve the minutes from William Hall, President Regular Meeting of the Board of Directors on 06-15-23.

L. Alvarado seconded the motion.

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

Roll Call

M. Humphrey	Aye
L. Alvarado	Aye
S. Fraire	Abstain
W. Hall	Aye
P. Matz	Aye

V. Adjourn to Closed Session

A. Closed Session

The agenda was amended to remove Closed Session.

VI. Business/Financial Services

A. Budget Adoption 2023-2024

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

L. Alvarado seconded the motion.

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

Roll Call

M. Humphrey	Aye
P. Matz	Aye

Roll Call

L. Alvarado Aye
W. Hall Aye
S. Fraire Abstain

B. Approval of Board Member 2023-2024 Monthly Stipend Increase

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

M. Humphrey seconded the motion.

The Board Members requested the monthly stipend be reviewed annually when the strategic planning is being worked on.

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

Roll Call

P. Matz Aye
M. Humphrey Aye
S. Fraire Abstain
W. Hall Aye
L. Alvarado Aye

C. Approval of 2023-2024 Renaissance Learning Licensing Agreement

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

M. Humphrey seconded the motion.

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

Roll Call

S. Fraire Abstain
P. Matz Aye
L. Alvarado Aye
M. Humphrey Aye
W. Hall Aye

VII. Education/Student Services

A. Approval of 2023-2024 Local Control & Accountability Plan (LCAP)

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

M. Humphrey seconded the motion.

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

Roll Call

L. Alvarado Aye
W. Hall Aye
S. Fraire Abstain
M. Humphrey Aye
P. Matz Aye

B. Approval of 2023 LCAP Local Performance Indicator Self-Reflection

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

P. Matz seconded the motion.

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

Roll Call

P. Matz	Aye
S. Fraire	Abstain
M. Humphrey	Aye
W. Hall	Aye
L. Alvarado	Aye

VIII. Organizational Structure of the Board

A. Approval of Motivated Youth Academy Board of Directors Manual (Revision)

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

P. Matz seconded the motion.

Larry Alvarado said he would like to have a section added to the Board Manual for the Board to be allowed to take action and remove a Board Member due to unacceptable behavior.

The current Board works well together, but in the future new members may not work so well together. The Board agreed that they would review this together.

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

Roll Call

M. Humphrey	Aye
W. Hall	Aye
P. Matz	Aye
S. Fraire	Abstain
L. Alvarado	Aye

IX. Comments

A. Board Comments

The Board thanked Bill Dobson and the MYA staff for their hard work and great reports. They commended Bill on his leadership during this school year, and said they are looking forward to the continued success and growth at MYA next year. They also congratulated Bill Dobson on the receiving of his credential very soon, saying he communicates well, and they are grateful for his dedication to the students by helping them to become successful. Thank you!

B. Interim Director and CEO Comments

Bill Dobson, Interim Director thanked the Board for their kind words to him and the MYA staff. He said he will be sharing this with his staff. He mentioned to the Board that when MYA staff runs into frustration within their work, whether it is helping students or community members, it always comes back with positive outcomes. He said by taking the time to pause and reflect on the good things they are doing, really makes a difference. They see this at graduation by students and families expressing their gratitude for the work MYA does. Thank you.

X. 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 9:33 AM.

Respectfully Submitted,
W. Hall

Documents used during the meeting

- FY24-MYA-Budget-23.06.05_-_Prelim.pdf
- FY23-24__MYA-EPA_Resolution.pdf
- FY23-24__MYA-EPA_Budget.pdf
- 2023_LCFF_Budget_Overview_for_Parents_Motivated_Youth_Academy_20230609.pdf
- MYA_FY23-24_Prelim_Budget_Presentation_-_MYP_and_Budget_with_Cashflow.pdf
- Approval of 2023-2024 Licensing Agreement with Renaissance Learning.pdf
- 2023_Local_Control_and_Accountability_Plan_Motivated_Youth_Academy_20230616 (1).pdf
- 2023_LCAP_Local_Performance_Indicator_Self-Reflection_Motivated_Youth_Academy_20230616.pdf
- 2023_LCFF_Budget_Overview_for_Parents_Motivated_Youth_Academy_20230616 (1).pdf
- 2023_LCAP_Local_Performance_Indicator_Self-Reflection_Motivated_Youth_Academy_20230616.pdf
- Presentation - MYA CA Dashboard Local Indicators Report 2023.pdf
- Motivated Youth Academy Board Manual (Revised as of xx:xx:xxxx) .pdf

FOR MORE INFORMATION

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

Coversheet

2023-2024 Registration and Enrollment Update, Presented by Gigi Lenz, Operations and Program Manager

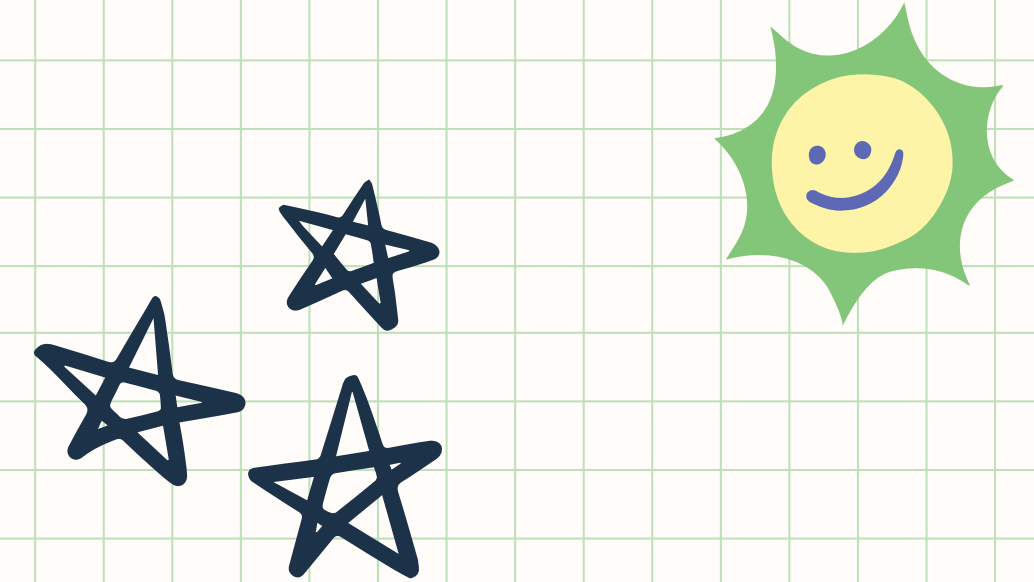
Section: IX. Correspondence/Proposals/Reports
Item: A. 2023-2024 Registration and Enrollment Update, Presented by Gigi Lenz, Operations and Program Manager
Purpose: Discuss
Submitted by:
Related Material: 2023.7.13 Enrollment Roadmap Presentation.pdf

ENROLLMENT ROADMAP

Presentation

July 13, 2023
Gigi Lenz

How Do Students Find MYA?



Website

ChatBot

- going live on MYA website August 2023

Enrollment Interest Forms

- Same day contact or within 24 hours of submission
- Personal call from Student Success Coordinator
- Scheduling a meeting to complete registration

Marketing Hub Website launched in December of 2022

- Call to Action buttons
- Increase search engine optimization (SEO) with monthly reporting from R&B.

Advertising

Google and Facebook Ads

- Link to MYA enrollment page

Family Feedback

- Google reviews

Outreach Events

- Student Success Coordinators
- Teachers and other staff

QR Code

- Easy, quick view of enrollment page

Word of Mouth

Alumni, Teachers, Friends, and Family

- Referral to an enrollment specialist to schedule a call or Zoom conference

Student Admissions Liaison

- Meets with potential families in person or over Zoom to assist with registration paperwork

3 Ways to Start Enrollment

1 Enrollment Interest Form

School Enrollment Interest Form

my Charter School is delighted that you are interested in enrolling in our program! When we have an opening for your child, you will receive an email with a direct link to our Online Registration System (Reg-Online).

to check the email address you provided for our REG-Online link.**

IMPORTANT* The student will have a spot with MY Academy after you have completed Reg-Online and all required documents are uploaded and verified.**

Documents required for enrollment:

- Completed Online Registration Application (Reg-Online)
- Proof of Residence (NOTE: service address must be listed)
- Child's Birth Record (birth certificate, baptismal certificate, or passport)
- Child's Current Immunization Record

Additional documents include:

- High School Transcript (for high school students)
- Copy of the student's 504 Plan or Individual Education Plan (IEP) if applicable

myacademy.org

2 ext 111

M-F 8:00AM-2:00PM

Student Last Name:

2 Create Reg-Online Account

Welcome to REG-Online!

Instructions

Log In

admin@myacademy.org

Log In

Forgot Password

Forgot Username

Create Account

Email

Household Last Name

Phone Number

Create Account

3 Enrollment Specialist or Student Success Coordinator

Gigi Lenz

30 Minute Zoom/Video Conference

30 min

Cookie settings

Select a Date & Time

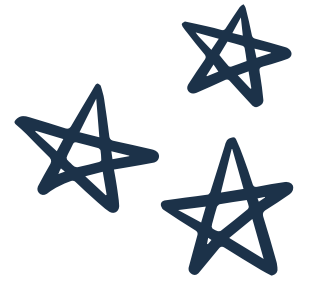
November 2022

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Time zone

Pacific Time - US & Canada (2:10pm)

Enrollment Roadmap



Complete Registration-Online

Provide household and student contact information and connect with a Student Success Coordinator

Documents Verified

Documents and application are audited by the admissions office

Master Agreement

Signed master agreement completes the registration process and the student is officially enrolled



Upload Required Documents

Age verification, immunization record, and proof of address

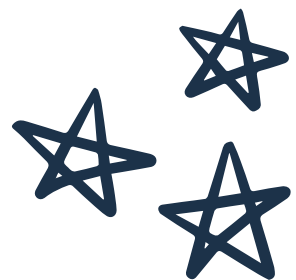
Profile Imported

Profile is uploaded to the Student Information System (SIS)



Keys to Continued Growth

- Quick response times to Enrollment Interest Forms; less than 24 hours.
- Use Chatbot tool to increase engagement, responsiveness and service.
- Have the Student Success Coordinators be the initial point of contact to connect with potential students and educational partners.
 - Daily monitoring and follow up of Reg-Online applications in progress
 - Enrollment Specialist appointments available M-F 8am - 5pm with additional times as requested



QUESTIONS

Thank you!

Coversheet

MY Plan Overview, Presented by Melissa Blitzstein, Interim Assistant Director and Stacie Sevcik, School Counselor

Section: IX. Correspondence/Proposals/Reports
Item: B. MY Plan Overview, Presented by Melissa Blitzstein, Interim Assistant Director and Stacie Sevcik, School Counselor
Purpose: Discuss
Submitted by:
Related Material: MY PLAN Board Presentation (1).pdf

MY PLAN

Motivated Youth Personalized Learning Adventure Now

Presented By: Melissa Blitzstein and Stacie Sevcik

ASSESSMENT OF STUDENT'S INTERESTS, VALUES, AND ABILITIES

The first step in creating a MY PLAN is to evaluate the student's interests, values and abilities



MY PLAN CREATION



Academic Assessments Exact Path

The first step in creating a MY PLAN is to conduct academic assessments using Exact Path to identify student's strengths and weaknesses



Learning Style Assessments

Assessments are then conducted to evaluate students' learning styles and social-emotional needs



Assessment of Student's Interests

Finally, getting to know students' interests and preferences help in crafting a personalized learning plan that aligns with their academic and career goals

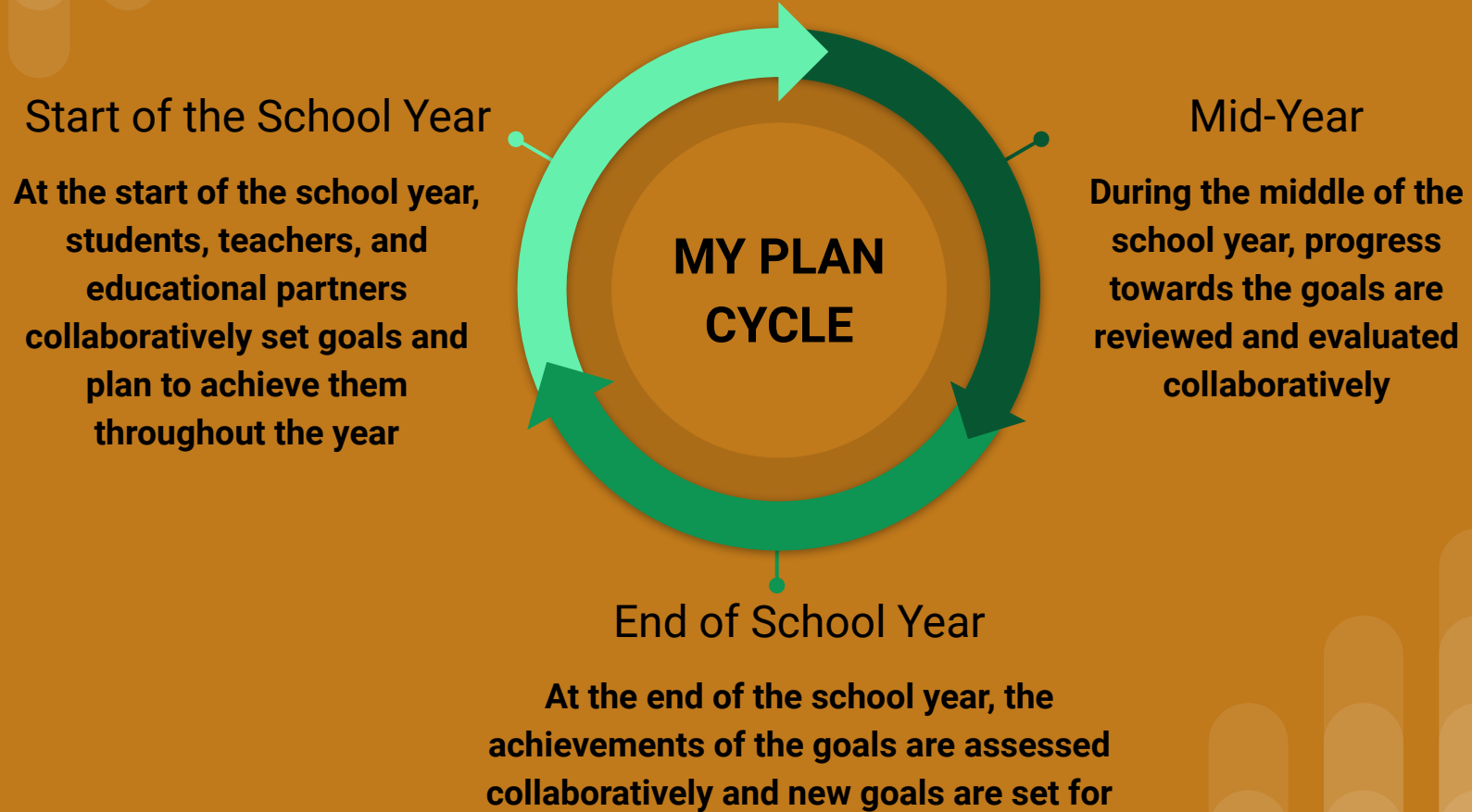
LIVED EXPERIENCES - STREET DATA

- Teachers and school staff investigate students' lived experiences
- Staff collect “Street Data” on students
 - Stories, artifacts, observations of students, families and community members
- Creates a path forward and gives students agency to choose where they want to go

LIVED EXPERIENCES - STREET DATA

“Street data are the qualitative and experiential data that emerges at eye level and on lower frequencies when we train our brains to discern it. These data are asset based, ... helping educators look for what’s *right* in our students, schools, and communities instead of seeking out what’s *wrong*” (p. 57).

GOAL SETTING





COUNSELOR ROLE IN MY PLAN

- Review Goals in MY PLAN
- Articulate Graduation Requirements
- Create 4 year plan
- Explain A-G course Pathway
- Advocate involvement in clubs and extracurriculars
- Encourage AP and community college courses
- Discuss postsecondary options

Coversheet

Financial Update, Presented by Roger Castillo, Director of Client Finance, Charter Impact

Section:	IX. Correspondence/Proposals/Reports
Item:	C. Financial Update, Presented by Roger Castillo, Director of Client Finance, Charter Impact
Purpose:	Discuss
Submitted by:	
Related Material:	MYA - Board Packet - 2023-07-13.pdf



Motivated Youth Academy

May 2023 Financials

7/13/2023 Board Meeting

Highlights

- All variance analysis includes changes for April and May 2023.
- ADA will continue to use the official P-2 data with ADA at 207.73 and enrollment at 238 for the remaining of the fiscal year.
- There are continued savings in personnel costs with 2 open positions: 1 Instructional Aide and 1 Student Success Coordinator.
- The Days cash on hand projection for year-end is: 180 days.
- FY22-23 CSI award saw 25% or \$44,588 in cash, placed to deferred revenues.
- The year-end surplus is forecasting at \$247K, which is a \$68K increase compared to prior projections and due primarily to lower expenses being projected.

Compliance and Reporting

- 15.98 : 1 Pupil to Teacher – compliant
- 40/80 currently supports a 70% funding determination – further instructional-related expenses can help to increase this percentage.

Pupil:Teacher Ratio	
15.98 : 1	

Cert.	Instr.
51.1%	64.1%
353,070	(506,084)

Revenue

- Revenues are forecasting at \$3.18M & virtually identical to last month.
- State Aid Revenue continues to project at \$2.79M.
- Federal Revenues remain identical and projecting at \$102K.
- Other State Revenue & Other Local Revenue also remain virtually unchanged and at projecting at \$228K & \$63K.
- LREBG cash of \$148,090 was received as cuts are no longer expected but LEAs must spend 4% for each of the last 3 years of this grant.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	\$ 2,226,176	\$ 2,042,118	\$ 184,058	\$ 2,792,115	\$ 2,477,754	\$ 314,361
Federal Revenue	52,564	102,353	(49,789)	102,244	124,900	(22,656)
Other State Revenue	145,274	331,190	(185,917)	228,216	441,594	(213,378)
Other Local Revenue	63,001	6,967	56,035	63,218	7,600	55,618
Total Revenue	\$ 2,487,015	\$2,482,628	\$ 4,387	\$ 3,185,793	\$ 3,051,848	\$ 133,945

Expenses

- Expenses are projecting \$68K lower and at \$2.94M.
- Personnel costs are \$36K lower from the 2 open Classified positions.
- Operational costs also decreased by \$32K with variances as follows:
 - \$22K less in Non-capitalized costs, including a \$9K Chromebook credit.
 - \$34K more in Legal costs for Procopio, Cory, Hargreaves & Savitch LLP.
 - \$33K less in Other Educational Consulting and Transportation costs.
 - \$14K less in lower projected School Supplies & Software.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 1,183,530	\$ 1,147,957	\$ (35,573)	\$ 1,307,632	\$ 1,258,204	\$ (49,429)
Classified Salaries	225,404	319,630	94,225	254,002	349,034	95,032
Benefits	425,433	637,120	211,687	483,705	695,146	211,441
Books and Supplies	140,162	143,126	2,964	166,575	156,225	(10,350)
Subagreement Services	66,343	144,291	77,947	103,429	157,577	54,148
Operations	90,870	66,260	(24,610)	104,056	72,284	(31,772)
Facilities	19,811	20,854	1,043	22,783	22,750	(33)
Professional Services	457,700	290,236	(167,463)	496,485	318,087	(178,398)
Total Expenses	\$ 2,609,254	\$2,769,474	\$ 160,220	\$ 2,938,667	\$ 3,029,307	\$ 90,640

Fund Balance

- Forecasted year-end surplus is 8% of total expenses.
- The year-end fund balance increased by 3.3% to 46.4% of annual expenses.
- MYA's fund balance remains at a good level which can support the school to meet it's 40/80 spending requirement.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (122,239)	\$ (286,846)	\$ 164,607	\$ 247,126	\$ 22,541	\$ 224,585
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>\$ 995,262</u>	<u>\$ 830,654</u>		<u>\$ 1,364,627</u>	<u>\$ 1,140,042</u>	
<i>As a % of Annual Expenses</i>	33.9%	27.4%		46.4%	37.6%	

Appendices

- Monthly Cash Flow / Forecast 22-23
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Compliance Reminders

Motivated Youth Academy

Monthly Cash Flow/Forecast FY22-23

Revised 07/05/23

ADA = 207.73



Revenues

8011	LCFF State Aid
8012	Education Protection Account
8019	State Aid - Prior Year
8096	In Lieu of Property Taxes

Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals
95,528	95,528	171,950	171,950	171,950	171,950	171,950	192,368	192,368	192,368	192,368	197,393	263,816
-	-	8,920	-	-	8,920	-	-	10,098	-	-	-	13,608
-	-	-	-	-	(241)	-	25	25	25	25	-	-
-	-	-	-	105,576	64,964	35,141	35,141	65,653	32,827	38,799	30,172	60,950
95,528	95,528	180,870	171,950	277,526	245,593	207,091	227,534	268,144	225,220	231,192	227,565	338,374

Annual Forecast
2,281,487
41,546
(141)
469,223
2,792,115

Original Budget Total	Favorable / (Unfav.)
ADA = 201.78	
2,107,751	173,736
40,356	1,190
-	(141)
329,647	139,577
2,477,754	314,361

Federal Revenue

8181	Special Education - Entitlement
8290	Title I, Part A - Basic Low Income
8291	Title II, Part A - Teacher Quality
8296	Other Federal Revenue
8299	Prior Year Federal Revenue

-	-	-	-	-	-	-	-	-	-	-	5,192	20,376
-	-	-	-	-	13,269	-	-	-	-	2,052	-	12,828
-	-	2,574	-	-	-	-	1,848	-	-	-	-	-
-	-	25,938	-	-	580	11,250	(7,424)	-	-	-	3,333	7,950
-	-	-	-	-	6,952	-	(4,475)	-	-	-	-	-
-	-	28,512	-	-	20,801	11,250	(10,051)	-	-	2,052	8,525	41,154

25,568
28,149
4,422
41,628
2,477
102,244

21,933	3,635
24,449	3,700
4,117	305
74,401	(32,773)
-	2,477
124,900	(22,656)

Other State Revenue

8311	State Special Education
8550	Mandated Cost
8560	State Lottery
8598	Prior Year Revenue
8599	Other State Revenue

-	-	-	-	-	-	12,156	13,306	-	62,132	-	23,086	46,149
-	-	-	-	7,354	-	-	-	-	-	-	-	-
-	-	-	-	-	-	13,774	-	17,861	-	-	-	17,618
-	-	-	-	-	66	10,182	-	-	5,622	(6,397)	-	-
-	-	-	-	8,000	-	-	-	-	1,218	-	1,327	(5,237)
-	-	-	-	15,354	66	36,112	13,306	17,861	68,972	(6,397)	24,413	58,529

156,829
7,354
49,253
9,473
5,308
228,216

122,375	34,454
6,302	1,052
40,585	8,668
-	9,473
272,333	(267,025)
441,594	(213,378)

Other Local Revenue

8660	Interest Revenue
8699	School Fundraising
8980	Contributions, Unrestricted

152	131	-	243	-	189	244	-	641	199	-	217	-
-	-	-	-	2,574	2,379	11,140	-	-	750	-	-	-
-	-	-	44,359	-	-	-	-	-	-	-	(0)	-
152	131	-	44,602	2,574	2,568	11,385	-	641	949	-	217	-

2,016
16,843
44,359
63,218

2,600	(584)
-	16,843
5,000	39,359
7,600	55,618

Total Revenue

95,680	95,659	209,382	216,552	295,454	269,028	265,838	230,789	286,646	295,141	226,847	260,720	438,058
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3,185,793

3,051,848	133,945
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Expenses

Certificated Salaries

1100	Teachers' Salaries
1175	Teachers' Extra Duty/Stipends
1200	Pupil Support Salaries
1300	Administrators' Salaries
1900	Other Certificated Salaries

17,673	76,413	71,526	73,096	73,607	67,030	63,813	72,826	70,029	68,262	71,577	72,885	-
625	3,674	2,199	2,310	2,535	2,348	2,205	2,348	2,348	2,443	3,731	11,107	-
15,453	18,571	14,571	14,571	14,571	14,592	14,571	14,571	14,571	22,911	20,277	15,292	-
19,249	23,282	19,082	19,082	20,608	24,985	24,224	24,733	23,970	26,777	22,284	24,184	-
404	456	847	596	717	391	-	-	-	-	-	634	-
53,403	122,396	108,225	109,655	112,038	109,346	104,812	114,477	110,917	120,392	117,868	124,102	-

798,736
37,871
194,521
272,458
4,045
1,307,632

780,745	(17,992)
34,175	(3,696)
183,503	(11,018)
259,781	(12,677)
-	(4,045)
1,258,204	(49,429)

Classified Salaries

2100	Instructional Salaries
2400	Clerical and Office Staff Salaries

3,717	11,635	7,817	5,842	5,467	4,675	3,097	6,620	6,347	5,656	6,620	9,869	-
12,659	15,421	9,826	13,501	16,022	15,508	14,634	15,937	14,426	15,063	14,917	18,729	-
16,375	27,056	17,643	19,343	21,489	20,183	17,731	22,557	20,773	20,719	21,537	28,598	-

77,361
176,641
254,002

114,608	37,247
234,426	57,785
349,034	95,032

Benefits

3101	STRS
3301	OASDI
3311	Medicare
3401	Health and Welfare
3501	State Unemployment
3601	Workers' Compensation
3901	Other Benefits

8,795	18,337	19,038	19,079	19,276	12,847	18,898	19,402	19,103	21,022	20,784	24,750	-
1,376	1,767	1,508	1,519	1,810	1,876	1,556	2,119	1,889	2,368	1,832	2,355	-
997	2,141	1,797	1,842	1,908	1,846	1,766	1,982	1,905	2,041	2,020	2,414	-
9,496	17,642	14,563	14,660	14,350	15,886	5,626	20,808	16,733	11,860	18,825	16,292	-
550	735	51	74	163	242	2,083	928	101	166	136	8,186	-
2,537	770	1,731	1,870	3,885	(144)	1,870	1,870	1,870	(97)	1,870	2,030	-
325	120	318	473	635	552	464	650	580	533	622	2,245	-
24,077	41,512	39,006	39,518	42,027	33,106	32,263	47,759	42,182	37,892	46,089	58,272	-

221,331
21,974
22,660
176,742
13,414
20,065
7,517
483,705

198,290	(23,041)
69,874	47,899
46,610	23,950
309,120	132,378
33,499	20,085
14,000	(6,066)
23,754	16,237
695,146	211,441

Books and Supplies

4100	Textbooks and Core Materials
4302	School Supplies
4305	Software
4310	Office Expense
4311	Business Meals
4400	Noncapitalized Equipment
4700	Food Services

-	-	-	-	-	-	-	-	-	-	-	6,690	-
103	130	17	-	44	1,191	229	(677)	389	1,919	-	2,860	-
20,722	1,308	25,773	6,844	1,133	1,398	9,521	2,069	1,472	13,180	2,659	6,024	-
604	4,241	604	3,629	3,135	1,291	2,109	2,041	2,296	5,108	4,916	5,752	-
-	75	1,030	-	185	342	-	31	-	-	-	788	-
10,840	1,514	108	3,729	13,975	(8,866)	334	-	2,372	967	(8,766)	4,000	-
-	-	-	-	-	-	-	2,200	236	-	462	300	-
32,268	7,269	27,531	14,202	18,472	(4,644)	12,192	5,663	6,764	21,174	(729)	26,413	-

6,690
6,205
92,102
35,723
2,451
20,206
3,198
166,575

50,000	43,310
3,365	(2,840)
25,000	(67,102)
11,321	(24,402)
11,352	8,901
55,187	34,981
-	(3,198)
156,225	(10,350)

Subagreement Services

5102	Special Education
5104	Transportation
5106	Other Educational Consultants

3,944	978	1,234	688	2,324	-	6,525	3,838	2,529	4,764	4,243	6,233	4,033
-	-	-	-	-	-	-	-	-	-	-	3,125	-
4,750	14,880	6,638	6,201	-	-	-	1,434	672	264	438	16,994	6,700
8,694	15,858	7,873	6,888	2,324	-	6,525	5,272	3,201	5,028	4,681	26,352	10,733

41,332
3,125
58,971
103,429

-	(41,332)
-	(3,125)
157,577	98,606
157,577	54,148

Motivated Youth Academy

Monthly Cash Flow/Forecast FY22-23

Revised 07/05/23

ADA = 207.73



Operations and Housekeeping

5201	Auto and Travel
5300	Dues & Memberships
5400	Insurance
5900	Communications
5901	Postage and Shipping

Facilities, Repairs and Other Leases

5601	Rent
5602	Additional Rent
5604	Other Leases

Professional/Consulting Services

5801	IT
5802	Audit & Taxes
5803	Legal
5804	Professional Development
5805	General Consulting
5806	Special Activities/Field Trips
5807	Bank Charges
5809	Other taxes and fees
5810	Payroll Service Fee
5811	Management Fee
5812	District Oversight Fee
5813	County Fees
5815	Public Relations/Recruitment

Total Expenses

Monthly Surplus (Deficit)

Cash Flow Adjustments

Monthly Surplus (Deficit)
Cash flows from operating activities
Depreciation/Amortization
Public Funding Receivables
Grants and Contributions Rec.
Due To/From Related Parties
Prepaid Expenses
Other Assets
Accounts Payable
Accrued Expenses
Other Liabilities

Total Change in Cash

Cash, Beginning of Month

Cash, End of Month

Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)										
1,330	6,891	-	-	1,264	341	-	929	621	-	-	1,000	-	12,376	8,000	(4,376)										
6,870	(4,995)	2,379	-	801	3,614	275	4,844	-	-	-	450	-	14,238	8,000	(6,238)										
2,184	1,545	2,160	1,751	1,751	1,751	1,751	1,751	1,751	(699)	4,281	2,992	-	22,970	25,300	2,330										
1,449	654	1,873	660	7,780	5,369	442	16,983	3,973	3,005	206	8,211	-	50,606	26,284	(24,322)										
100	536	394	-	786	468	-	679	171	47	153	533	-	3,867	4,700	833										
11,933	4,632	6,806	2,411	12,382	11,543	2,468	25,185	6,516	2,353	4,641	13,186	-	104,056	72,284	(31,772)										
1,896	2,001	-	3,523	1,761	-	1,761	1,761	1,761	1,761	1,761	2,192	-	20,180	22,750	2,571										
258	258	-	-	258	258	-	258	258	-	-	780	-	2,328	-	(2,328)										
2,135	(2,135)	-	-	-	-	-	275	-	-	-	-	-	275	-	(275)										
4,289	123	-	3,523	2,019	258	1,761	2,295	2,019	1,761	1,761	2,972	-	22,783	22,750	(33)										
17,143	(1,444)	4,018	2,316	2,416	5,330	2,376	5,491	4,022	2,491	4,036	3,381	-	51,576	-	(51,576)										
-	2,048	-	1,050	-	3,623	3,964	3,990	3,150	525	-	-	-	18,349	9,975	(8,374)										
-	-	1,323	5,534	669	5,373	23,672	4,749	14,029	-	33,065	14,333	-	102,747	50,000	(52,747)										
2,080	14,245	-	1,125	1,266	710	1,351	1,954	1,457	5,475	5,550	2,557	-	37,770	17,100	(20,670)										
2,500	6,150	14,463	7,345	17,972	17,540	14,953	16,283	17,536	12,486	13,504	13,291	-	154,022	172,500	18,478										
-	-	-	192	-	-	-	461	-	-	-	1,501	-	2,154	814	(1,340)										
-	-	70	-	25	25	25	25	25	25	15	9	-	244	-	(244)										
198	4,820	67	198	33	0	-	-	0	117	-	184	-	5,618	-	(5,618)										
1,371	2,679	1,732	1,483	1,515	1,492	1,865	1,915	2,207	2,546	2,410	1,750	-	22,964	16,000	(6,964)										
5,086	5,541	5,023	5,771	6,298	5,023	5,641	5,326	6,811	5,706	5,446	5,635	312	67,616	-	(67,616)										
-	-	-	-	4,705	4,704	2,408	11,299	3,556	2,329	2,329	2,048	(8,249)	25,129	23,500	(1,629)										
-	-	-	-	-	-	-	5,014	-	-	-	-	-	5,014	-	(5,014)										
-	1,248	-	-	-	-	-	-	-	-	-	2,034	-	3,282	28,198	24,916										
28,379	35,286	26,696	25,013	34,900	43,819	56,254	56,507	52,792	31,700	66,355	46,722	(7,937)	496,485	318,087	(178,398)										
179,419	254,132	233,779	220,553	245,652	213,611	234,008	279,715	245,165	241,019	262,202	326,616	2,796	2,938,667	3,029,307	90,640										
(83,739)	(158,473)	(24,397)	(4,001)	49,803	55,417	31,830	(48,926)	41,480	54,121	(35,355)	(65,896)	435,261	247,126	22,541	224,585										
(83,739)	(158,473)	(24,397)	(4,001)	49,803	55,417	31,830	(48,926)	41,480	54,121	(35,355)	(65,896)	435,261	247,126	<table><tr><td>Cert.</td><td>Instr.</td></tr><tr><td>51.1%</td><td>64.1%</td></tr><tr><td>353,070</td><td>(506,084)</td></tr><tr><td colspan="2">Pupil:Teacher Ratio</td></tr><tr><td colspan="2">15.98 : 1</td></tr></table>		Cert.	Instr.	51.1%	64.1%	353,070	(506,084)	Pupil:Teacher Ratio		15.98 : 1	
Cert.	Instr.																								
51.1%	64.1%																								
353,070	(506,084)																								
Pupil:Teacher Ratio																									
15.98 : 1																									
-	-	-	-	-	-	-	-	-	-	-	-	-	-												
-	-	-	-	-	-	-	-	-	(1,218)	-	(15,945)	(438,058)	(455,221)												
11,772	65,552	45,510	5,353	-	(17,075)	72,007	3,822	-	2,710	6,514	-	-	196,165												
-	-	-	-	-	-	1,116	-	-	-	-	-	-	1,116												
23,505	(3,842)	5,333	15,766	(17,151)	(11,948)	(2,521)	22,438	(9,845)	(45,872)	1,665	-	-	(22,470)												
-	-	-	-	-	-	-	-	-	-	-	-	-	-												
(12,513)	(6,522)	5,022	(36)	-	-	563	(563)	-	-	-	-	2,796	(11,252)	<table><tr><td colspan="2">Pupil:Teacher Ratio</td></tr><tr><td colspan="2">15.98 : 1</td></tr></table>		Pupil:Teacher Ratio		15.98 : 1							
Pupil:Teacher Ratio																									
15.98 : 1																									
(5,171)	(24,581)	(10,526)	3,048	(4,613)	(27,383)	(24,817)	(8,204)	(14,150)	(8,620)	(6,762)	-	-	(131,779)												
2,863	-	45,086	(44,359)	148,090	59,414	-	12,476	50,969	105,887	39,291	(35,371)	-	384,346												
(63,283)	(127,866)	66,028	(24,228)	176,129	58,426	78,179	(18,958)	68,454	107,009	5,353	(117,213)		# Days Cash												
													180												
1,243,991	1,180,708	1,052,843	1,118,870	1,094,642	1,270,771	1,329,197	1,407,376	1,388,418	1,456,873	1,563,882	1,569,235														
1,180,708	1,052,843	1,118,870	1,094,642	1,270,771	1,329,197	1,407,376	1,388,418	1,456,873	1,563,882	1,569,235	1,452,022														

MY Academy Charter**Budget vs Actual**

For the period ended May 31, 2023

	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	\$ 192,368	\$ 189,696	\$ 2,672	\$ 1,820,278	\$1,728,339	\$ 91,939	\$2,107,751
Education Protection Account	-	-	-	27,938	30,282	(2,344)	40,356
State Aid - Prior Year	25	-	25	(141)	-	(141)	-
In Lieu of Property Taxes	38,799	23,075	15,724	378,101	283,497	94,604	329,647
Total State Aid - Revenue Limit	231,192	212,771	18,421	2,226,176	2,042,118	184,058	2,477,754
Federal Revenue							
Special Education - Entitlement	-	1,974	(1,974)	-	17,986	(17,986)	21,933
Title I, Part A - Basic Low Income	2,052	-	2,052	15,321	24,449	(9,128)	24,449
Title II, Part A - Teacher Quality	-	-	-	4,422	4,117	305	4,117
Other Federal Revenue	-	-	-	30,344	55,801	(25,456)	74,401
Prior Year Federal Revenue	-	-	-	2,477	-	2,477	-
Total Federal Revenue	2,052	1,974	78	52,564	102,353	(49,789)	124,900
Other State Revenue							
State Special Education	-	11,014	(11,014)	87,594	100,347	(12,753)	122,375
Mandated Cost	-	-	-	7,354	6,302	1,052	6,302
State Lottery	-	-	-	31,635	20,292	11,343	40,585
Prior Year Revenue	(6,397)	-	(6,397)	9,473	-	9,473	-
Other State Revenue	-	-	-	9,218	204,250	(195,032)	272,333
Total Other State Revenue	(6,397)	11,014	(17,411)	145,274	331,190	(185,916)	441,594
Other Local Revenue							
Interest Revenue	-	217	(217)	1,799	2,383	(584)	2,600
School Fundraising	-	-	-	16,843	-	16,843	-
Contributions, Unrestricted	-	417	(417)	44,359	4,583	39,775	5,000
Total Other Local Revenue	-	633	(633)	63,001	6,967	56,035	7,600
Total Revenues	226,847	226,392	454	2,487,015	2,482,628	4,387	3,051,848
Expenses							
Certificated Salaries				1,183,530			
Teachers' Salaries	71,577	70,200	(1,377)	725,851	710,545	(15,306)	780,745
Teachers' Extra Duty/Stipends	3,731	3,107	(624)	26,764	31,068	4,304	34,175
Pupil Support Salaries	20,277	15,292	(4,985)	179,229	168,211	(11,018)	183,503
Administrators' Salaries	22,284	21,648	(635)	248,274	238,133	(10,141)	259,781
Other Certificated Salaries	-	-	-	3,412	-	(3,412)	-
Total Certificated Salaries	117,868	110,247	(7,621)	1,183,530	1,147,957	(35,573)	1,258,204
Classified Salaries				225,404			
Instructional Salaries	6,620	9,869	3,249	67,492	104,739	37,247	114,608
Clerical and Office Staff Salaries	14,917	19,536	4,618	157,912	214,891	56,978	234,426
Total Classified Salaries	21,537	29,404	7,868	225,404	319,630	94,225	349,034
Benefits				425,433			
State Teachers' Retirement System, certificated positions	20,784	17,375	(3,409)	196,581	180,916	(15,666)	198,290
OASDI/Medicare/Alternative, certificated positions	1,832	5,886	4,055	19,620	63,987	44,367	69,874
Medicare/Alternative, certificated positions	2,020	4,050	2,030	20,246	42,560	22,314	46,610
Health and Welfare Benefits, certificated positions	18,825	25,760	6,935	160,451	283,360	122,909	309,120
State Unemployment Insurance, certificated positions	136	1,675	1,539	5,228	31,824	26,596	33,499
Workers' Compensation Insurance, certificated positions	1,870	1,216	(654)	18,035	12,783	(5,252)	14,000
Other Benefits, certificated positions	622	2,064	1,442	5,272	21,690	16,418	23,754
Total Benefits	46,089	58,026	11,938	425,433	637,120	211,687	695,146
Books & Supplies							
Textbooks and Core Materials	-	4,167	4,167	-	45,833	45,833	50,000
School Supplies	-	280	280	3,345	3,080	(265)	3,365
Software	2,659	2,083	(576)	86,079	22,917	(63,162)	25,000
Office Expense	4,916	943	(3,972)	29,972	10,378	(19,594)	11,321
Business Meals	-	946	946	1,663	10,406	8,743	11,352
Noncapitalized Equipment	(8,766)	4,592	13,358	16,206	50,513	34,307	55,187
Food Services	462	-	(462)	2,898	-	(2,898)	-
Total Books & Supplies	(729)	13,012	13,741	140,162	143,127	2,964	156,225
Subagreement Services							
Special Education	4,243	-	(4,243)	31,066	-	(31,066)	-
Other Educational Consultants	438	13,117	12,679	35,277	144,291	109,013	157,577
Total Subagreement Services	4,681	13,117	8,436	66,343	144,291	77,947	157,577

MY Academy Charter**Budget vs Actual**

For the period ended May 31, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Operations & Housekeeping							
Auto and Travel	-	667	667	11,376	7,333	(4,043)	8,000
Dues & Memberships	-	667	667	13,788	7,333	(6,455)	8,000
Insurance	4,281	2,108	(2,173)	19,978	23,192	3,214	25,300
Communications	206	2,190	1,984	42,395	24,094	(18,301)	26,284
Postage and Shipping	153	392	238	3,334	4,308	975	4,700
Total Operations & Housekeeping	4,641	6,024	1,383	90,870	66,260	(24,610)	72,284
Facilities, Repairs & Other Leases							
Rent	1,761	1,896	134	17,988	20,854	2,866	22,750
Additional Rent	-	-	-	1,548	-	(1,548)	-
Other Leases	-	-	-	275	-	(275)	-
Total Facilities, Repairs & Other Leases	1,761	1,896	134	19,811	20,854	1,043	22,750
Professional/Consulting Services							
IT	4,036	-	(4,036)	48,195	-	(48,195)	-
Audit & Taxes	-	-	-	18,349	9,975	(8,374)	9,975
Legal	33,065	4,167	(28,899)	88,414	45,833	(42,581)	50,000
Professional Development	5,550	1,425	(4,125)	35,213	15,675	(19,538)	17,100
General Consulting	13,504	14,375	871	140,731	158,125	17,394	172,500
Special Activities/Field Trips	-	68	68	653	745	92	814
Bank Charges	15	-	(15)	235	-	(235)	-
Other Taxes and Fees	-	-	-	5,434	-	(5,434)	-
Payroll Service Fee	2,410	1,333	(1,077)	21,214	14,667	(6,548)	16,000
Management Fee	5,446	-	(5,446)	61,669	-	(61,669)	-
District Oversight Fee	2,329	2,018	(311)	31,330	19,368	(11,962)	23,500
County Fees	-	-	-	5,014	-	(5,014)	-
Public Relations/Recruitment	-	2,350	2,350	1,248	25,848	24,600	28,198
Total Professional/Consulting Services	66,355	25,736	(40,619)	457,700	290,236	(167,464)	318,087
Total Expenses	262,202	257,462	(4,740)	2,609,254	2,769,474	160,220	3,029,307
Change in Net Assets	(35,355)	(31,069)	(4,286)	(122,239)	(286,846)	164,607	22,541
Net Assets, Beginning of Period	1,030,616			1,117,501			
Net Assets, End of Period	\$ 995,261			\$ 995,261			

MY Academy Charter**Statement of Financial Position****May 31, 2023**

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 962,317	\$ 1,243,991	\$ (281,675)	-23%
Restricted Cash	606,918	-	606,918	0%
Cash & Cash Equivalents	1,569,235	1,243,991	325,243	26%
Accounts Receivable	38,926	235,091	(196,165)	-83%
Public Funding Receivables	1,218	-	1,218	0%
Due To/From Related Parties	-	1,116	(1,116)	-100%
Prepaid Expenses	72,742	50,271	22,470	45%
Total Current Assets	1,682,120	1,530,469	151,651	10%
Total Assets	\$ 1,682,120	\$ 1,530,469	\$ 151,651	10%
Liabilities				
Current Liabilities				
Accounts Payable	\$ -	\$ 14,049	\$ (14,049)	-100%
Accrued Liabilities	79,941	211,719	(131,779)	-62%
Deferred Revenue	606,918	187,201	419,717	224%
Total Current Liabilities	686,859	412,969	273,890	66%
Total Liabilities	686,859	412,969	273,890	66%
Total Net Assets	995,261	1,117,501	(122,239)	-11%
Total Liabilities and Net Assets	\$ 1,682,120	\$ 1,530,469	\$ 151,651	10%

MY Academy Charter**Statement of Cash Flows****For the period ended May 31, 2023**

	Month Ended 05/31/23	YTD Ended 05/31/23
Cash Flows from Operating Activities		
Change in Net Assets	\$ (35,355)	\$ (122,239)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	-	(1,218)
Grants, Contributions & Pledges Receivable	6,514	196,165
Due from Related Parties	-	1,116
Prepaid Expenses	1,665	(22,470)
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	-	(14,049)
Accrued Expenses	(6,762)	(131,779)
Deferred Revenue	39,291	419,717
Total Cash Flows from Operating Activities	5,353	325,243
Change in Cash & Cash Equivalents	5,353	325,243
Cash & Cash Equivalents, Beginning of Period	1,563,882	1,243,991
Cash and Cash Equivalents, End of Period	\$ 1,569,235	\$ 1,569,234

MY Academy Charter**Check Register****For the period ended May 31, 2023**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20342	Amazon Capital Services	Office Supplies	5/4/2023	\$ 109.77
20343	Berkshire Hathaway Homestate Companies	Workers Comp - 03/23	5/4/2023	2,179.49
20344	C and L Hath Consulting, LLC	Marketing Materials	5/4/2023	2,313.18
20345	California Pacific Charter Schools	Consulting Svcs - 03/23	5/4/2023	1,075.85
20346	Charter Impact	Business Mgmt Svcs - 05/23 & Payroll Processing Fee - 04/23	5/4/2023	5,319.25
20347	Charter Schools Development Center	2023 Leadership Intensive Tuition - 06/26/23 - 06/30/23	5/4/2023	4,950.00
20348	Keyn Group, LLC	IT Svcs & Software & Postage	5/4/2023	3,383.98
20349	YMCA of San Diego County	Joiner's and Membership Fee - Candido, Brisa	5/4/2023	246.00
20350	YMCA of San Diego County	Joiner's and Membership Fee - Jimenez, C	5/4/2023	192.00
20351	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 04/25/23	5/5/2023	1,733.14
20352	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 04/25/23	5/5/2023	27.00
20353	Procopio, Cory, Hargreaves & Savitch LLP	Legal Svcs through 03/31/23	5/11/2023	3,240.07
20354	Alpha Vision, Inc.	IT Svcs - 04/23 & 05/23	5/17/2023	295.00
20355	Amazon Capital Services	Office Supplies	5/17/2023	33.16
20356	Berkshire Hathaway Homestate Companies	Workers Comp - 04/23	5/17/2023	2,353.80
20357	CaliforniaChoice Benefit Administrators	Health Ins. - 06/23	5/17/2023	16,315.20
20358	CCEMC	2023 Conference Registration Fee - Blitzstein, M	5/17/2023	600.00
20359	Charter Impact	Student Data Svcs - 04/23	5/17/2023	422.50
20360	ChoiceBuilder	Health Insurance - 06/23	5/17/2023	1,369.52
20361	Clifton Larson Allen LLP	Legal Svcs	5/17/2023	1,050.00
20362	Corodata Records Management, Inc.	Record Storage - 04/01/23 - 04/30/23	5/17/2023	60.52
20363	KM Educational Consulting and Executive Coaching S	Consulting Svcs - 04/23	5/17/2023	1,837.50
20364	KRA Corporation	Consulting Svcs - Career Coaching - 04/01/23 - 04/30/23	5/17/2023	5,611.18
20365	Larry Albert Alvarado	Stipend - 05/23	5/17/2023	600.00
20366	Law Office of Young, Minney & Corr. LLP	Legal Svcs - 04/10/23 - 04/11/23	5/17/2023	335.00
20367	Liminex, Inc.	GoGuardian License (500) - 05/01/23 - 04/30/25	5/17/2023	2,625.00
20368	Propio LS, LLC	SpEd Svcs	5/17/2023	27.59
20369	R&B Communications	IT Svcs - 04/23	5/17/2023	491.00
20370	Specialized Therapy Services, Inc.	SpEd Svcs - 03/23	5/17/2023	2,256.25
20371	TSW Therapy, Inc.	SpEd Svcs - 04/03/23 - 04/28/23	5/17/2023	1,959.38
20372	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 05/10/2023	5/19/2023	763.65
20373	Amazon Capital Services	Office Supplies	5/23/2023	8.17
20374	California Pacific Charter Schools	Consulting Svcs - 04/23	5/23/2023	1,078.98
20375	USA Custom Pad Corp	Shipping Charge	5/23/2023	53.26
20376	Verizon Wireless	Communication Svcs - 04/06/23 - 05/05/23	5/23/2023	206.00
20377	Campo Cafe	Meals - 03/23	5/24/2023	462.00
20378	Procopio, Cory, Hargreaves & Savitch LLP	Legal Svcs through 05/17/23 & 08/31/22	5/24/2023	28,440.42
ACH	Michael P. Humphrey	Stipend - 05/23	5/17/2023	600.00
ACH	Michael P. Humphrey	Stipend - 05/23 - Additional	5/17/2023	450.00
ACH	Peter Matz	Stipend - 05/23	5/17/2023	600.00
ACH	Steve Fraire	Stipend - 05/23	5/17/2023	600.00
ACH	William W. Hall	Stipend - 05/23	5/17/2023	600.00
ACH	William W. Hall	Stipend - 05/23 - Additional	5/17/2023	<u>450.00</u>
Total Disbursements Issued in May				\$ <u>97,324.81</u>

MY Academy Charter

Accounts Payable Aging

May 31, 2023

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 \$ - \$ - \$ - \$ - \$ - \$ -

Motivated Youth Academy
60-Day Compliance Calendar
May 31, 2023

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jul-07	Final ERMHS Report (Special Education) - Financial reporting for year-end actuals are due for Sonoma SELPA members.	Charter Impact with MYA support	No	No	https://www.sonomacharterselpa.org/
FINANCE	Jul-14	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 April 1, 2023- June 30, 2023.	Charter Impact with MYA support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
DATA TEAM	Jul-28	CALPADS EOY 1, 2, 3 and 4 certification deadline - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 8/25/2023.	MYA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Jul-31	Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2022 Report 1 and 2021 Report 4 - Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with MYA support	No	No	https://www.cde.ca.gov/sp/sw/t1/csileagrnrpt.asp
FINANCE	Jul-31	Federal Cash Management - Period 1 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV 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/
GOVERNANCE	Jul-31	Annual review of organization's Fiscal Policies - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Charter Impact with MYA support	Yes	No	
FINANCE	Aug-25	Mandate Block Grant Application - Mandate Block Grant funding is available to fund the costs of mandated programs and activities. The Mandate Block Grant application is the only option for charter schools to receive this funding. (2023/24 budget funding per PY ADA K-8 \$19.85, 9-12 \$55.17).	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/ca/mandatebg.asp
DATA TEAM	Aug-25	CALPADS EOY 1, 2, 3 and 4 Amendment Window Deadline - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 8/25/2023.	MYA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
DATA TEAM	Aug-31	Administer English Language Proficiency Assessment for California (ELPAC) Initial Assessment - Based on the results of the home language survey, every pupil in California whose native language is not English is required to be tested within 30 days of the start of school. Be sure to note your school's 30th day of instruction and test all ELPAC students before that date. This reporting is used for students' academic performance and state and federal accountability reporting requirements.	MYA	No	No	https://www.cde.ca.gov/ta/tg/ep/
FINANCE	Sep-08	Unaudited Actual Reports - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Due Date TBD	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with MYA support	Yes	No	https://www.cde.ca.gov/fg/aa/co/index.asp

Coversheet

Reappointment of Board of Director

Section: X. Board Governance
Item: A. Reappointment of Board of Director
Purpose: Vote
Submitted by:
Related Material: MYA Second Amended Bylaws-Jan 2023_SIGNED.pdf
Oath of Office_ Larry Alvarado July 2023.pdf

BACKGROUND:

The Second Amended Bylaws of Motivated Youth Academy state in Article VI Board of Directors:

Section 6.05 Terms of Office. With the exception of the initial Board that served five-year terms, each Director shall hold office for a three-year term, but the Board may designate a particular Director to serve a one-, two- or three-year term in order to maintain staggered terms on the Board. Each incumbent Director shall serve until a successor has been elected and seated by the Board. There shall be no limitation on the number of consecutive terms to which a Director may be re-elected.

RECOMMENDATION:

It is recommended the Board approve the reappointment of Larry Alvarado.

**SECOND AMENDED BYLAWS
OF
MOTIVATED YOUTH ACADEMY CHARTER SCHOOL
(A California Nonprofit Public Benefit Corporation)**

Adopted on January 12, 2023

ARTICLE I. NAME

Section 1.01 Corporate Name. The name of this corporation is Motivated Youth Academy Charter School (hereinafter, the “Corporation”).

ARTICLE II. OFFICES

Section 2.01 Principal Office. The principal office of the Corporation is located at 500 La Terraza Blvd, Suite 150 Escondido, CA 92025. The Board of Directors (“Board”) may change the principal office from one location to another within the State of California.

Section 2.02 Other Offices. The Board may at any time establish branch or subordinate offices at any place or places where this Corporation is qualified to conduct its activities.

ARTICLE III. PURPOSES

Section 3.01 Description in Articles. The Corporation’s general and specific purposes are described in its Articles of Incorporation.

ARTICLE IV. DEDICATION OF ASSETS

Section 4.01 Dedication of Assets. This Corporation’s assets are irrevocably dedicated to charitable and educational purposes. No part of the net earnings, properties, or assets of the Corporation, on dissolution or otherwise, shall insure to the benefit of any private person or individual, or to any Director or officer of the Corporation. Upon dissolution of the Corporation, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the Corporation shall be distributed as set forth in its Articles of Incorporation.

ARTICLE V. NO MEMBERS

Section 5.01 No Members. The Corporation shall have no members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

Section 5.02 Authority Vested in the Board. Any action that otherwise requires approval by a majority of all members, or approval by the members, requires only approval of the Board. All rights that would otherwise vest under the California Nonprofit Public Benefit Corporation Law in the members shall vest in the Board.

Section 5.03 Associates. The Corporation may use the term “members” to refer to persons associated with it, but such persons shall not be corporate members within the meaning of Section 5056 of the California Nonprofit Public Benefit Corporation Law.

ARTICLE VI. BOARD OF DIRECTORS

Section 6.01 General Powers. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and any limitations of the Articles of Incorporation or these Bylaws, the Corporation's activities and affairs shall be conducted, and all corporate powers shall be exercised, by or under the direction of the Board. The Board may delegate the management of the Corporation's activities to any person(s), management company, or committees, however composed, provided that the Corporation's activities and affairs shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 6.02 Specific Powers. Without prejudice to such general powers, but subject to the same limitations, the Board shall have the following powers:

(a) To approve personnel policies and monitor their implementation; to select and remove certain officers, agents, and employees of the Corporation, and to prescribe such powers and duties for them as are compatible with law, the Articles of Incorporation, or these Bylaws; to fix their compensation;

(b) To conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations to do so which are not inconsistent with law, the Corporation's Articles of Incorporation, or these Bylaws;

(c) To change the principal office or the principal business office in California from one location to another; cause the Corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; and conduct its activities in or outside California;

(d) To borrow money and incur indebtedness for the Corporation's purposes and to cause to be executed and delivered therefore, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and security therefore;

(e) To carry on a business and apply any revenues in excess of expenses that result from the business activity to any activity that it may lawfully engage in;

(f) To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey, or otherwise dispose of real and personal property;

(g) To act as trustee under any trust incidental to the principal object of the Corporation, and to receive, hold, administer, exchange, and expend funds and property subject to such trust; and

(h) To enter into any contracts or other instruments, and do any and all other things incidental to or expedient for attainment of the Corporation's purposes.

Section 6.03 Number of Directors. The Board shall consist of a minimum of three (3) and no more than nine (9) Directors, with the actual number to be determined from time to time by the Board. If a charter authorizer representative serves on the Board pursuant to Education Code Section 47604(c), the Board may elect an additional Director to maintain an odd number of Directors, even in excess of the

nine (9) Director limit described in this section.

Section 6.04 Election of Directors. Unless an alternative process is adopted or implemented by the Board, candidates shall be nominated, evaluated and elected as follows:

(a) The Board will appoint an advisory committee to identify qualified candidates for election to the Board, and will endeavor to appoint the committee at least thirty (30) days before any election of Director(s). The committee will prepare and provide the Board a list of qualified candidates nominated by the committee, and will endeavor to complete and provide the Board such list at least seven (7) days before the election or at such other time as the Board may direct. If available at the time, the Secretary shall also provide the Board with a copy of the list when sending notice of the meeting at which the election will be held, or as soon as possible thereafter.

(b) Directors shall be elected by a majority vote of the Directors then in office, typically at the Board's annual meeting. All Directors shall have full voting rights.

Section 6.05 Terms of Office. With the exception of the initial Board that served five-year terms, each Director shall hold office for a three-year term, but the Board may designate a particular Director to serve a one-, two- or three-year term in order to maintain staggered terms on the Board. Each incumbent Director shall serve until a successor has been elected and seated by the Board. There shall be no limitation on the number of consecutive terms to which a Director may be re-elected.

Section 6.06 Events Causing Vacancies on Board. A vacancy on the Board shall be deemed to exist if a Director dies, resigns, is removed, or if the authorized number of Directors is increased. The Board may declare vacant the office of a Director who has been declared of unsound mind by a final order of court, convicted of a felony, or found by a final order or judgment of any court to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law. Vacancies on the Board shall be filled by the vote of a majority of Directors then in office. Each Director so elected shall hold office until the expiration of the term of the replaced Director and until a successor has been duly elected and seated by the Board.

Section 6.07 Removal. Any Director may be removed at any time by a majority vote of the Board, with or without cause.

Section 6.08 Resignation. Subject to Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the Executive Director/CEO, the Board President, or the Board as a whole, unless the notice specifies a later time for the effectiveness of such resignation. If the resignation is effective at a future time, a successor may be elected before then to take office when the resignation becomes effective. No Director may resign when the Corporation would then be left without at least one (1) Director in charge of its affairs.

Section 6.09 Brown Act and Charter Schools Act Compliance; Location of Meetings. Meetings of the Board with respect to charter school operations shall be called, held, and conducted in accordance with the terms and provisions of the Ralph M. Brown Act (Government Code Sections 54950, *et seq.*) ("Brown Act") and the Charter Schools Act.

Section 6.10 Annual Meetings. The Board shall meet annually for the purpose of organization, election of directors and officers and the transaction of such other business as may properly be brought before the meeting.

Section 6.11 Regular Meetings. The Board shall hold regular meetings, along with the annual

meetings, at such times and places as may from time to time be fixed by the Board. Regular meetings of the Board related to charter school operations shall be called, held, and conducted in accordance with the Brown Act and the Charter Schools Act, including that agendas for such meetings will be posted seventy-two (72) hours prior to the meeting in a location that is freely accessible to members of the public and on the school's website. The notice shall contain a brief general description of each item of business to be transacted or discussed at the meeting.

Section 6.12 Special Meetings. Special meetings of the Board for any purpose may be called at any time by the Executive Director/CEO, the Board President, or any two Directors. Notice of the time and place of special meetings shall be delivered to each Director personally or by telephone or email. Notice of special meetings related to charter school operations shall be provided at least twenty-four (24) hours prior to the meeting and shall be held in locations and in a manner consistent with the Brown Act and the Charter School Act.

Section 6.13 Quorum. A majority of the actual number of Directors then in office shall constitute a quorum. Every action taken or decision made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board, subject to the provisions of Corporations Code Section 5212 (appointment of committees), Section 5233 (approval of contracts or transactions in which a director has a direct or indirect material financial interest), Section 5234 (approval of certain transactions between corporations having common directorships), Section 5235 (compensation of directors or officers), and Section 5238(e) (indemnification of directors), and except as may be otherwise provided under the Political Reform Act, if applicable. A meeting at which a quorum is initially present may continue to transact business, notwithstanding the withdrawal of Directors, but no action can be taken unless and until a quorum is restored. Directors may not vote by proxy.

Section 6.14 Participation by Teleconference. Directors may participate in a meeting of the Board through the use of teleconference telephone, electronic video communication, or similar communications equipment, so long as each Director participating in such meeting can communicate with all of the other Directors concurrently and is provided the means of participating in all matters before the Board. In addition, a Board meeting related to charter school operations must be noticed and conducted in compliance with Section 54953(b) of the Brown Act and the Charter Schools Act, including without limitation the following:

- (a) At a minimum, a quorum of the members of the Board shall participate in the teleconference meeting from locations within the Corporation's jurisdiction;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) Agendas shall be posted at all teleconference locations, with each location identified in the notice and agenda of the meeting;
- (d) All locations where a member of the Board participates via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and
- (f) Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Section 6.15 Waiver of Notice. Notice of a meeting need not be given to any Director who signs a waiver of notice or a written consent to holding the meeting or an approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting the lack of notice to such Director prior thereto or at its commencement. All such waivers, consents, and approvals shall be filed with the corporate records or made a part of the minutes of the meetings.

Section 6.16 Action Without Meeting. The Board may take action without a meeting with respect to activities that are not related to charter school operations, if any, so long as all Directors on the Board consent in writing to such action and if allowed by applicable law under the Government and Educations Codes. Such written consents shall have the same effect as a unanimous vote of the Board and shall be filed with the minutes of the Board.

Section 6.17 Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any Board meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of any adjournment to another time or place shall be given prior to the adjourned meeting to the Directors who were not present at the time of the adjournment.

Section 6.18 Compensation and Reimbursement. Directors may receive such compensation for their service as Directors and/or officers as the Board may establish by resolution to be just and reasonable compensation as to the Corporation at the time that the resolution is adopted. The Board may approve the reimbursement of a Director's actual and necessary expenses incurred when conducting the Corporation's business.

Section 6.19 Interested Person. No more than forty-nine percent (49%) of the persons serving on the Board may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

ARTICLE VII. BOARD OFFICERS

Section 7.01 Board Officers. The Corporation shall have the following Board officer positions, which shall be filled by Directors currently serving on the Board pursuant to Section 7.02 below, and who shall have such authority and duties as the Board may determine including the following:

- (a) Board President, who shall preside at Board meetings;
- (b) Board Vice President, who shall preside at Board meetings in the absence of the Board President; and
- (c) Board Clerk, who may preside at Board meetings and fulfill the Board President's responsibilities described above in the absence of the Board Vice President or the Board President. In addition to the Board President, the Board Clerk shall sign and review the Board approved minutes of this Corporation.

Section 7.02 Election of Board Officers. The Board officers shall be elected annually by a majority vote of the Board at a regular or special meeting of the Board, shall serve at the pleasure of the Board for one (1) year terms without a limitation on the number of consecutive terms, and shall hold their

respective offices until their resignation, removal, or other disqualification from service.

Section 7.03 Removal of Board Officers. Any Board officer may be removed, with or without cause, by a majority vote of the Board at any time. Such removal shall be without prejudice to the rights, if any, of an officer under any contract of employment.

Section 7.04 Resignation of Board Officers. Any Board officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the Corporation under any contract to which the officer is a party. Any such resignation shall take effect upon receipt of that notice or at any later time specified by that notice and, unless otherwise specified in that notice, the acceptance of such resignation shall not be necessary to make it effective.

Section 7.05 Board Officer Vacancies. A vacancy in any Board office for any reason shall be filled in the manner provided in Section 7.02 for the election of Board officers, except that such vacancies shall be filled as they occur (rather than annually).

ARTICLE VIII. CORPORATE OFFICERS

Section 7.06 Corporate Officers. The Corporation shall have the following corporate officer positions, which are typically held by employees or contractors of the Corporation, who shall have the following duties and shall serve pursuant to their contracts of employment:

(a) Executive Officer, who shall be the general manager and chief executive officer of the Corporation, and, subject to the control of the Board and their employment contract, shall generally supervise, direct, and control the activities, affairs, and employees of the Corporation, and shall see that all resolutions of the Board are carried into effect, and shall perform any and all other duties assigned by the Board, and by contract if an employee. The Executive Officer shall be reported on the Statement of Information filed with the Secretary of State as the Chief Executive Officer of the Corporation.

(b) Chief Financial Officer, who shall supervise the charge and custody of all funds of this Corporation, the deposit of such funds in the manner prescribed by the Board, and the keeping and maintaining of adequate and correct accounts of the Corporation's properties and business transactions, shall render reports and accountings as required, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws. The Chief Financial Officer shall be reported on the Statement of Information filed with the Secretary of State as the Chief Financial Officer of the Corporation.

(c) Secretary, who shall be responsible for keeping a full and complete record of the proceedings of the Board and its committees, giving such notices as may be proper and necessary, keep the minute books of this Corporation, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws. The Secretary shall be reported on the Statement of Information filed with the Secretary of State as the Secretary of the Corporation.

Section 7.07 Duplication of Office Holders. Any number of offices may be held by the same person, except that neither the Secretary, the Treasurer (if any) nor the Chief Financial Officer may serve concurrently as the Board President or the Executive Officer.

Section 7.08 Compensation of Officers. Subject to Section 6.18 above, the salaries of officers, if any, shall be fixed from time to time by resolution of the Board, or in the case of corporate officers hired by the Executive Officer, the Executive Officer shall have the authority to fix such corporate officers' salaries, if any. In all cases, any salaries received by the Corporation's officers shall be reasonable and given in return for services actually rendered for the Corporation which relate to the performance of the

charitable purposes of the Corporation.

ARTICLE IX. COMMITTEES

Section 8.01 Board Committees. The Board may create one or more committees, each consisting of two (2) or more Directors or others to serve at the pleasure of the Board, and may delegate to such committee any of the authority of the Board, except with respect to:

- (a) Final action on any matter that, by law, requires approval of all of the Directors or a majority of all of the Directors;
- (b) The filling of vacancies on the Board or on any committee which has the authority of the Board;
- (c) The fixing of compensation, if any, of the Directors for serving on the Board or on any committee;
- (d) The amendment or repeal of the Corporation's Bylaws or the adoption of new Bylaws;
- (e) The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- (f) The appointment of other committees having the authority of the Board; or
- (g) The expenditure of corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected.

Committees must be created, and the members thereof appointed, by resolution adopted by a majority of the number of Directors then in office. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee.

Section 8.02 Meetings and Action of Board Committees. Meetings and actions of Board committees shall be governed generally by, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board, except that special meetings of committees may also be called by resolution of the Board. Meetings of committees related to charter school operations shall be conducted in accordance with the Brown Act, if applicable. The Board may prescribe the manner in which proceedings of any such committee shall be conducted, so long as such rules are consistent with these Bylaws and the Brown Act, if applicable. In the absence of any such rules by the Board, each

committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Minutes shall be kept of each meeting of each committee and shall be filed with the corporate records.

Section 8.03 Revocation of Delegated Authority to Board Committees. The Board may, at any time, revoke or modify any or all of the authority so delegated to a committee, increase or decrease, but not below two (2), the numbers of its members, and may fill vacancies therein from the members of the Board.

Section 8.04 Audit Committee. For any tax year in which the Corporation has non-governmental gross revenues of \$2 million or more or is otherwise required by applicable law to have an independent

audit, this Corporation shall have an Audit Committee whose members shall be appointed by the Board, and may include both Directors and non-Directors, subject to the following limitations: (a) members of the Finance Committee, if any, shall constitute less than one-half of the membership of the Audit Committee; (b) the Chair of the Audit Committee may not be a member of the Finance Committee, if any; (c) the Audit Committee may not include any member of the staff, including the Chief Executive Officer and the Chief Financial Officer; (d) the Audit Committee may not include any person who has a material financial interest in any entity doing business with this Corporation; and (e) Audit Committee members may not receive compensation greater than the compensation paid to Directors for their service on the Board (as provided herein, members of the Board are not compensated for service on the Board).

The Audit Committee shall: (1) recommend to the full Board for approval the retention and, when appropriate, the termination of an independent certified public accountant to serve as auditor; (2) subject to the supervision of the full Board, negotiate the compensation of the auditor on behalf of the Board; (3) confer with the auditor to satisfy the Audit Committee members that the financial affairs of this Corporation are in order; (4) review and determine whether to accept the audit; and (5) approve performance of any non-audit services provided to this Corporation by the auditor's firm.

ARTICLE X. INDEMNIFICATION AND INSURANCE

Section 9.01 Indemnification. To the fullest extent permitted by law, the Corporation shall indemnify its Directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the Corporation by reason of the fact that the person is or was a person described in that section. "Expenses" shall have the same meaning herein as in Section 5238(a) of the Corporations Code. On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238(b) or Section 5238(c), the Board of Directors shall promptly decide under Corporations Code Section 5238(e) whether the applicable standard of conduct set forth in Corporations Code Section 5238(b) or Section 5238(c) has been met and, if so, the Board of Directors shall authorize indemnification.

Section 9.02 Insurance. The Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, Directors, employees, and other agents, to cover any liability asserted against or incurred by any officer, Director, employee, or agent in such capacity or arising from the officer's, Director's, employee's, or agent's status as such.

Section 9.03 Non-Liability of Directors. No Director shall be personally liable for the Corporation's debts, liabilities, or other obligations.

ARTICLE XI. RECORDS AND REPORTS

Section 10.01 Maintenance of Corporate Records. The Corporation shall keep (a) adequate and correct books and records of account; (b) written minutes of the proceedings of the Board and committees of the Board; (c) the original or a copy of its Articles of Incorporation and Bylaws, as amended to date; and (d) such reports and records as required by law.

Section 10.02 Inspection. Every Director shall have the right at any reasonable time, and from

time to time, to inspect all books, records, and documents of every kind and the physical properties of the Corporation, subject to applicable law. Such inspection by a Director may be made in person or by agent or attorney and the right of inspection includes the right to copy and make extracts. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 10.03 Annual Report. Pursuant to Corporations Code Section 6321, within 120 days after the close of its fiscal year the Corporation shall send each Director and any other persons as may be designated by the Board, a report containing the following information in reasonable detail:

- (a) The assets and liabilities, including the trust funds, of the Corporation as of the end of the fiscal year.
- (b) The principal changes in the assets and liabilities, including trust funds, during the fiscal year.
- (c) The revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year.
- (d) The expenses or disbursements of the Corporation, for both general and restricted purposes, during the fiscal year.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

Section 10.04 Annual Statement of Certain Transactions and Indemnifications. As part of the annual report to all Directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation's fiscal year, annually prepare and deliver to each Director any information required by Corporations Code Section 6322 with respect to the preceding year.

ARTICLE XII. OTHER PROVISIONS

Section 11.01 Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the California Nonprofit Public Benefit Corporation Law shall govern the construction of these Bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

Section 11.02 Fiscal Year. The fiscal year of the Corporation shall be from July 1st through June 30th of the following year.

ARTICLE XIII. AMENDMENT OF BYLAWS

Section 12.01 Bylaw Amendments. The Board may adopt, amend, or repeal Bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these Bylaws will require a majority vote of the Directors then in office.

CERTIFICATE OF ADOPTION

I certify that I am the Secretary of Motivated Youth Academy Charter School, a California nonprofit public benefit corporation, and that the foregoing Second Amended Bylaws constitute the Bylaws of such Corporation that were duly adopted by its Board of Directors on January 12, 2023.

IN WITNESS WHEREOF, I have executed this certificate on January ¹⁹____, 2023.

DocuSigned by:

Lori Hatha

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Secretary, Motivated Youth Academy Charter School



OATH OF OFFICE FOR BOARD OF DIRECTORS

State of California

I, LARRY ALVARADO do solemnly swear (or affirm) that I will support and defend the Constitution of the State of California against all enemies, foreign and domestic; that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

Signature of Board of Director

William Hall - Board President

Taken, subscribed, and sworn (or affirmed) to be this 13th day of JULY 2023.

Signature of Authorized Official

Kurt Madden - CEO

Coversheet

Consent - Business/Financial Services

Section: XI. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: MYA June 2023 Check Register.pdf

Motivated Youth Academy

Check Register

For the Month Ending June 30, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Amount	
20132	Calendly	Professional Yearly - 10/15/22 - 10/15/23	6/15/2023	0.00	VOID
20379	CALCP/CAROCF CTE Conference	2023 CTE Conference Registration - Georgeson, D	6/2/2023	675.00	
20380	Charter Impact	Business Mgmt Svcs - 06/23	6/2/2023	5,023.00	
20381	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 05/25/2023	6/2/2023	1,822.25	VOID
	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 05/25/2023	6/13/2023	0.00	
20382	Acacia HR Solutions	Consulting Svcs - 06/23	6/8/2023	2,500.00	
20383	Alpha Vision, Inc.	IT Svcs - 05/23	6/8/2023	120.00	
	Alpha Vision, Inc.	Software - Backupify G-Suite	6/8/2023	120.00	
20384	Amazon Capital Services	Projector (1) & Office Supplies	6/8/2023	420.95	
20385	BoardOnTrack, Inc.	BoardOnTrack Membership - 07/01/23 - 06/30/24	6/8/2023	4,995.00	
20386	Charter Impact	Payroll Processing Fee - 05/23	6/8/2023	396.25	
20387	Clifton Larson Allen LLP	Audit Svcs - FYE 06/30/22	6/8/2023	5,565.00	
20388	Erickson Law Firm, A.P.C.	Legal Svcs - 08/01/22 - 08/04/22	6/8/2023	154.35	
20389	Hatch & Cesario, Attorneys-at-Law	Legal Svcs - 04/19/23 - 04/26/23	6/8/2023	1,280.00	
20390	Keyn Group, LLC	IT Svcs & Software	6/8/2023	3,199.46	
20391	Procopio General	Legal Svcs through 04/30/23	6/8/2023	5,815.00	
20392	Propio LS, LLC	SpEd Svcs	6/8/2023	245.04	
20393	YMCA of San Diego County	Joiner's and Membership Fee - Perez, S	6/8/2023	264.00	
20394	YMCA of San Diego County	Joiner's and Membership Fee - Hernandez, I & Gonzalez, M	6/8/2023	384.00	
20395	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 05/25/2023	6/13/2023	1,822.25	
20396	Acacia HR Solutions	Consulting Svcs - 05/23	6/14/2023	2,500.00	
20397	Charter Impact	Student Data Svcs - 05/23	6/14/2023	1,105.00	
20398	F&L Media	Production Svcs	6/14/2023	3,847.50	
20399	TSW Therapy, Inc.	SpEd Svcs - 03/01/23 - 03/31/23	6/14/2023	2,681.25	
20400	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 06/09/2023	6/16/2023	783.15	
20401	Acacia HR Solutions	Consulting Svcs - 07/23	6/22/2023	2,500.00	
20402	ChoiceBuilder	Health Insurance - 07/23	6/22/2023	1,369.52	
20403	Corodata Records Management, Inc.	Record Storage - 05/01/23 - 05/31/23	6/22/2023	60.63	
20404	Keyn Group, LLC	HP Laptop (2) & Macbook Air Laptop (2)	6/22/2023	3,969.70	
20405	KRA Corporation	Consulting Svcs - Career Coaching - 05/01/23 - 05/31/23	6/22/2023	6,519.55	
20406	Michael Harrison	Catering Svcs	6/22/2023	236.00	
20407	Sherman R. Garnett & Assoc.	Office Supplies	6/22/2023	129.28	
20408	Amazon Capital Services	Office Supplies	6/29/2023	232.10	
20409	APLUS+	2023 APLUS Conference Registration - Lenz, G	6/29/2023	699.00	
20410	Charter Impact	Payroll Processing Fee - 07/22 - 11/22	6/29/2023	1,892.00	
	Charter Impact	Payroll Processing Fee - 12/22	6/29/2023	1,892.00	
	Charter Impact	Rush Processing Fee - 05/23	6/29/2023	1,892.00	
20411	Edmentum	Software - 07/01/23 - 06/30/24	6/29/2023	1,920.00	
20412	Hatch & Cesario, Attorneys-at-Law	Legal Svcs - 05/02/23	6/29/2023	128.00	
20413	Procopio General	Legal Svcs through 05/31/23	6/29/2023	6,647.40	
20414	Specialized Therapy Services, Inc.	SpEd Svcs - 04/23	6/29/2023	2,022.50	
20415	Procopio General	Legal Svcs through 03/31/23	6/30/2023	7,240.25	
MYA230623-01	Larry Albert Alvarado	Stipend - 06/23	6/22/2023	600.00	
MYA230623-02	Michael P. Humphrey	Stipend - 06/23	6/22/2023	600.00	
MYA230623-03	Michael P. Humphrey	Stipend - 06/23 - Additional	6/22/2023	450.00	
MYA230623-04	Peter Matz	Stipend - 06/23	6/22/2023	600.00	
MYA230623-05	Steve Fraire	Stipend - 06/23	6/22/2023	600.00	
MYA230623-06	William W. Hall	Stipend - 06/23	6/22/2023	600.00	
MYA230623-07	William W. Hall	Stipend - 06/23 - Additional	6/22/2023	450.00	

Total Disbursements Issued in June \$ 88,968.38

Coversheet

Consent - Education/Student Services

Section:	XI. Consent
Item:	B. Consent - Education/Student Services
Purpose:	
Submitted by:	
Related Material:	Motivated Youth Academy 2023-2024 English Learner Master Plan.pdf BUS Consent English Learners Master Plan_7.13.23 .docx.pdf



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MASTER PLAN for ENGLISH LEARNERS

Motivated Youth Academy Board of Directors

William Hall, President
Michael Humphrey, Vice President
Steve Fraire, Clerk
Larry Alvarado, Member
Peter Matz, Member

Motivated Youth Academy Administration

Bill Dobson, Interim Director
Melissa Blitzstein, Interim Assistant Director

EL Master Plan Committee Members:

Melissa Blitzstein
Bill Dobson
Daniel Espinoza

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Mission

MY Academy believes in equity, inclusivity, academic excellence, hope, service, feedback, and gratitude. MYA's mission is to create an equitable and individualized learning environment that supports every student and strengthens relationships between all MY Academy Educational Partners.

Core Values

- All are welcome
- We celebrate the small things
- We choose hope
- We are servant leaders
- Feedback is critical
- We pursue gratitude

Vision

MYA's vision is to be able to pivot and adapt to meet student needs and interests as they evolve and emerge in the 21st century.

Goals and Vision for English Learner Master Plan

Federal case law (Castañeda vs. Pickard, 648F.2d 989, 1981) requires that the main goals of the English Learner Program (ELP) are to develop the English language fluency of each English Learner as effectively and as efficiently as possible, and to develop mastery of the core curriculum comparable to native English speakers.

The court set forth the following standards for effective programs for English Learners:

1. The program is based on educational theory that is research-based, has proven methodology, and is recognized by experts in the field.
2. The programs or practices used are calculated to effectively implement the adopted theory, and
3. The program successfully produces results that indicate that language barriers are being overcome.

The ultimate goal of the Motivated Youth Academy English Learner Program is to embrace the Federal case law and support each English learner. The school's Master Plan for English Learners serves as a standard for consistent program implementation and evaluation of services for English Learners. With a common staff understanding of

the goals and procedures, English Learners will receive consistent high-quality services designed to meet their academic and linguistic needs by:

- Providing all students with the opportunity to participate in high quality curricular activities that address academic standards
- Offering programs based on student need and sound educational pedagogy
- Maintaining consistent communication with parents
- Providing staff and parent training
- Embracing parent involvement in the educational process
- Providing a process for monitoring the effectiveness of the program
- Valuing bi-literacy as a skill that will assist the student in life

Home Language Survey

For all students in K–12, upon first enrollment in a California public school, the Local Education Agency (LEA) uses a standardized procedure to determine a student's primary language. This procedure begins with a home language survey (HLS), which is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. The HLS should not be readministered every year nor readministered if a student enrolls in a new LEA. If the HLS is completed in error, the parent or guardian may make a request to change it prior to the assessment. However, once a student is identified as an EL on the basis of the results of the Initial ELPAC, and the student has been administered the Summative ELPAC, changing the HLS will not change the student's identification. While cumulative student records are in transit for a student transferring from another California School District, CALPADS shall be used to determine whether a student has a history of being an English Language Learner.

If a student has a history of being an English Learner, s/he will be given an annual Summative ELPAC assessment during the February 1st through May 31st test window. If a student is new to the California Public School System and answers any of the first three questions of the Home Language Survey (HLS) with a language other than English, further research will be done to determine if s/he will be given an Initial ELPAC assessment within 30 days of enrollment.

ELPAC Testing

State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English,

as an initial assessment; and (2) students who are English Learners (ELs), as a summative assessment. For California's public school students, this test is the ELPAC.

The Initial ELPAC has one purpose:

- To identify students who are ELs or are initial fluent English proficient (IFEP)

The Summative ELPAC has two purposes:

- To determine the level of ELP of EL students
- To assess the progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

All students in kindergarten through grade twelve (K–12), ages three through twenty-one, whose primary language is a language other than English must take the Initial ELPAC to determine whether they are ELs. This must be done within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1, per ELPAC regulations. The Summative ELPAC must be given annually to students identified as ELs until they are reclassified to Fluent English Proficient (RFEP).

Using Initial and Summative Assessment Results

Once tests are scored by the testing agency, individual student score reports (SSRs) are loaded directly to both the parent and student portals of the school's student information system from the Test Operation Management System. Once scores are received, parents will also be informed of test results within 30 calendar days from the first day of the current school year via email and/or through US mail. Parents/guardians are notified of results in writing in a language they can understand (or orally, if they are unable to understand written communication). Parents will also be notified in any language of which 15% or more of the student population speaks in common. Additionally, each student's test results are uploaded to the charter's student information system and recorded on the English Language Master Tracking Spreadsheet. When a student withdraws from Motivated Youth Academy, a list of the student's test results will be printed from the student information system and included in the student's requested cumulative file.

ELPAC results are not used to measure academic achievement. The Initial ELPAC results are used to identify ELs who need to develop their skills in listening, speaking,

reading, and writing in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The Initial ELPAC results also are used to identify students who are IFEP and are able to participate in the regular (core) academic program without further English language supports. The Summative ELPAC results are used to see how well ELs are progressing annually toward ELP. (English Language Proficiency) This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form one of four criteria used to determine whether ELs are ready to be classified as RFEP on the basis of the reclassification process developed by the LEA, in accordance with state law.

Initial ELPAC Student Score Reports

The official score for the Initial ELPAC is produced once the LEA has entered and locked in the student's raw scores into the state assessment system. Individual student Initial ELPAC results include an overall scale score, which will indicate which of the three performance levels the student achieved: IFEP, Intermediate EL, and Novice EL.

There will be two composite performance levels produced: Oral Language (Speaking and Listening) and Written Language (Reading and Writing). The three performance levels are well developed, somewhat to moderately developed, and minimally developed.

The Initial ELPAC report includes the following information:

- An Overall performance level and scale score
- A performance level for each composite tested (Oral and Written Language)

Initial ELPAC Performance Level Descriptors are:

- Initial Fluent English Proficient (IFEP): Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as

described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).

- **Intermediate English Learner:** Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial to moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards.
- **Novice English Learner:** Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards.

Summative ELPAC Student Score Reports

The official score for the Summative ELPAC is produced by the test contractor. Individual student Summative ELPAC results include an overall scale score and two composite scale scores which will indicate which of the four performance levels the student achieved. The four performance levels are: well developed (4), moderately developed (3), somewhat developed (2), and minimally developed (1).

Domain level performance will be reported as beginning, intermediate, and well developed on the ELPAC Student Score Reports. The Summative ELPAC report includes the following information:

- An Overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)

- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

Scale score ranges for each of the four performance levels are identified for Overall, Oral Language, and Written Language for all grades tested. These ranges incorporate the performance level cut scores approved by the SBE.

The Summative ELPAC Performance Level Descriptors are:

- Level 4: English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
- Level 3: English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
- Level 2: English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.

- **Level 1: English Learners** at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

English Language Development (ELD) Standards

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students’ development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. When students attain the early advanced proficiency level, they are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

Charter schools enrolling English Learners have a dual obligation, as do all LEAs, to provide a program for EL students designed to overcome language barriers and provide access to the core curriculum (*Castañeda v. Pickard* 648 F.2d 989, [5th Cir. 1981]). The CDE recognizes that both services, including classified ELD, must be an integral part of a comprehensive program for every English Learner. The CDE has informed administrators that charter schools are required to provide English learner instructional services that meet this dual obligation, and other services determined necessary by the charter school, immediately.

Link to ELD Standards:

<http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

English Language Mainstream Program

English Learners in Motivated Youth Academy will be placed in an English Language Mainstream Program. This instructional program is designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. In the mainstream English program, English is the language of instruction for all subjects with no primary language support. Students in an English Language

Mainstream Program will be supported by their primary instructor through the use of SDAIE strategies. Students may also be concurrently enrolled in an ELD support class. English Learners in the English Language Mainstream Program will receive ELD instruction until they are reclassified as English proficient. In the English Language Mainstream Program of Motivated Youth Academy:

- Core instruction in language arts, math, science and social science is taught in English using charter approved curriculum and SDAIE methodology
- English Language Learners receive ELD instruction which addresses the ELD standards in listening, speaking, reading and writing.
- Teachers working with EL students will be appropriately authorized, i.e. CLAD or equivalent.

SDAIE (Specially Designed Academic Instruction in English)

SDAIE is instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient pupils. Academic instruction through English is modified to meet the student's level of language proficiency. Teachers use specialized strategies that enable students to understand, participate in and access the core curriculum. SDAIE is an instructional methodology, not a program. (EC 44253.2[b]).

SDAIE Strategies:

- Speak slowly and use repetition
- Visuals and realia
- Manipulatives available
- Activate prior knowledge
- Focus on the meaning
- Graphic organizer/Charts
- Preview-Review
- Gestures and facial expressions
- Self-selected reading
- Scaffolding (visual content, graphic organizers)
- Consistent and Immediate Feedback
- Summarizing and Re-Teaching
- Reciprocal Teaching

English Language Development (ELD) Instruction

English Learners in the Motivated Youth Academy participate in an instructional program that supports their acquisition of informal English and teaches them the patterns of formal academic English. The instruction is designed to provide for student experiences with English that are understandable and meaningful, enable the students to communicate with peers and adults, and thereby participate fully in the academic program. Motivated Youth Academy will create a personalized pathway of ELD instruction to build skills in English Language Arts (ELA). Students will take a diagnostic assessment at the beginning of the course to identify skill gaps. These students will have a targeted approach to building the specific skills that they need. Additionally, students may receive tutoring support services.

Instructional Materials to Support the CA CCSS (Common Core State Standards) for ELA/Literacy and CA ELD Standards

The State Board of Education adopts instructional materials for use by students in kindergarten through grade eight. LEAs- school districts, charter schools, and county offices of education- ARE NOT required to purchase state-adopted instructional materials according to EC Section 60210(a). If an LEA chooses to use non-adopted materials, it has the responsibility to adopt materials that best meet the needs of its students and to conduct its own evaluation of instructional materials. The review must include a majority of classroom teachers from that content area or grade-level ED Section 60210(c). EC Section 60002 requires the LEA to promote the involvement of parents and other members of the community in the selection of instructional materials, in addition to teacher involvement.

ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.

The ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts expands students' opportunities for career and college success, full and wise participation in a democratic society and global economy, and achievement of their personal aspirations. Moreover, skill in literacy and language provides individuals with access to extraordinary and powerful literature that widens perspectives, illuminates the human experience, and deepens understandings of self and others.

The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they amplify (magnify and make clear) areas of English language development that are crucial for

academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. They promote the notion of supporting English Learners to develop awareness that different languages and variations of English exist and that their home languages and cultures are valuable resources in their own right and useful for building proficiency in English.

Key Themes of ELA/Literacy and ELD Instruction

Instruction focuses on...

Meaning Making

Meaning making is at the heart of ELA/literacy and ELD instruction. It is the central purpose for interacting with text, producing text, engaging in research, participating in discussion, and giving presentations. It is the reason for learning the foundational skills and for expanding language. Meaning making includes literal understanding but is not confined to it at any grade or with any student. Inference making and critical reading, writing, and listening are given substantial and explicit attention in every discipline. Among the contributors to meaning making are language, knowledge, motivation, and in the case of reading and writing, the ability to recognize printed words and use the alphabetic code to express ideas.

Language Development

Language is the cornerstone of literacy and learning. It is with and through language that students learn, think, and express information, ideas, perspectives, and questions. The strands of the CA CCSS for ELA/ Literacy—Reading, Writing, Speaking and Listening, and Language—all have language at the core, as do the parts of the CA ELD Standards—Interacting in Meaningful Ways, Learning About How English Works, and Using Foundational Literacy Skills. Students enrich their language as they read, write, speak, and listen and as they interact with one another and learn about language. The foundational skills provide access to written language.

Effective Expression

Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes attention to effective expression. Students learn to examine the author's craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to effectively express themselves as writers, discussion partners, and

presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.

Content Knowledge

Content knowledge is a powerful contributor to comprehension of text. It also undergirds the ability to write effective opinions/arguments, narratives, and explanatory/informational text; engage in meaningful discussions; and present ideas and information to others. It contributes significantly to language development, and it is fundamental to learning about how English works. Both sets of standards ensure that students can learn from informational texts and can share their knowledge as writers and speakers. An organized independent reading program contributes to knowledge. Content knowledge has a powerful reciprocal relationship with the development of literacy and language.

Foundational Skills

Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary and diverse works of literary fiction and nonfiction; and share their knowledge, ideas, stories, and perspectives with others. Students who know how to decode and develop automaticity with an increasing number of words are best positioned to make significant strides in meaning making, language development, effective expression, and content knowledge. At the same time, attention to those themes provides the very reason for learning about the alphabetic code and propels progress in the foundational skills.

(See the Resource Guide to the Foundational Skills at www.cde.ca.gov/ci/rl/cf/documents/foundskillswhitepaper.pdf.)

Parent Notification of Programs

All parents of English Learners, regardless of proficiency, must be notified at initial enrollment and annually, in writing, of program placement of their children and must also be provided with a description of our program, including educational materials used in this program and their entitlement to request a waiver. The information must be provided in a language the parents understand within 30 days of enrollment.

Monitoring of Long Term English Learners

Long-term English Learners (LTEL) are defined as students who are in grades 6 to 12, have been enrolled in U.S. schools for more than six years, have remained at the same level of English for two or more years as measured by the state's annual proficiency exam, and have scored "standard not met" or "standard nearly met" on the CAASPP ELA assessment.

ELs with little or no English proficiency need more time than native-English speakers to meet grade-level benchmarks in English and state mandated testing targets. Schools must monitor student progress to assure that additional and appropriate learning opportunities are provided in English language development and in reading, writing and other academic content areas in order to close the achievement gap.

Benchmark assessments, course grades, and the CAASPP assessments, along with the number of years a student has been classified as an EL student are used to determine if a student is making the appropriate movement toward becoming RFEP.

If, despite the implementation of school wide interventions and supports, a student is still not making "adequate progress", the school will hold a Student Study Team meeting to discuss the lack of progress. Further evaluation and intervention will be planned by the SST team to support students who are not meeting interim benchmarks. Interventions will be noted and filed on the EL Master Tracking Spreadsheet, in their cumulative folder and/or in a collaborative Google document. Additionally, parents will be notified annually if their student is at risk for becoming a LTEL or has been classified as a LTEL.

Meeting the Needs of Long Term English Learners

The National Education Association's Publication: Meeting the Unique Needs of Long Term English Language Learners, A Guide for Educators provides valuable research-based information and best practices to guide schools and LEAs in supporting students at risk for becoming Long Term English Learners (LTEL).

https://www.rcoe.us/educational-services/files/2012/08/NEA_Meeting_the_Unique_Needs_of_LTEs.pdf

Elementary School Strategies and Programs that Prevent the Creation of Long Term English Language Learners:

The trajectory of a Long Term English Language Learner begins in elementary school. Taking the necessary steps early enough can help prevent an entire new generation of long term ELL students. Successful elementary school programs offer high-quality language development programs and strategies that are consistent across grade levels.

- English Language Development/English as a Second Language: Dedicated, daily, and standards-based ELD/ESL programs address the specific needs of students at each fluency level and support instruction with quality materials that focus on all four language domains—with a major emphasis on building a strong oral language foundation; using language for interaction and meaning-making; and developing complex, precise, and academic language.
- Home language development: Programs that develop students' home language (oral and literacy) to threshold levels are a strong foundation for developing English literacy and academic success (at least through third grade, more powerfully through fifth grade, and optimally, ongoing throughout a students' education). Teaching students to read in their first language promotes higher levels of reading achievement in English and provides students the benefits of bilingualism.
- Use curriculum, instruction, and strategies. Use resources that promote transfer between English and the home language.
- Enriched oral language development: Emphasize oral language throughout the curriculum.
- Modified instructional strategies and supplemental materials provide access to academic content.
- Program coherence and consistency: Provide coherence and consistency of program across grades, including, wherever possible, articulation and alignment with preschool.
- High-quality literature: Provide students/LTEs with exposure to high-quality literature and complex and expressive language.

Seven Basic Principles for Meeting the Needs of Middle and High School Long Term English Language Learners

Seven basic principles lie at the heart of successfully educating middle and high school Long Term English Language Learners:

- Urgency: Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.

- **Distinct needs:** Recognize that the needs of LTELs are distinct and cannot adequately be addressed within a “struggling reader” paradigm or a generic “English Language Learner” approach, but require an explicit LTEL approach.
- **Language, literacy, and academics:** Provide LTELs with language development, literacy development, and a program that addresses the academic gaps they have accrued.
- **Home language:** Affirm the crucial role of home language in a student’s life and learning, and provide home language development whenever possible.
- **Three R’s: rigor, relevance, and relationships:** Provide LTELs with rigorous and relevant curriculum and relationships with supportive adults (along with the supports to succeed).
- **Integration:** End the ESL ghetto, cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTEL supports.
- **Active engagement:** Invite, support, and insist that LTELs become active participants in their own education.

Instructional Support System

The Charter School is committed to closing the achievement gap for all students, including English Learners. The Instructional Support System for English Learners is a part of the standards based system of instruction, assessment, monitoring and evaluation provided for all students.

The Instructional Support System for English Learners is designed to provide the mechanisms for recording EL achievement, detecting academic deficits and monitoring the effectiveness of interventions.

To ensure all students will catch up to their grade-level peers, we have the following essential elements:

1. All English Learners are held to the same Charter-adopted curriculum and performance standards in the core curricular areas as all other students.
2. All English Learners participate in a program of curriculum and instruction that is aligned to state content standards, and designed to reduce all language barriers.
 - The English Learner program is designed to assure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible.

- Components of this program include: ELD, grade-level core curriculum and assessment.
3. The Instructional Support System for English Learners includes an assessment and reporting process of student academic achievement for all students, including English Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data are integral components of the Charter assessment and reporting process and recorded on the EL Master Tracking Spreadsheet.
 4. The performance of EL and RFEP students are monitored:
 - Students identified in need of interventions are provided the appropriate intervention aimed at filling in gaps in content knowledge so that ELs can gain full access to grade-level core content instruction in a reasonable period of time.
 - Any areas of deficiency are noted and appropriate modifications in instructional programs or student support systems are identified.

The Instructional Support System described here for ELs is based on five (5) essential elements that include: Adopted curriculum standards; curriculum and instruction aligned with adopted standards; assessment and reporting; charter and site level monitoring and intervention; and program evaluation.

1. Adopted Curriculum Standards

In Motivated Youth Academy each English Learner is held to the same charter adopted curriculum standards in the core curricular areas of English Language Arts, math, history-social science and science as every other charter student. In addition, each EL student is expected to demonstrate mastery of the adopted ELD standards.

2. Curriculum and Instruction Aligned with Adopted Standards

Motivated Youth Academy supports each English Learner in his/her appropriate level of language development in the core courses. Each English Learner participates in an instructional program with state adopted materials that are aligned to charter and state standards. Staff members, through articulation meetings, discuss and interpret data on English Learner students to address the

issues surrounding English Learners who may have been in the educational system for some time and seem to be unable to move beyond this level.

3. Assessment and Reporting

Motivated Youth Academy administers all state mandated examinations. ELPAC assessments and ongoing multiple measures are used to assess student proficiency. Results are entered onto the EL Master Tracking Spreadsheet for instructional planning and monitoring. Overall student results are shared with the CEO and governing board.

4. Monitoring and Intervention.

English Learner's assessment results are recorded on the EL Master Tracking Spreadsheet. The results are monitored to evaluate student learning in order to inform instruction and provide interventions as needed. When, according to on-going assessments, students are unable to meet interim expectations in academic content, students shall be referred by teachers and parents to receive academic interventions and support that enable them to overcome any academic deficits before they become irreparable. The intervention itself will directly target the identified academic need. Delivery of the intervention shall be monitored and documented. The effectiveness of the intervention will then be determined based on student work and assessments.

Note: When Special Education students, identified as ELs, are not making adequate progress Special Education teachers must schedule an IEP meeting to discuss further interventions.

Staffing Authorizations

Under the management of the Director of Human Resources, Motivated Youth Academy takes an active role in the recruitment and staffing of authorized personnel for all English Learner programs and makes it a priority to hire CLAD or equivalent teachers. Teachers providing instruction in a Mainstream English Program shall be authorized to provide appropriate core content and ELD instruction. This is achieved via a CLAD or equivalent authorization.

Teachers who are not currently authorized, but who are working with English Learners, shall be required to sign a memorandum of understanding stipulating that they will be actively participating in professional development designed to secure an appropriate

authorization within two years. The HR Department will then monitor attendance at professional development activities to ensure that such teachers remain on track to complete the necessary training for their authorizations.

Professional Development

Motivated Youth Academy provides ongoing professional development opportunities to all teachers and staff working with English Learners. The goal of this training is to help educators acquire specific skills needed to work with English Learners in the areas of ELD instruction, comprehensible core content instruction, program designs, curriculum expectations, and processes and services for English Learners. Training should also focus on multiculturalism and up-to-date research and pedagogy for English Learners to receive equitable and accessible support and opportunities to achieve and reach their goals.

Staff development opportunities include, but are not limited to the following:

- ELD Standards
- ELPAC assessment and identification levels
- ELD strategies and instruction
- SDAIE strategies and instruction
- Differentiated instruction
- EL Master Tracking Spreadsheet and EL Cumulative file training
- Shared Best Practices

To ensure that all staff working with parents of EL students are appropriately trained, training participation and completion is documented.

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified Fluent English Proficient (RFEP). Motivated Youth Academy recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

Once a student has demonstrated that he/she is ready to participate fully in all English instruction without special support services, the student is ready for reclassification.

Reclassification Criteria

Motivated Youth Academy uses the following criteria to reclassify EL students to RFEP status:

- Summative ELPAC Overall Score of 4
- Teacher Evaluation
- Parent Approval
- Smarter Balanced and/or Local Assessments can also be used in determining student readiness for reclassification

Reclassification Process

Reclassification is the culmination of an EL student's participation in the program for English Learners and is conducted each year when ELPAC score reports are received by the charter.

Based on the above reclassification criteria, if a student is deemed to qualify for reclassification, a letter will be drafted by the administration. The letter will include all data pertinent to the reclassification. Once the letter has been signed by the administration and the parents of the student, the reclassification will take place. The language acquisition status of the student will be updated in the student information, on the EL Master Tracking Spreadsheet and ultimately in the state reporting system (CALPADS). Additionally, all teachers associated with the student will be informed of the reclassification.

Monitoring of Reclassified Students

The No Child Left Behind Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The school's Lead, teachers, parents, and the assessment Lead supervise the process of monitoring reclassified students. School staff will use the Smarter Balanced assessment, local multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than four (4) years after reclassification. Student performance shall be reviewed at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of RFEP students is recorded on the EL Master Tracking Spreadsheet.

English Learners in Special Education

In accordance with the ED guidance issued in July 2014, the ED requires that all ELs with disabilities participate in the state's ELP assessment. Federal law requires that all ELs with disabilities participate in the state ELP assessment in the following ways, as determined by the IEP team:

- In the regular state ELP assessment without universal tools, designated supports, and accommodations
- In the regular state ELP assessment with universal tools, designated supports, and accommodations determined by the IEP team or Section 504 team
- In an alternate assessment aligned with the state's ELD standards, if the IEP team determines that the student is unable to participate in the regular ELP assessment with or without universal tools, designated supports, and accommodations

Role of the IEP Team

The IEP team is an essential component in establishing the appropriate academic and functional goals, determining the specifically designed instructional program to meet the unique needs of all ELs with disabilities, and making decisions about how students can participate in the state ELP assessment. In accordance with the new ED guidance, the IEP team is responsible for:

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELPAC assessment (ED, July 2014, FAQ #4).
- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).

- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).
- Ensuring that all ELs, including those with disabilities, participate in the annual state ELPAC assessment, with or without universal tools, designated supports, and accommodations or take the Alternate ELPAC, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7).

IEP teams will ensure that each English Learner receives appropriate services to develop English proficiency and have equitable access to the full curriculum. Each English Learner's IEP shall include linguistically appropriate goals and objectives based on the student's level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service. A parental exception waiver is not required for an English Learner whose IEP indicates that instructional services will be provided through an Alternative Program.

SpEd: Assessment

Students whose initial Home Language Survey indicates that a language other than English is spoken will be assessed on the ELPAC test within the first 30 days of school annually. ELPAC testing is considered to be one of the state's standardized tests; therefore, accommodations/modifications provided in the IEP for any standardized test will apply. SpEd students with an existing EL classification will be assessed annually. If a student is slated to take the ELPAC test, who also would qualify for the CAA, the Special Education Director will be notified so that we can evaluate the need for the Alternate ELPAC.

SpEd: Classification

Students who are classified as English Learners **MUST** have their ELD needs addressed as part of their Individualized Education Program (IEP). Students who have been reclassified as Fluent English Proficient (RFEP) or who were initially identified as Initially Fluent English Proficient (IFEP) are *not* considered English Learners for the purpose of the IEP. Their progress is still monitored, but ELD does not need to be addressed on the IEP.

Needs of English Learners

The needs of English Learners are addressed in several places on the IEP:

Student Information:

- Is the student an English Learner?
- What is the student's primary language?
- Proficiency Level and Date: Overall ELPAC proficiency level and scaled score from most recent annual assessment (This information can be obtained from the English Learner/Assessment Lead, the SIS, the EL Master Tracking Spreadsheet or from the English Learner folder that is part of the student's cumulative file)
- Is an interpreter required? (*for the parents*) Indicate the language for the interpreter.

Present Levels:

- Most recent ELPAC scores should be listed for each domain area (list performance level as well as scaled score)
- *Academic Skills:* In addition to the academic data usually included, it should be indicated how the student's English language development needs, if any, will be addressed in each academic area. For each area on the ELPAC that falls below level 3, the student's IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- *Communication:* Information on the student's language development should be specified in this section of the IEP, including the student's primary language and how the student's language development (expressive and receptive) relates to his/her ability to communicate with others and its impact on his/her school performance.

Special Factors:

- Testing Accommodations/Modifications: If the student needs the same accommodations or modifications as are being used on the CAASPP tests, the box next to “Other statewide/charter assessments” will be checked and “Same as Above” for the listed accommodation/modification will be written.

Annual Goals:

- Each English Learner’s IEP shall include linguistically appropriate goals and objectives based on the student’s level of English proficiency and based on the ELD standards. Such goals and objectives will fully address ELD and core content instruction. Each IEP shall also clearly delineate the person(s) and/or programs responsible for providing each instructional service.
- For each area on the ELPAC that falls below level 3, the student’s IEP must have a goal written to address that area (i.e. listening, speaking, reading, and/or writing).
- Ensure that goals are linguistically appropriate (see below)

Services:

- If the student requires any supplemental aids or services or any special education services to enable the student to benefit from their ELD services or setting, they will be listed in the IEP. If the IEP team determines that the student’s program should be modified from that of other ELD students in order to meet the student’s unique educational needs, that modification should be listed in the IEP.

Writing Linguistically Appropriate Goals and Benchmarks

- Based on the most recent ELPAC results and other information on the Present Levels page, identify the “Areas of Need” that the IEP goals will address in listening, speaking, reading and writing.
- In the *Baseline* section, describe what the student is currently able to do in the skill area of need and indicate the ELPAC proficiency level in parenthesis.
 - For example: Area of Need: Writing, *Baseline*: Student is able to write simple sentences with some errors in grammar and syntax (ELPAC Writing - Level 1)

- Write (or modify from a goal bank selection) an annual goal to ensure that it is linguistically appropriate and includes the words “in English.”
 - For example: By *(date)*, following teacher-led prewriting activities, *(student name)* will compose a single paragraph in English including a topic sentence, three supporting sentences and a concluding paragraph with ____% accuracy in ____ of ____ trials as measured by student work samples.

Note: It is best practice to insert the phrase “in English” to emphasize the language component of the goal.

Check the “Linguistically Appropriate” box to indicate the goal is linguistically appropriate to meet the student’s English language development needs.

Special Education EL Reclassification

In some cases, an IEP team may find that it is the disability that interferes with a student’s ability to demonstrate English fluency due to Communication Disorders and/or Cognitive Disabilities. In these cases, the IEP team assesses student progress and considers reclassification of the student to RFEP status. Ideally, this should be done as early as possible; as soon as one to two summative test administrations, or as soon as there is reasonable evidence that it is a student’s disability that is prohibiting English Language Acquisition.

The Administrative Designee and/or Case Manager should include the rationale for reclassification.

Avoid:

- Focusing on family history. Instead, focus on assessment results and the impact of the disability.
- Including parents’ wishes for reclassification or opinion as to the validity of ELPAC scores or current English learner status. Instead, focus on the needs of the child.
- Basing recommendation for changing EL status on the belief of the parent(s) or team members that the EL status or Home Language Survey was erroneous to begin with and therefore the student should never have been classified as EL. This is a matter outside of the scope of the IEP team and cannot be the basis for the team’s recommendation for reclassification.

If the recommendation for reclassification is taking place as part of the student's initial IEP or annual review, then all other pages of the IEP are completed to reflect the recommendation that the student is to be reclassified as RFEP (Reclassified Fluent English Proficient). If the recommendation for reclassification is taking place between annual reviews, then in addition to completing the *IEP Team Recommendation for Reclassification of Special Education English Learners* form, an *IEP Amendment* meeting and form must also be completed. All applicable staff should be a part of the reclassification meeting. If the team decides to reclassify the student as RFEP, the Special Education teacher or Case Manager will include a copy of the *IEP Team Recommendation for Reclassification of Special Education English Learners* form in the EL file, will update the EL Master Tracking Spreadsheet and follow all other reclassification procedures. These procedures include notifying the assessment and accountability department of the reclassification. Because this is an IEP team recommendation, the parents must be part of the decision. If the reclassification is not agreed upon, the IEP team must ensure that the IEP continues to address the needs of the student who remains classified as an English learning student.

Parent Advisory Committees

An English Learner Advisory Committee (ELAC) is a school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services and is required for any California public school with 21 or more English Learners. The ELAC shall be responsible for the following tasks:

- Advising the principal and staff in the development of a site plan for English learners and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement.
- Assisting in the development of the schoolwide needs assessment.
- Ways to make parents aware of the importance of regular school attendance.
- Each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC). Districts with 31 or more ELACs may use a system of proportional or regional representation.

Parents or guardians of English Learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body and the parents or guardians of English Learners shall elect the parent members of ELAC. Parents or guardians of English Learners shall be provided the opportunity to vote in the election.

ELAC members shall receive training materials and training which will assist them in carrying out their required advisory responsibilities. Training shall be planned in full consultation with committee members, and funds from appropriate resources may be used to meet the costs of providing the training to include costs associated with the attendance of members at training sessions. ELAC meeting agendas will be posted on the school website.

Legal References

- California Education Code, sections 35147, 52176(b) and (c), 62002.5, and 64001(a)
- California Code of Regulations, Title 5, Section 11308

The goal of the Parent Advisory Committee is to promote positive collaboration between parents and the Motivated Youth Academy:

- Includes parents and community members in the decision-making, planning and evaluation of English Learner Master Plan.
- Develop a working partnership between parents and the schools to provide equal access to education for all students.
- Promote open communication with parents and community members

Accountability and Evaluation

California has been working for the past several years to improve education at the state level. The goal is to increase the academic achievement of all students by creating a coordinated system through the use of content and performance standards. In response to statewide accountability reform, Motivated Youth Academy provides clearly-defined standards and expectations for student learning and has a primary goal that all students will meet the charter's academic content and performance standards.

Through the Motivated Youth Academy assessment program, the assessment and accountability department carefully considers what students are asked to do, how student performance is evaluated and how evaluation results are used. The assessment program is responsive to the developmental differences, linguistic differences, and special needs of English Learners. Through multiple forms of assessment, Motivated Youth Academy is able to determine to what degree English Learners are achieving English proficiency and meeting academic achievement goals.

Motivated Youth Academy's assessment practices with respect to English Learners are designed to:

- Assess and monitor language development by time in program
- Assess academic achievement in meeting grade level core standards
- Assess progress of ELs achieving ELD grade level standards
- Ensure learning opportunities in reading and writing are provided
- Monitor that targeted interventions are working

Assessment data is compiled, analyzed and reported by the Data and Assessment Department. Their reports are then analyzed by the Executive Director and other school administrators to produce a set of suggested program modifications which are then shared with the local Board of Directors, leads, teachers, and EL parents for additional input and approval.

Motivated Youth Academy annually determines the number and percentage of EL students who have become RFEP through ongoing uploads of information to CALPADS. CALPADS reports the actual count of EL, IFEP, and RFEP students during the calendar year as well as the number of teachers providing and authorized to provide appropriate instruction for English Learners.

MOTIVATED YOUTH ACADEMY**Date:** July 13, 2023

X	Consent Agenda
	Correspondence/Proposals/Reports
	Curriculum
	Business/Financial Services
X	Education/Student Services
	Organizational Structure of the Board
	Personnel Services
	Policy Development
	Public Hearing

Item Requires Board Action: X**Item is for Information Only:** _____

1. **Item:** Approval of 2023-2024 English Learner Master Plan

Background: The plan has been reviewed by an internal MY Academy team. Language was added to indicate the review and approval process of this plan as conducted by MYA staff.

Recommendation: It is recommended the Board approve the 2023-2024 English Learner Master Plan.

Fiscal Impact: None

Coversheet

Approval of NFP Property and Casualty Insurance Policies

Section: XII. Business/Financial Services
Item: A. Approval of NFP Property and Casualty Insurance Policies
Purpose: Vote
Submitted by: Bill Dobson
Related Material: 2023-2024 NFP Property and Casualty insurance policies _ Proposal.pdf

BACKGROUND:

As the School's insurance broker, NFP completed the annual process to review and negotiate renewal rates for all insurance policies held by Corporation. Upon approval, the renewal rates will take effect July 1, 2023.

- *Philadelphia Indemnity Insurance Company – Direct Billed Policies*
- *Package Policy Includes Non-Owned & Hired*
- *Automobile, Abuse/Sexual Molestation- #PHPK2573538**
- *Umbrella Liability Policy - #PHUB871340*
- *Management Liability Policy – Educators Legal Liability & Employment Practices Liability - #PHPK2573541*
- *Student Accident Policies – # PHPA106385*
- *Cyber Insurance Coverage*
- *Technology Insurance Company – Direct Billed Policy*
- *Workers Compensation - #TWC4284487 – State of California*

RECOMMENDATION:

It is recommended the Board approve the renewal rates for property and casualty insurance policies for the 2023-2024 school year including:

- *Indemnity*
- *Automobile*
- *Abuse*
- *Umbrella Liability*
- *Educators Legal Liability*
- *Student Accident*
- *Cyber Security*
- *Technology*
- *Workers' Compensation*

Fiscal Impact: \$37,401



Motivated Youth Academy

**2023-2024
Insurance Proposal**

June 16, 2023



Important Information

Please review the proposal carefully as terms and conditions may differ from your current insurance program and also differ from the insurance specifications submitted by you or your representative. The following proposal is intended to be a summary of coverages only. The actual details of coverage, as well as the general terms and conditions, cancellation provisions, and exclusions affecting such coverage, are subject to the actual policy forms. This proposal is an offering of the insurance coverage herein described. All premiums and proposed coverages are based on information provided by you at the time of quotation and are subject to adjustment.

When this proposal contains references to liability limits, note that other limits may be available. Please advise us if you would like alternate liability limits. Please note that limits may extend through excess and/or umbrella policies and this should be factored into your decision concerning the appropriate limits.

When this proposal contains references to property limits it is understood that it is the insured's responsibility to determine the replacement cost of such property and to select an appropriate limit. We can assist in helping to determine property values however the ultimate decision on limits is the insured's.

It is important that your insurance company fully understands the nature of your business. Activities other than those specifically insured may not be covered. Please contact us immediately if you need to arrange proper coverage for your new/additional business activities.

Insurance Compensation Disclosure

As an insurance broker/agent, NFP Property & Casualty Services, Inc. (NFP P&C) is licensed as an insurance broker/agent, in all fifty states. Our insurance producers are authorized by their license to confer with the insurance purchasers about the benefits, terms and conditions of insurance contracts; to offer advice concerning the benefits of particular insurance contracts; to sell insurance; and to obtain insurance for purchasers. The role of the producer in any particular transaction typically involves one or more of these activities.

NFP P&C may receive compensation in the form of commissions of either a specific dollar amount or a percentage of premium set at the time of the purchase, renewal or servicing of a particular insurance policy; therefore, the amount of commissions we receive will depend on the policies and the insurance company you select. We may also receive contingent commissions based on the volume of business placed with the insurance company, the profitability of that business and other factors. We generally do not know if a contingent payment will be made, or the amount of any such contingent payment, at the time the insurance contract is placed with an insurance company. In addition to the compensation that NFP P&C receives, our corporate parent or affiliates may receive contingent payments from insurance companies based on factors that are not client-specific, such as the performance or size of the overall book of business produced with an insurance company. We may also participate in insurer-sponsored events such as trips, seminars, and advisory council meetings, based on the volume of business placed with the insurance company you select.

You may receive information about NFP P&C's expected compensation on the policy or policies you select and about any policies we have presented to you which you did not select by asking for the information.

Should this proposal recommend the use of surplus lines carriers, please be aware that these carriers may not be eligible for financial insolvency protection in the same manner that admitted carriers could be protected. This could lead to potentially uninsured exposure. Also, please be aware that NFP P&C is under no obligation to monitor any financing obligation of your premium or any matter related to premium billing conducted directly by any carrier(s).

Coverage Summary

PREMIUMS

SEE ATTACHED

General Liability Coverage

Limits

General Liability – Each Occurrence	\$ 3,000,000
General Aggregate – Per Location	\$ 3,000,000
Non-Owned & Hired Automobile Liability	\$ 1,000,000
Employee Benefits Liability – Aggregate	\$ 3,000,000
Employee Benefits Liability – Per Claim	\$ 1,000,000
Abuse Liability – Aggregate	\$ 3,000,000
Abuse Liability – Per Claim	\$ 1,000,000

Management Liability

Educators Legal Liability (\$25,000 Retention)	\$ 2,000,000
Employment Practices Liability (\$25,000 Retention)	\$ 2,000,000
Student Accident Excess Coverage	\$ 50,000
Cyber	\$ 1,000,000

Workers' Compensation/Employers Liability

Worker's Compensation	Statutory
Each Accident	\$ 1,000,000
Aggregate by Disease	\$ 1,000,000
Aggregate by Accident	\$ 1,000,000

Umbrella Coverage

Primary	\$ 4,000,000
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Schedule of Underlying

- General Liability
- Employee Benefits Liability
- Abuse Liability
- Automobile Liability
- Employers Liability
- Non-Owned & Hired Automobile Liability

Quotes are subject to signed Terrorism Disclosure Form if Terrorism Coverage is declined and Compliance with Loss Control Recommendations.

Premium Comparison

(Coverages included in this proposal are Package, Management Liability, Umbrella, Student Accident-Excess, Cyber & Worker's Compensation)

Board of Directors: Motivated Youth Academy

Board of Director	23-24 Total	22-23 Total
Motivated Youth Academy	\$37,401	\$42,012

Authorization to Bind

Authorization To Bind Coverage Effective 7/1/2023 As Per Proposal Dated 6/14/2023

Please review the proposal carefully as terms and conditions may differ from your current insurance program and differ from the insurance specifications submitted by you or your representative. The following proposal is intended to be a summary of coverages only. The actual details of coverage, as well as the general terms and conditions, cancellation provisions, and exclusions affecting such coverage, are subject to the actual policy forms. This proposal is an offering of the insurance coverage herein described. All premiums and proposed coverages are based on information provided by you at the time of quotation and are subject to adjustment.

Due to the time needed to bring clarity to the property values, we used the values as per the 22/23 expiring property policy with Philadelphia Indemnity Insurance Company.

When this proposal contains references to property limits it is understood that it is the insured's responsibility to determine the replacement cost of such property and to select an appropriate limit. We can assist in helping to determine property values however the ultimate decision on limits is the insured's

It is important that your insurance company fully understand the nature of your business. Activities other than those specifically insured may not be covered. Please contact us immediately if you need to arrange proper coverage for your new/additional business activities

We do hereby accept this insurance proposal dated 6/14/2023 and authorize NFP to bind coverage as referenced in the proposal herewith.

Please provide us with a binder(s) and invoice(s) for the coverages agreed upon at your earliest convenience.

Signature: _____

Date _____

Name of Signatory: _____

Board of Directors, President, or their Authorized signatory or other authorized representative of the insured.

Date _____

Account Executive Signature _____

As an insurance producer, NFP Property & Casualty Services, Inc. (NFP P&C) is licensed as an insurance producer in all fifty states. Insurance producers are authorized by their license to confer with the insurance purchasers about the benefits, terms, and conditions of insurance contracts; to offer advice concerning the benefits of insurance contracts; to sell insurance; and to obtain insurance for purchasers. The role of the producer in any particular transaction typically involves on or more of these activities.

Financial Strength Rating Guide

GUIDE TO BEST'S FINANCIAL STRENGTH RATINGS – (FSR)

A Best's Financial Strength Rating (FSR) is an independent opinion of an insurer's financial strength and ability to meet its ongoing insurance policy and contract obligations. An FSR is not assigned to specific insurance policies or contracts and does not address any other risk, including, but not limited to, an insurer's claims-payment policies or procedures; the ability of the insurer to dispute or deny claims payment on grounds of misrepresentation or fraud; or any specific liability contractually borne by the policy or contract holder. An FSR is not a recommendation to purchase, hold or terminate any insurance policy, contract or any other financial obligation issued by an insurer, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. In addition, an FSR may be displayed with a rating identifier, modifier or affiliation code that denotes a unique aspect of the opinion.

Best's Financial Strength Rating (FSR) Scale

Rating Categories	Rating Symbols	Rating Notches*	Category Definitions
Superior	A+	A++	Assigned to insurance companies that have, in our opinion, a superior ability to meet their ongoing insurance obligations.
Excellent	A	A-	Assigned to insurance companies that have, in our opinion, an excellent ability to meet their ongoing insurance obligations.
Good	B+	B++	Assigned to insurance companies that have, in our opinion, a good ability to meet their ongoing insurance obligations.
Fair	B	B-	Assigned to insurance companies that have, in our opinion, a fair ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Marginal	C+	C++	Assigned to insurance companies that have, in our opinion, a marginal ability to meet their ongoing insurance obligations. Financial strength is vulnerable to adverse changes in underwriting and economic conditions.
Weak	C	C-	Assigned to insurance companies that have, in our opinion, a weak ability to meet their ongoing insurance obligations. Financial strength is very vulnerable to adverse changes in underwriting and economic conditions.
Poor	D	-	Assigned to insurance companies that have, in our opinion, poor ability to meet their ongoing insurance obligations. Financial strength is extremely vulnerable to adverse changes in underwriting & economic conditions.

* Each Best's Financial Strength Rating Category from "A+" to "C" includes a Rating Notch to reflect a gradation of financial strength within the category. A Rating Notch is expressed with either a second plus "+" or a minus "-".

Financial Strength Non-Rating Designations

Designation Symbols	Designation Definitions
E	Status assigned to insurers that are publicly placed, via court order into conservation or rehabilitation, or the international equivalent, or in the absence of a court order, clear regulatory action has been taken to delay or otherwise limit policyholder payments.
F	Status assigned to insurers that are publicly placed via court order into liquidation after a finding of insolvency, or the international equivalent.
S	Status assigned to rated insurance companies to suspend the outstanding FSR when sudden and significant events impact operations and rating implications cannot be evaluated due to a lack of timely or adequate information; or in cases where continued maintenance of the previously published rating opinion is in violation of evolving regulatory requirements.
NR	Status assigned to insurance companies that are not rated; may include previously rated insurance companies or insurance companies that have never been rated by AM Best.

Rating Disclosure – Use and Limitations

A Best's Credit Rating (BCR) is a forward-looking independent and objective opinion regarding an insurer's, issuer's or financial obligation's relative creditworthiness. The opinion represents a comprehensive analysis consisting of a quantitative and qualitative evaluation of balance sheet strength, operating performance, business profile and enterprise risk management or, where appropriate, the specific nature and details of a security. Because a BCR is a forward-looking opinion as of the date it is released, it cannot be considered as a fact or guarantee of future credit quality and therefore cannot be described as accurate or inaccurate. A BCR is a relative measure of risk that implies credit quality and is assigned using a scale with a defined population of categories and notches.

Entities or obligations assigned the same BCR symbol developed using the same scale, should not be viewed as completely identical in terms of credit quality. Alternatively, they are alike in category (or notches within a category), but given there is a prescribed progression of categories (and notches) used in assigning the ratings of a much larger population of entities or obligations, the categories (notches) cannot mirror the precise subtleties of risk that are inherent within similarly rated entities or obligations. While a BCR reflects the opinion of A.M. Best Rating Services, Inc. (AM Best) of relative creditworthiness, it is not an indicator or predictor of defined impairment or default probability with respect to any specific insurer, issuer or financial obligation. A BCR is not investment advice, nor should it be construed as a consulting or advisory service, as such; it is not intended to be utilized as a recommendation to purchase, hold or terminate any insurance policy, contract, security or any other financial obligation, nor does it address the suitability of any particular policy or contract for a specific purpose or purchaser. Users of a BCR should not rely on it in making any investment decision; however, if used, the BCR must be considered as only one factor. Users must make their own evaluation of each investment decision. A BCR opinion is provided on an "as is" basis without any expressed or implied warranty. In addition, a BCR may be changed, suspended or withdrawn at any time for any reason at the sole discretion of AM Best.

For the most current version, visit www.ambest.com/ratings/index.html. BCRs are distributed via the AM Best website at www.ambest.com. For additional information regarding the development of a BCR and other rating-related information and definitions, including outlooks, modifiers, identifiers and affiliation codes, please refer to the report titled "Guide to Best's Credit Ratings" available at no charge on the AM Best website. BCRs are proprietary and may not be reproduced without permission.

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Coversheet

Approval of Professional Development Proposal for the 2023-2024 School-Year by Dr. Jamila Dugan

Section: XIII. Education/Student Services
Item: A. Approval of Professional Development Proposal for the 2023-2024 School-Year by Dr. Jamila Dugan
Purpose: Vote
Submitted by: Bill Dobson
Related Material: 2023-2024 J. Dugan Learning Partners_Proposal.pdf

BACKGROUND:

Dr. Jamila Dugan (she/her/hers) is an author, leadership coach and researcher.

Dr. Dugan has dedicated her career to making “equity” more than just a buzzword. She works with individuals and organizations across the nation to develop and support transformational leaders who care deeply about advancing diversity, equity and inclusion.

She has a particular focus on the education sector, with over a decade of experience coaching mentors and leaders. Recently she has completed work with the San Diego County Office of Education and the San Diego Unified School District.

There are many students just like Dr. Dugan whose future success should not be dependent on low expectations, standardization and past mistakes. Students cannot be what they cannot see, and Jamila has dedicated her life's work to cultivate leaders who seek to be the models students need. She leads from the stance that systems fail students; they don't fail themselves. Schools, districts and leaders must strategically disrupt practices that hinder liberation and work to close the gap between their expectations for a better world and the impact on students' academic, mental and socioemotional wellness. Jamila believes that is the pathway toward a more just education system.

Dr. Dugan is the co-author of [Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation](#), focusing on culturally-rich education environments and anti-racist approaches to reimagine learning. She has also co-hosted [the Brave Spaces Institute](#) that brings together hundreds of participants to learn how to lead inclusively.

Dr. Dugan began her career as a teacher in Washington, D.C. She holds a doctorate in Education Leadership for Equity from the University of California, Berkeley; a master's degree in Curriculum and Instruction from George Mason University; and a bachelor's degree in Psychology from Fresno State University.

All Motivated Youth Academy Instructional Staff will participate in a year long professional learning series led by Dr. Dugan that will provide the teachers and administrative staff of MY Academy an opportunity to engage with **new ways to think about and plan for instructional improvement**. With a focus on radical dreaming, participants will engage in learning and application cycles that help **teachers co-create a vision for strong instruction with students and colleagues**, develop and try meaningful instructional practices and cultivate a sense of inspiration to move collective work toward equity forward. The work will be based in part on the highly acclaimed book “Street Data” (Safir/Dugan, 2021).

RECOMMENDATION:

It is recommended the Board approve the Professional Development Proposal for the 2023-2024 school-year by Dr. Jamila Dugan for Motivated Youth Academy (#1628).

Fiscal Impact: \$50,000 + travel expenses in accordance with Motivated Youth Academy policy. Total not to exceed \$53,000.



Proposal for Services to Motivated Youth Academy

Overview

We are honored to submit a proposal for services for your consideration. This scope of work is designed to provide the teachers and administrative staff of Motivated Youth Academy an opportunity to engage with new ways to think about and plan for instructional improvement. With a focus on radical dreaming, participants will engage in learning and application cycles that help teachers co-create a vision for strong instruction with students and colleagues, develop and try meaningful instructional practices and cultivate a sense of inspiration to move collective work toward equity forward.

Proposed Scope of Work

Development Design		
Engagement	Potential Essential Questions	Focus
Kickoff – Half day (likely 4hrs) Date: August 21, 2023.	Workshop Focus (Session 1) <ul style="list-style-type: none"> • BE IN RELATIONSHIP – Experience a humanizing learning environment that stirs up a spirit of inspiration and hope for the new school year. • DREAM OUTSIDE OF THE STATUS QUO – Use legacy pedagogies that support all adults and students, to imagine learning experiences that are identity affirming, cultivate joy, and set the stage for academic excellence. 	

	<ul style="list-style-type: none"> • THINK STRATEGICALLY – Use school and community context to consider assets and roadblocks to making dreams a reality and articulate strategies to address them. • INSPIRE ACTION – Prepare to launch the year with a sense of purpose focused on listening and learning about the needs, hopes, and dreams of students that will shape instructional practice for the year.
In person Collaborative Work – Half day Date: January 29, 2024	Workshop Focus (Session 4) <ul style="list-style-type: none"> • The goal of this workshop will be to begin the practice of collaboration with students and/or families as co-designers in instructional practice based on learning in sessions 1 and 2. Final content outcomes to be developed based on participant needs and context.
Communities of Practice (90min-2hr sessions with) Potential Virtual Dates: See email or suggestions	<p>Potential Focus:</p> <p>Follow up Session 2: Reflect and Focus. In this session, we regroup in the purpose of the year (radical dreaming for instructional improvement) and finalize listening plans for students and families. Through collaborative discussion, participants will identify a specific area of focus for intentional listening focused on the needs, hopes, and dreams of students and families.</p> <p>Session 3: Build Understanding. In this session, we discuss quantitative and qualitative data participants have gathered to bring awareness to the dreams, hopes, and needs of students. Participants will begin to explore what it could look like to co-create and/or redesign instruction with data in mind in a consistent, sustainable, and impactful manner. Using examples and resources, we will have a heavy focus on bold and imaginative thinking.</p> <p><i>Session 4: IN PERSON WORKSHOP: January 29th – see focus above</i></p> <p>Session 5: Practice. In this session, participants use assets and opportunities protocol to analyze and practice using strategic thinking to refine instructional approaches in real time. We will provide new content learning based on emergent needs amongst teachers and staff.</p> <p>Session 6: Practice. In this session, participants will use various means to assess impact and continue to analyze and practice using strategic thinking to refine instructional approaches in real time. We will provide new content learning based on emergent needs amongst teachers and staff.</p>

	<p>Session 7: Practice. In this session, participants will use various means to assess impact and continue to analyze and practice using strategic thinking to refine instructional approaches in real time. We will provide new content learning based on emergent needs amongst teachers and staff.</p> <p>Session 8: Reflection and Planning Forward. In this session, we reflect on participant learning and discuss how awareness building, praxis, and strategic thinking have and can continue to help deepen equity-centered instructional improvement work. Participants will reflect on how their personal and professional dreams have evolved, consider the ultimate impact on students, and identify best next steps for continued learning in the following year.</p> <p><i>Note: The focus for each proposed session is subject to change based on the context of school and participants needs. The facilitator and professional development lead should be prepared to adjust or propose alternative outcomes throughout the process if needed.</i></p>
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Notes:

- Dr. Jamila Dugan provides all training materials, and client is responsible for managing copies/material production, technology during session and organization of the day.
- This proposal also includes 60min planning meetings before the first full day workshop and in between the session series to solidify the learning focus for each session. The proposal also includes a final reflection meeting after the final engagement.
- All onsite visits will require travel to be reimbursed by the client including airfare and lodging. In collaboration with MY Academy front office staff prior to booking, MY Academy will reimburse airfare and lodging for in-person expenses.
- Per MYA guidelines, meals for travel over 90 miles are reimbursed as follows:
 - Per diem rates (Breakfast- \$15, Lunch- \$20, Dinner- \$30); gratuity to be included. Limit of 3 receipts within a 24-hour period.
 - Alcohol is not reimbursable. Please get a separate check for alcohol purchases.
 - Credit card and itemized receipts are a requirement for meal reimbursement. Credit card receipts itemized will suffice. Handwritten itemized receipts from the vendor are acceptable, if it is the only means of a receipt the vendor can provide.
 - If an employee exceeds the allotment for meal expenses, the balance above and beyond will be deducted from expenses.

Based on these services, I propose: \$50,000 + travel expenses outlined above



Project Lead Partner

Dr. Jamila Dugan is a leadership coach, learning facilitator, and researcher. She began her career as a teacher in Washington D.C., successfully supporting her school to implement an International Baccalaureate program. After being nominated for Teacher of the Year, she later served as a coach for new teachers and a director of learning and leadership development for teachers in Oakland, California. As a school administrator, Jamila championed equity-centered student services, parent empowerment, and the development of the first Mandarin immersion middle school in the Oakland, California. She currently serves as a leadership development coach in schools across the country. She holds a Bachelor's Degree in Psychology from Fresno State University, a Master's Degree in Early Childhood Education from George Mason University, and a doctorate in Education Leadership for Equity from University of California, Berkeley. She is the co-author with Shane Safir of the new book *Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation* (Corwin: 2021) which was the #1 book on Amazon's educational leadership list for weeks. She is the founder and lead coach of JD Learning Partners. To learn more, visit jamiladugan.com



Note other team members may play a role in co-facilitation.

Coversheet

Approval of 2023-2024 Declaration of Need (DON)

Section: XIV. Personnel Services
Item: A. Approval of 2023-2024 Declaration of Need (DON)
Purpose: Vote
Submitted by: Bill Dobson
Related Material: 2023.7.6 cl500-_Declaration_of_Need_Form.pdf

BACKGROUND:

The Declaration of Need (DON) is the annual form submitted to the California Commission on Teacher Credentialing (CCTC) by county offices of education, public school districts, charter schools, state-wide agencies or non-public schools or agencies. Prior to this upcoming school year, Charters were exempt from submitting a Declaration of Need (DON) form annually. The updates to the language based on changes with AB 1505 are now complete and all employing agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization.

This form contains the employing agency's estimated number (it is acceptable to overestimate with no penalty) of Emergency Permits (such as Emergency CLADs and is BCLADs), Limited Assignments, and Internship Credentials that will be requested during the current school year. The CCTC must have a current DON on file prior to processing applications for the Emergency and Limited Assignment Permits. The DON will be valid for twelve months and will expire on June 30, 2024.

RECOMMENDATION:

It is recommended the Board approve the Declaration of Need in the event that any emergency permits are needed during the 2023-2024 school year to prevent any delay in processing.

Fiscal Impact: None.

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

Name of District or Charter: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

Name *Signature* *Title*

<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
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Mailing Address

*E*Mail Address

Name of County _____ County CDS Code _____

Name of State Agency _____

[illegible]

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ <i>Name</i>	_____ <i>Signature</i>	_____ <i>Title</i>
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_____ <i>Fax Number</i>	_____ <i>Telephone Number</i>	_____ <i>Date</i>
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Mailing Address

E-Mail Address

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

Bilingual Authorization (applicant already holds teaching credential)

List target language(s) for bilingual authorization:

Resource Specialist

Teacher Librarian Services

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

Coversheet

Approval of a One-Time Retention Bonus

Section: XIV. Personnel Services
Item: B. Approval of a One-Time Retention Bonus
Purpose: Vote
Submitted by: Bill Dobson

BACKGROUND:

California continues to be faced with teacher shortages, spanning the subject areas of language arts, mathematics, science and special education. The unique model of Motivated Youth Academy requires staff to develop specific skills to support successful student outcomes.

In an effort to acknowledge employees for their dedication and commitment to MY Academy, it is proposed that a one-time retention bonus be issued to all staff who were employed during the 2022-2023 school year and have signed an employment agreement for the 2023-2024 school year. Nineteen (19) full-time employees would receive a one-time retention bonus of \$2,000 and nine (9) part-time employees would receive a one-time retention bonus of \$1,000.

RECOMMENDATION:

It is recommended the Board approve a one-time retention bonus for Motivated Youth Academy returning staff as presented.

Fiscal Impact: \$47,000