



## MY Academy

### Regular Meeting of the Board of Directors

Published on January 5, 2024 at 5:11 PM PST

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#### **Date and Time**

Thursday January 11, 2024 at 9:00 AM PST

#### **Location**

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

#### **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: 816 128 9676

<https://us06web.zoom.us/j/8161289676?omn=81936054456>

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#### **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 LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

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

**REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

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

**Agenda**

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>9:00 AM</b>
<b>A. Record Attendance</b>		Board President	1 m
Roll Call:			
William Hall, President			
Michael Humphrey, Vice President			
Steve Fraire, Clerk			
Peter Matz, Member			
Larry Alvarado, Member			
<b>II. Pledge of Allegiance</b>			<b>9:01 AM</b>
<b>A. Led by Board President or designee.</b>		Board President	1 m
<b>B. Land Acknowledgement</b>		Bill Dobson	1 m
<b>III. Approve/Adopt Agenda</b>			<b>9:03 AM</b>
<b>A. Call the Meeting to Order</b>		Board President	1 m
<b>B. Approve Agenda</b>	Vote	Board President	1 m
It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of January 11, 2024.			
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			

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

**IV. Approve Minutes****9:05 AM**

- |   |                 |                 |     |
|---|-----------------|-----------------|-----|
| <b>A.</b> Minutes of the Regular Meeting of the Board of Directors that was held on December 14, 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 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.

**VI. Board Governance****9:06 AM**

- |   |         |             |     |
|---|---------|-------------|-----|
| <b>A.</b> 2024-2025 Board Meeting Calendar and Schedule - First Reading | Discuss | Bill Dobson | 5 m |
|---|---------|-------------|-----|

**VII. Correspondence/Proposals/Reports****9:11 AM**

- |  |         |             |     |
|--|---------|-------------|-----|
| <b>A.</b> Annual Goals 2023-2024 Motivated Youth Academy, Presented by Bill Dobson, Interim Director | Discuss | Bill Dobson | 3 m |
|--|---------|-------------|-----|

	Purpose	Presenter	Time
<b>B.</b> School Highlights, Presented by Melissa Blitzstein, Interim Assistant Director	Discuss	Melissa Blitzstein	3 m
<b>C.</b> Student Spotlight Ashley Barraza - 10th Grade, Presented by Teacher of Record June Brock	Discuss	June Brock	4 m
<b>D.</b> 2022-23 State Assessment Data Student Achievement Presentation, Presented by Melissa Blitzstein, Interim Assistant Director	Discuss	Melissa Blitzstein	8 m
<b>E.</b> Special Education Department Mid-Year Review, Presented by Daniel Espinoza, Motivated Youth Academy Program Manager/School Psychologist	Discuss	Daniel Espinoza	5 m
<b>F.</b> Financial Update November, Presented by Roger Castillo, Director of Client Finance, Charter Impact	Discuss	Roger Castillo	5 m

**VIII. Consent****9:39 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.

<b>A.</b> Consent - Business/Financial Services			1 m
1. Check Register - December 2023			
2. Approval of 2024 IRS Mileage Reimbursement Rate			
3. Approval of Services Agreement between EdJoin.org and Motivated Youth Academy (Renewal)			
<b>B.</b> Consent - Education/Student Services			1 m
1. Approval of MY Academy 2023-2024 Parent and Student Handbook (Revisions)			
<b>C.</b> Consent - Personnel Services			1 m
1. Approval of Certificated Personnel Report			
2. Approval of Employee Handbook Revisions, Effective January 1, 2024			
<b>D.</b> Consent - Policy Development	Vote	Board President	1 m
Approval of existing board policies revised, reviewed, and eliminated by staff for the 2023-2024 school year.			



Purpose

Presenter

Time

**Board Policies Revised:**

The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.

**5000 Series - Student Services**

5110-MYA Cell Phones, Smartphones, Pagers & Other Electronic Signaling Device Policy

**Consent items listed under A through D 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 \_\_\_\_\_

**IX. Business/Financial Services****9:43 AM****A. Approval of Paylocity Services Agreement**

Vote

Bill Dobson

5 m

It is recommended the Board approve the Payroll and Human Resources Software Services Agreement between Paylocity and Motivated Youth Academy (#1628).

Fiscal Impact: \$6,095.88

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Ayes \_\_\_\_\_ Nays \_\_\_\_\_ Absent \_\_\_\_\_

**X. Education/Student Services****9:48 AM**

	Purpose	Presenter	Time
<b>A.</b> Approval of 2022-2023 School Accountability Report Card (SARC)	Vote	Melissa Blitzstein	5 m

It is recommended the Board approve the 2022-2023 School Accountability Report Card (SARC) 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 \_\_\_\_\_

## **XI. Calendar**

The next Regular Board of Directors meeting will be held on February 8, 2024.

## **XII. Comments 9:53 AM**

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

## **XIII. Closing Items 10:00 AM**

<b>A.</b> Adjourn Meeting	Vote	Board President	1 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

## Land Acknowledgement

<b>Section:</b>	II. Pledge of Allegiance
<b>Item:</b>	B. Land Acknowledgement
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	Land Acknowledgement.pdf

# Land Acknowledgement

It is important that we demonstrate respect for the historic and contemporary presence of Indigenous peoples in California and particularly the San Diego area. It is important for us to recognize that our school resides on what were historically the traditional territories of indigenous peoples who were dispossessed of their homelands.

We are grateful and appreciative to the indigenous peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn. In this spirit, we would like to acknowledge and pay our respects to the Luiseno, Cahuilla, Cupeno, Kumeyaay, Northern Diegueño tribes and all the American Indian and Indigenous peoples and communities who have been or have become part of these lands and territories in California.



## Coversheet

### Minutes of the Regular Meeting of the Board of Directors that was held on December 14, 2023

**Section:** IV. Approve Minutes  
**Item:** A. Minutes of the Regular Meeting of the Board of Directors that was held on December 14, 2023  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Regular Meeting of the Board of Directors on December 14, 2023

APPROVED



## MY Academy

### Minutes

#### Regular Meeting of the Board of Directors

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##### Date and Time

Thursday December 14, 2023 at 9:00 AM

##### Location

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

##### 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: 816 128 9676

<https://us06web.zoom.us/j/8161289676?omn=87658814906>

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#### MISSION STATEMENT

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#### REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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### **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

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#### **Directors Present**

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

#### **Directors Absent**

*None*

#### **Guests Present**

B. Dobson, D. Georgeson, L. Hath (remote), Lili Huang (remote), Melissa Blitzstein (remote), Noel Larsen (remote), Roger Castillo (remote), T. DeJesus (remote)

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## **I. Opening Items**

### **A. Record Attendance**

## **II. Pledge of Allegiance**

### **A. Led by Board President or designee.**

W. Hall led the Pledge of Allegiance.

### **B. Land Acknowledgement**

B. Dobson presented the Land Acknowledgement.

## **III. Approve/Adopt Agenda**

### **A. Call the Meeting to Order**

W. Hall called a meeting of the board of directors of MY Academy to order on Thursday Dec 14, 2023 at 9:03 AM.

### **B. Approve Agenda**

M. Humphrey made a motion to approve the agenda.  
S. Fraire seconded the motion.



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

#### **IV. Approve Minutes**

##### **A. Minutes of the Regular Meeting of the Board of Directors that was held on October 12, 2023**

S. Fraire made a motion to approve the minutes from Regular Meeting of the Board of Directors on 10-12-23.

M. Humphrey seconded the motion.

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

##### **B. Minutes of the Board of Directors Study Session that was held on November 9, 2023**

M. Humphrey made a motion to approve the minutes from Board of Directors Study Session on 11-09-23.

L. Alvarado seconded the motion.

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

#### **V. Closed Session**

##### **A. Public Comment - Closed Session**

There were no public comments regarding Closed Session.

##### **B. Adjourn to Closed Session**

S. Fraire made a motion to adjourn to Closed Session at 9:07 a.m.

M. Humphrey seconded the motion.

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

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

a. YL v. The Collaborative Charter Services Organization, et al.

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

#### **VI. Reconvene Regular Meeting**

##### **A. Report out any action taken in closed session.**

*The Board Members reconvened the meeting at 9:20 a.m.*

*W. Hall, President reported out that there was no action taken during the closed session.*

## **VII. Correspondence/Proposals/Reports**

- A. Annual Goals 2023-24 Motivated Youth Academy, Presented by Bill Dobson, Interim Director**
- B. School Highlights, Presented by Melissa Blitzstein, Interim Assistant Director**
- C. Student Spotlight Ava Robleto - 11th Grade, Presented by Teacher of Record Noel Larsen**

*This is Ava Robleto's 3rd year at MYA. She is dual enrolled in college classes at Palomar, and has completed 10 classes which consist of 1-1/4 year of college classes. She is a straight A student at both MYA and Palomar College. This is a great achievement.*

## **VIII. Consent**

### **A. Consent - Business/Financial Services**

- 1. Check Register - October 2023
- 2. Check Register - November 2023
- 3. Approval of Transportation Coordination License and Services Agreement between HopSkipDrive, Inc. and Motivated Youth Academy (Renewal)
- 4. Approval of News2You (n2y) Subscription
- 5. Approval of Charter Schools Development Center (CSDC) Membership for 2023-24 (Renewal)
- 6. Approval of Edwards, Stevens & Tucker, LLP Legal and Consultant Services Agreement

### **B. Consent - Personnel Services**

- 1. Approval of Classified Personnel Report

### **C. Consent - Policy Development**

Approval of existing board policies revised, reviewed, and eliminated by staff for the 2023-24 school year.

#### **Board Policies Revised:**

The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.

#### **4000 Series - Personnel Services**

4150-MYA Mileage Reimbursement Policy

#### **5000 Series - Student Services**

5010-MYA Education Records and Student Information Policy

5015-MYA Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

5020-MYA Suicide Prevention Policy

*Approve consent items listed under A through C.*

L. Alvarado made a motion to approve consent items listed under A through C.

M. Humphrey seconded the motion.

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

## **IX. Business/Financial Services**

### **A. Approval of 2023-24 First Interim Financial Report**

S. Fraire made a motion to approve the 2023-24 First Interim Financial Report.

L. Alvarado seconded the motion.

*The 2023-24 First Interim Financial Report was presented by Roger Castillo, Charter Impact.*

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

### **B. Approval of CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2023 - Motivated Youth Academy (Draft)**

M. Humphrey made a motion to approve CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2023 - Motivated Youth Academy (Draft).

L. Alvarado seconded the motion.

*The CliftonLarsonAllen (CLA) Annual Audit Report - Year Ended June 30, 2023, was presented by Lili Huang, CLA.*

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

### **C. Approval of Registration for Bill Dobson and Gigi Lenz to attend the Charter Business Officer Training Program offered by Charter School Development Center (CSDC)**

M. Humphrey made a motion to approve the Registration for Bill Dobson and Gigi Lenz to attend the Charter Business Officer Training Program offered by Charter School Development Center (CSDC).

S. Fraire seconded the motion.

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

## **X. Education/Student Services**

### **A. Approval of 2023-24 School Plan for Student Achievement (SPSA)**

S. Fraire made a motion to approve of 2023-24 School Plan for Student Achievement (SPSA).

M. Humphrey seconded the motion.

*The 2023-24 School Plan for Student Achievement (SPSA) was presented by Melissa Blitzstein.*

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

## **XI. Personnel Services**

### **A. Approval of Termination of KM Educational Consulting Agreement, and Kurt Madden's Resignation as CEO, Motivated Youth Academy Corporation**

L. Alvarado made a motion to approve Termination of KM Educational Consulting Agreement, and Kurt Madden's Resignation as CEO, Motivated Youth Academy Corporation.

S. Fraire seconded the motion.

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

### **B. Approval of Employee Work-Related Travel Expenses Reimbursement Policy**

M. Humphrey made a motion to approve Employee Work-Related Travel Expenses Reimbursement Policy.

L. Alvarado seconded the motion.

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

## **XII. Board Governance**

### **A. Election of Motivated Youth Academy Corporate Officer**

W. Hall made a motion to approve the election of Motivated Youth Academy Corporate Officer, Chief Executive Officer (CEO).

S. Fraire seconded the motion.

*William Hall nominated Bill Dobson as CEO.*

*Bill Dobson accepted the nomination as CEO of MYA, effective January 1, 2024.*

*Chief Executive Officer (CEO): **Bill Dobson***

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

### **B. Annual Organizational Structure of the Board of Directors - Election of Officers**

W. Hall made a motion to approve the annual Organizational Structure of the Board of Directors - Election of Officers.

M. Humphrey seconded the motion.

*The Board took action to elect a new Board President, Vice President, and Clerk, effective January 1, 2024.*

*a. Board President: **William Hall***

*b. Board Vice President: **Michael Humphrey***

*c. Board Clerk: **Steve Fraire***

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

**C. Full Board Action in Lieu of Audit Committee, Fiscal Year 2023-24**

M. Humphrey made a motion to Full Board Action in Lieu of Audit Committee, Fiscal Year 2023-24.

S. Fraire seconded the motion.

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

**XIII. Calendar**

**A. The next Regular Board of Directors meeting will be held on January 11, 2024.**

**XIV. Comments**

**A. Board Comments**

The Board thanked the staff for a well run meeting today, and commended the staff on their professionalism. They enjoyed the presentations, especially the student presentation and were happy to hear MYA financials are good. The trust and relationship Bill Dobson has created with the Native American local tribe is truly a blessing for MYA. They commended him for his excellent work.

They also wanted to thank Kurt Madden, CEO for all the work he did for MYA and wished him well in his next endeavors.

Everyone at MYA is definitely focused on the needs of the students. Thank you.

**B. Interim Director and CEO Comments**

Bill Dobson thanked the Board for the work they do for MYA. He commended the hard work Gigi Lenz does in helping to develop systems of support to help closely monitor the financials for MYA. She meets with HR Support and Charter Impact regularly. This helps in staying on top of expenditures, and to stay on top of the coordination of the 40% funding for certificated staff.

MYA's staff make it all possible for all the good work they do. He also thanked Kurt Madden, CEO for his support and guidance, saying it has been invaluable guidance for MYA.

Happy Holidays to everyone and see you in January 2024!

## **XV. Closing Items**

### **A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:22 AM.

Respectfully Submitted,

W. Hall

M. Humphrey made a motion to adjourn meeting.

S. Fraire seconded the motion.

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

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## **Documents used during the meeting**

- Land Acknowledgement.pdf
- 2023-2024 Annual Goals - Motivated Youth Academy .pdf
- School Highlights 2023.12.14.pdf
- Check Register\_October 2023.pdf
- Check Register\_November 2023.pdf
- HopSkipDrive Agreement Renewal 23-24.pdf
- HopSkipDrive Contract 23-24.pdf
- News2you Quote 2023.12.1.pdf
- CSDC Annual membership renewal 2023.11.28 .pdf
- Edwards, Stevens & Tucker Legal and Consultant Services Contract 2023-24.pdf
- Edwards, Stevens, Tucker LLC invoice.pdf
- BUS Consent MYA\_12.14.23 .pdf
- MYA BUS Classified Personnel Report 2023.12.14.pdf
- MYA - 4150 Mileage Reimbursement Policy - redlined .pdf
- MYA - 4150 Mileage Reimbursement Policy - for board approval.pdf
- MYA - 5010 Educational Records and Student Information Policy - redlined.pdf
- MYA - 5010 Educational Records and Student Information Policy - for board approval.pdf

- MYA - 5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy - redlined .pdf
- MYA - 5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy - for board approval.pdf
- MYA - 5020 Suicide Prevention Policy - redlined .pdf
- MYA - 5020 Suicide Prevention Policy - for board approval.pdf
- 2023-2024 First Interim Financial Report .pdf
- MYA Financial Statement (FS) Draft v12-06\_Prepared by CLA.pdf
- MYA Governance Letter v12-06\_Prepared by CLA.pdf
- MYA MRL - DO NOT SIGN\_Prepared by CLA.pdf
- CSDC CBO Training invoice\_Dobson.pdf
- CSDC CBO Training invoice\_Lenz.pdf
- School Plan for Student Achievement (SPSA) Presentation 2023-24.pdf
- School Plan for Student Achievement (SPSA) MYA 12.14.2023.pdf
- K Madden Resignation Ltr 2023\_11\_22\_07\_22\_04.pdf
- KM\_Consulting\_Agreement\_2023-06-16\_FINAL.docx\_\_1\_.pdf
- MYA Employee Work-Related Travel Expenses Reimbursement Policy .pdf
- MYA Second Amended Bylaws-Jan 2023\_SIGNED.pdf

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#### FOR MORE INFORMATION

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

# Coversheet

## 2024-2025 Board Meeting Calendar and Schedule - First Reading

**Section:** VI. Board Governance  
**Item:** A. 2024-2025 Board Meeting Calendar and Schedule - First Reading  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
MY Academy Board Meeting Calendar and Schedule 2024-25\_Draft for First Read.pdf





## 2024-25 Board Meeting Calendar and Schedule

Meeting Date	Topics
<b>July 11, 2024</b> <b>Study Session</b>	Annual Board Evaluation Motivated Youth Academy Strategic Plan 2023-2026 Annual Superintendent and Board Goals Annual Superintendent Evaluation Planning
<b>July 11, 2024</b> <b>Regular Board Meeting</b>	Marketing and Enrollment Update MY Plan Overview
<b>August 8, 2024</b> <b>August 15, 2024</b> <b>Dark/Nothing Scheduled</b> <i>No Monthly Updates</i>	<i>*Regular Board Meeting will be held, if needed.</i>
<b>September 12, 2024</b> <b>Regular Board Meeting</b>  Monthly Updates- August  School Highlights Presentation (August)	Unaudited Actuals (2023-24) // Due September 15 Budget/Fiscal Update <del>Reappointment of Board Member Terms (William Hall, Mike Humphrey, and Pete Matz) - No presentation</del> 2023-24 Student Achievement Data Presentation Consolidated Application and Reporting System- <i>No presentation</i> English Learner Master Plan Employee Handbook Revisions
<b>October 10, 2024</b> <b>Regular Board Meeting</b>  Monthly Updates- September  School Highlights Presentation (September)	Comprehensive Support and Improvement Plan 2024-25 Student Highlight - Mountain Empire Unified Residential Boundaries Title 1 School-Parent Compact <del>Crisis Communication Plan Presentation</del>
<b>November 7, 2024</b> <b>Study Session</b> <i>No Monthly Updates</i>	Board Manual & Bylaws Review Overview of Timeline- Ethics Training Online <del>Superintendent/CEO Succession Planning</del> <del>Board Succession Plan</del> <del>Board 9000 Series Policy</del>
<b>December 12, 2024</b> <b>Regular Board Meeting</b>  Monthly Updates-Oct/Nov  School Highlights Presentation	First Interim Budget // Due December 15 Appoint Audit Committee- <i>No presentation</i> Policies - 5000 and <del>COL Code</del> - <i>No presentation</i> Audit Report (Draft) Annual Organizational Meeting- <i>No presentation</i> Employee Handbook Revisions



## 2024-25 Board Meeting Calendar and Schedule

<b>January 9, 2025</b> <b>Regular Board Meeting</b>  <i>No Monthly Updates</i>  School Highlights Presentation	Special Education Presentation Special Education Student Highlight 2023-24 State Assessment Data Student Achievement Presentation School Accountability Report Card (SARC) Crisis Communication Discussion 2025-26 Instructional Calendar
<b>February 13, 2025</b> <b>Regular Board Meeting</b>	At Promise Student Pathway Presentation At Promise Student Highlight LCAP Educational Partner Engagement and Mid-Year Review Presentation State Budget Overview and Update 2025-26 Board Meeting Calendar and Schedule (first read)
<b>March 13, 2025</b> <b>Regular Board Meeting</b>	Student Highlight - Middle School 2025-26 Strategic Budget Second Interim Budget // Due March 15 Policies - 3000 and 4000 Series 2025-26 Master Agreement for Independent Study and Acknowledgement of Responsibilities Audit Firm Selection 2025-26 Board Meeting Calendar and Schedule (vote)
<b>April 10, 2025</b> <b>Study Session</b>	Annual Review Superintendent/CEO Contract
<b>May 8, 2025</b> <b>Regular Board Meeting</b>	Principals - Year in Review and Teacher Appreciation Student Highlight - High School Annual Superintendent Evaluation (Vote) 2025-26 Employee Benefit Plans
<b>June 12, 2025</b> <b>Regular Board Meeting</b>	LCAP Hearing & Local Indicators Presentation Estimated Actuals and July Budget Presentation Year End Recap, Highlights, and Goals Presentation Policies - 1000 and 6000 Series Parent/Student Handbook Property and Casualty Insurance
<b>June 18, 2025 (Wednesday)</b> <i>proposed</i> <b>Regular Board Meeting</b>	LCAP & Local Indicators Estimated Actuals, Budget Overview for Parents, and July Budget (vote) Educator Protection Act (EPA) SELPA Master Contract

## Coversheet

### Annual Goals 2023-2024 Motivated Youth Academy, Presented by Bill Dobson, Interim Director

**Section:** VII. Correspondence/Proposals/Reports  
**Item:** A. Annual Goals 2023-2024 Motivated Youth Academy, Presented by Bill  
Dobson, Interim Director  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** MY Academy 2023-2024 Annual Goals .pdf



# Goal #1

**To qualify for a recommendation of 100 percent funding to the SBE**

**40% of total public revenues on salaries and benefits  
for all employees who possess a valid teaching certificate**

**80% of total revenues on instruction and related services**

**Ratio of ADA for independent study pupils to full-time  
certificated employees that does not exceed a PTR of 25:1**

	7/23	8/23	9/23	10/23	11/23	12/23	1/24	2/24	3/24	4/24	5/24	6/24
40%	Y	Y	Y	Y	Y	Y						
80%	N	Y	Y	Y	Y	Y						
PTR	Y	Y	Y	Y	Y	Y						



## Goal #2

### ***Increase the % of students meeting the Alternative Metrics for Charter Renewal in the DASS MOU with MEUSD***

*Average attendance rate of 85% or higher*

*Graduation Rates: Compulsory School-aged student population - 90%, (ages 19 - 25) – 85%*

*Course Completion Rates: The Charter School shall maintain an average course completion rate of 85% or higher*

#### *College/Career Indicators for WIOA Students*

	7/28	8/25	9/22	10/20	11/23	12/23	1/24	2/24	3/24	4/24	5/24	6/24
<b><i>Attendance</i></b>	84.35	91.02	94.87	95.93	93.12	92.17						
<b><i>Graduation</i></b>												
<b><i>Course Completion</i></b>												
<b><i>CCI / WIOA</i></b>												



## Goal #3

### ***Defining the W.I.N. (What's Important Now) as MYA implements Radical Dreaming***

*Average attendance rate of 85% or higher*

*Graduation Rates: Compulsory School-aged student population - 90%, (ages 19 - 25) – 85%*

*Course Completion Rates: The Charter School shall maintain an average course completion rate of 85% or higher*

#### ***College/Career Indicators for WIOA Students***

	7/28	8/25	9/22	10/20	11/23	12/23	1/24	2/24	3/24	4/24	5/24	6/24
<b><i>Attendance</i></b>	84.35	91.02	94.87	95.93	93.12	92.17						
<b>Graduation</b>												
<b>Course Completion</b>												
<b>CCI / WIOA</b>												



## Goal #4

### ***Increase student enrollment and ADA***

#### ***Increase student enrollment by 20%***

	7/23	8/23	9/23	10/23	11/23	12/23	1/24	2/24	3/24	4/24	5/24	6/24
<i>Enrolled SY22-23</i>	36	170	194	200	214	227	233	246	257	260	260	X
<i>Enrolled SY23-24</i>	27	19	204	230	243	254						
<b>% Change Enrolled</b>	<b>25%</b>	<b>89%</b>	5%	15%	13%	11%						

#### ***Increase ADA by 10%***

	P-1	P-2	YE
ADA SY22-23	81.89	175.02	210.12
ADA SY23-24	212.94		
<b>% Change ADA</b>	<b>160</b>		

# Coversheet

## School Highlights, Presented by Melissa Blitzstein, Interim Assistant Director

<b>Section:</b>	VII. Correspondence/Proposals/Reports
<b>Item:</b>	B. School Highlights, Presented by Melissa Blitzstein, Interim Assistant Director
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	School Highlights 2024.01.11.pdf



# MY Academy

## School Highlights - Information through December 31, 2023

### Enrollment

#### 2023-2024 Enrollment (as of 12/31/2023)

**Total Enrolled - 254**

#### Track E - July 3, 2023 - April 8, 2024

- 16 Enrolled
  - 1 - Imperial County
  - 0 - Orange County
  - 3 - Riverside County
  - 12 - San Diego County

#### Track F - August 28, 2023 - June 3, 2024

- 238 Enrolled
  - 10 - Imperial County
  - 21 - Orange County
  - 53 - Riverside County
  - 154 - San Diego County

#### Important Dates

January 24, 2024

Mid Year Graduation

June 5, 2024

End of School Year Graduation

### Organization

### Curriculum

### Learning and Teaching

# Assessments and Accountability


## School Culture


MY Academy staff participated in:


In-Person staff meeting and luncheon hosted at the VEBA Resource Center

### Shared by Teacher Ms. Ganje:


A new student to MYA responded to her class discussion with these words. It made me sad that she had a difficult time at her last school. However, I see she feels happy and confident now after a few weeks of being a student at MYA. I am glad she made the decision to give MYA a try and feels successful with me/us.



**Midterm Discussion**  
 Graded Discussion



 Exit


 [Redacted]

**Scored** 1 Post(s)  
 Score: 100%  
**Discussion Topic**  
 This seems like a good time to ask the basic question, "How's it going in class?" Feel free to offer constructive feedback about the course. Anything you like about the course so far? Please present at least one paragraph.







 - 12/7/2023 1:40 AM
 

Block this Response
 Hide

For classes? It's been going great. Before in school, it was hard for me to walk to school or even look up during school hours. Depression really got to me and I couldn't really control it. The lack of sleep and problems I've faced at home and at that school were really taking a toll on me. Moving to this and taking these classes let me better understand everything. Though some of the courses were like review, it was nice to let my mind understand it better and there wasn't any rush to this. I really like all my courses equally right now. I am excited to be starting animations soon since I just got it!

[Privacy Policy](#) | [California Privacy Rights](#)

### Shared by Student Success Coordinator, Ms. Georgeson:

MYA staff came together to enjoy an in-person luncheon for our monthly meeting in December. During this meeting the administrative staff and teachers were able to discuss what is coming up for the remainder of the school year and learn about a new support system that will be provided to MYA students, families, and educational rights holders. It was a great time celebrating the success and hard work of all staff members. And a wonderful way to end the year before the break.







# Get Social with us!

## STAY UP TO DATE ON MY ACADEMY



### @MYACADEMYCA



### Contact Us

Email: [info@myacademy.org](mailto:info@myacademy.org)

Website: [www.myacademy.org](http://www.myacademy.org)

Location: 500 La Terraza Boulevard, #150 Escondido, CA, USA

Phone: [619-344-0967](tel:619-344-0967)

Facebook: <https://www.facebook.com/MyAcademyCA/>

Twitter: [@myacademyca](https://twitter.com/myacademyca)





**MY Academy**

MY is using Smore to create beautiful newsletters

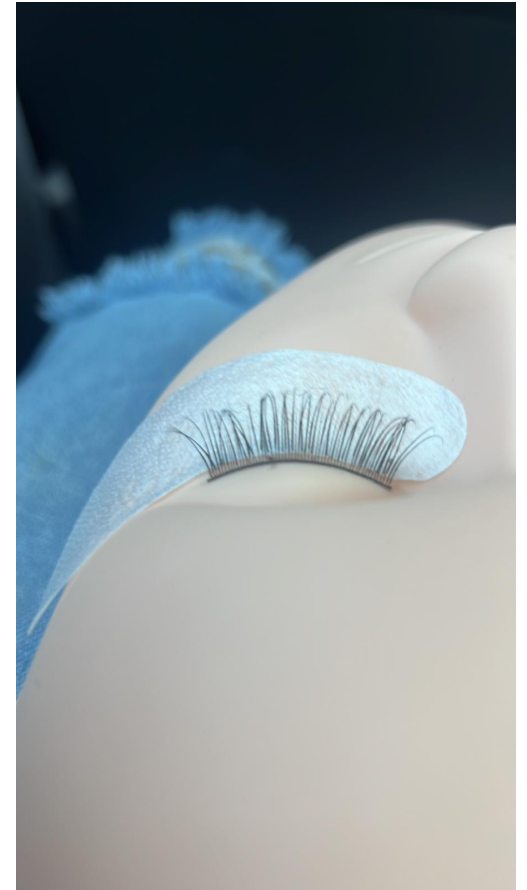


# Coversheet

## Student Spotlight Ashley Barraza - 10th Grade, Presented by Teacher of Record June Brock

<b>Section:</b>	VII. Correspondence/Proposals/Reports
<b>Item:</b>	C. Student Spotlight Ashley Barraza - 10th Grade, Presented by Teacher of Record June Brock
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	Ashley Barraza - Board Presentation.pdf

## Photos of work student Ashley Barraza has done in her cosmetology classes

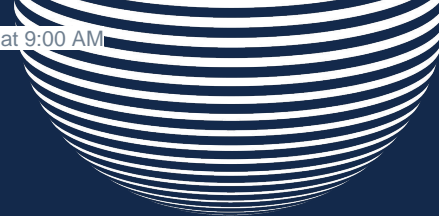


## Coversheet

### 2022-23 State Assessment Data Student Achievement Presentation, Presented by Melissa Blitzstein, Interim Assistant Director

**Section:** VII. Correspondence/Proposals/Reports  
**Item:** D. 2022-23 State Assessment Data Student Achievement Presentation,  
Presented by Melissa Blitzstein, Interim Assistant Director  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
MY Academy 2022-23 State Assessment Data and Student Achievement Presentation.pdf





# 2022-2023 State Assessment Data and Student Achievement

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January 2024

Presented by Melissa Blitzstein  
Interim Assistant Director

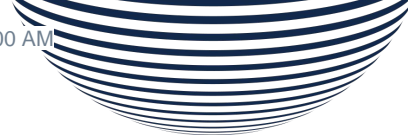


# California State Dashboard

- Performance Color is based on two factors:
  - Current data on measure
  - Improvement or lack of improvement from the prior school year

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Green	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

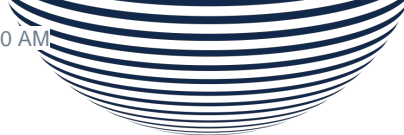




# Attendance - Chronic Absenteeism Rates

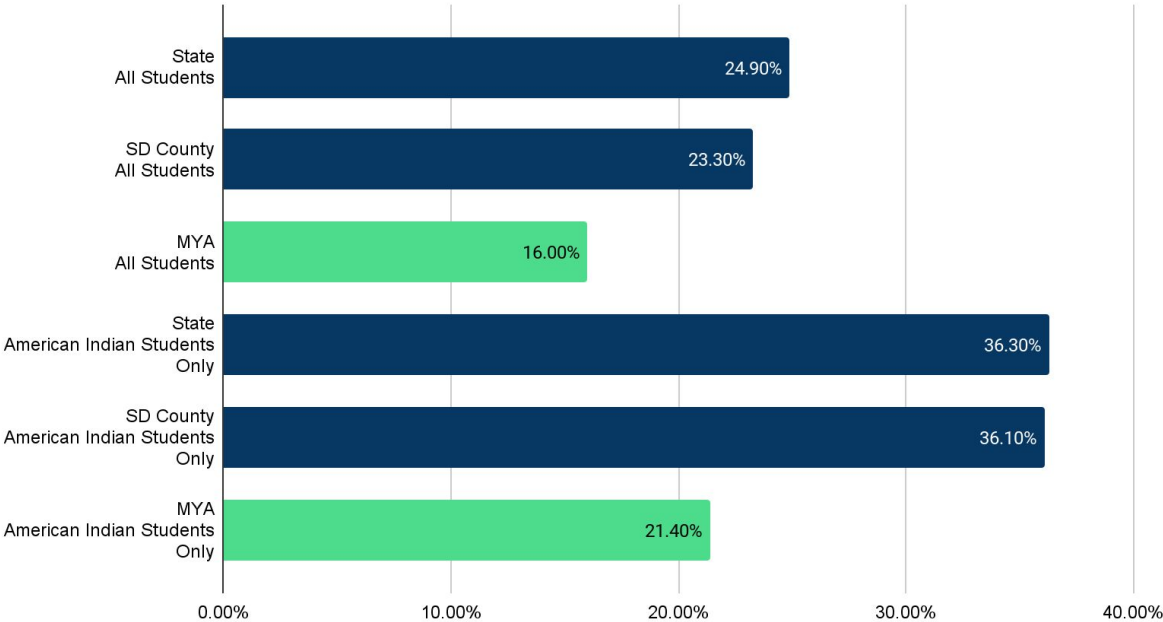
Student Group	2022-23
State - All Students	24.9%
SD County - All Students	23.3%
MYA - All Students	16.0%
State - American Indian Students Only	36.3%
SD County - American Indian Students Only	36.1%
MYA - American Indian Students Only	21.4%





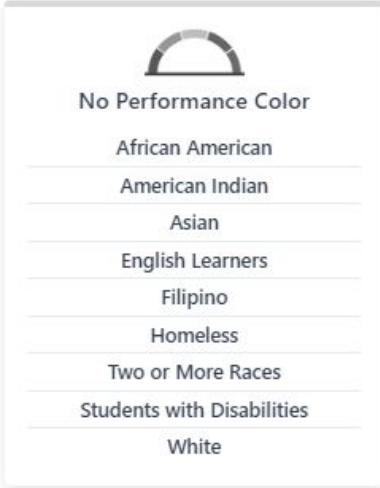
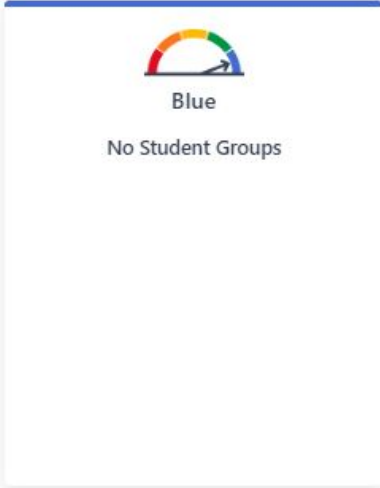
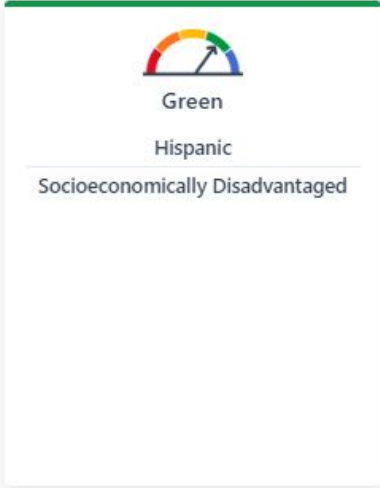
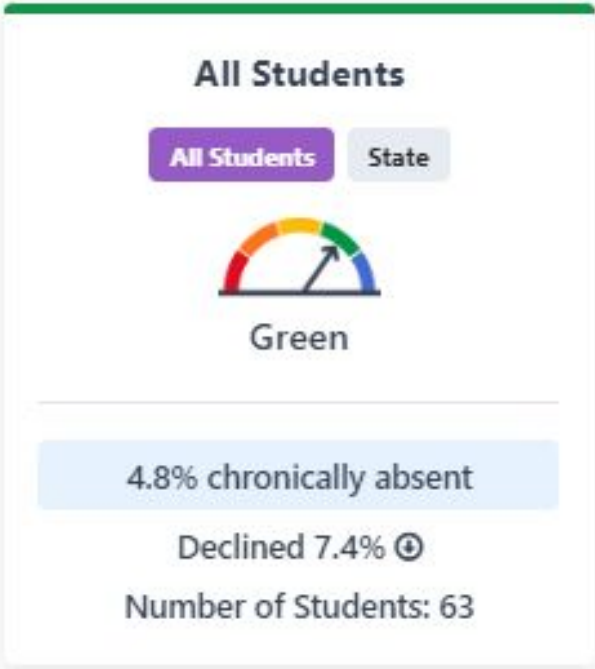
# Attendance - Chronic Absenteeism Rates

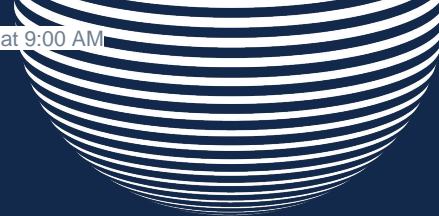
MYA Chronic Absenteeism vs. State and San Diego County





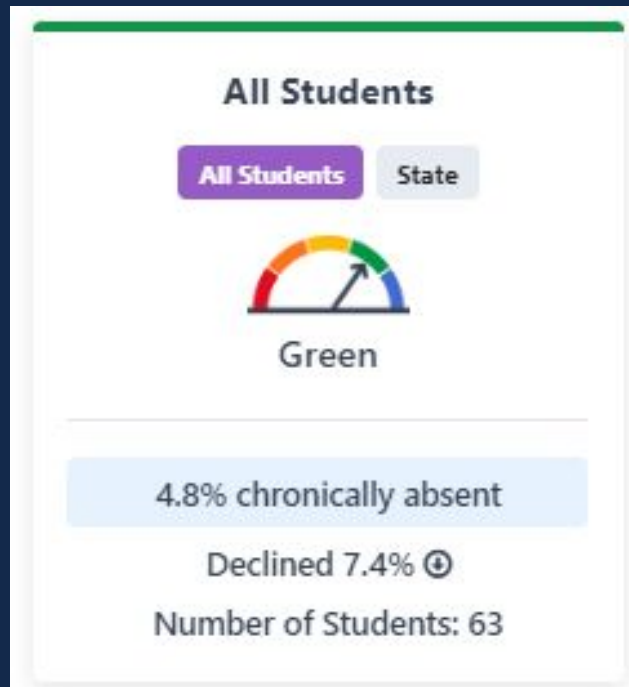
# Attendance and Chronic Absenteeism

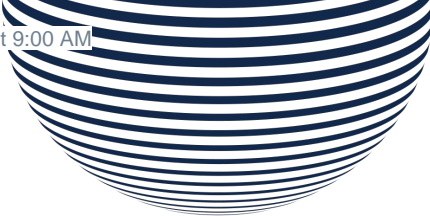




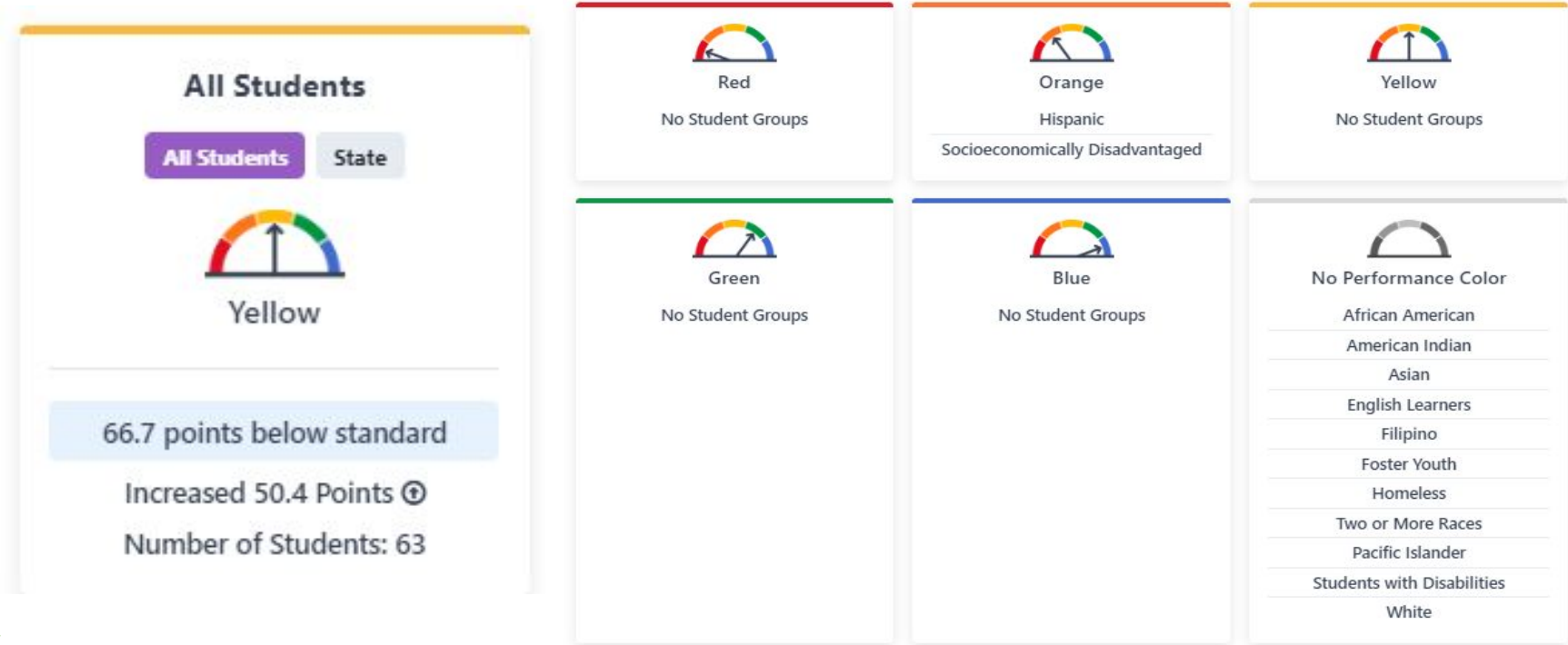
# Attendance and Chronic Absenteeism Conclusions

- Declined 7.4%
- Improvement from prior year data
- Student Success Coordinator impact





# English Language Arts





# ELA Performance for Low Socioeconomic Status (SES) Students

	Standard Exceeded			Standard Met			Standard Nearly Met			Standard Not Met		
School Year	Low SES #	Low SES %	MYA % All Students	Low SES #	Low SES %	MYA % All Students	Low SES #	Low SES %	MYA % All Students	Low SES #	Low SES %	MYA % All Students
2020 -21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021 -22	2	3.17%	4.40%	16	25.40%	26.37%	19	30.16%	29.67%	26	41.27%	39.56%
2022 -23	5	8.47%	11.11%	11	18.64%	23.33%	13	22.03%	20.00%	30	50.85%	45.56%





# ELA Performance For Hispanic Students

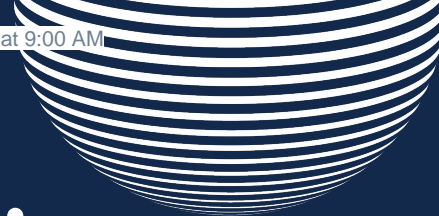
	Standard Exceeded			Standard Met			Standard Nearly Met			Standard Not Met		
School Year	Hispanic/ Latino #	Hispanic/ Latino %	MYA % All Students	Hispanic/ Latino #	Hispanic/ Latino %	MYA % All Students	Hispanic/ Latino #	Hispanic/ Latino %	MYA % All Students	Hispanic/ Latino #	Hispanic/ Latino %	MYA % All Students
2020 -21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021 -22	0	0%	4.40%	12	22.64%	26.37%	18	33.96%	29.67%	23	43.40%	39.56%
2022 -23	2	4.17%	11.11%	11	22.92%	23.33%	8	16.67%	20.00%	27	56.25%	45.56%



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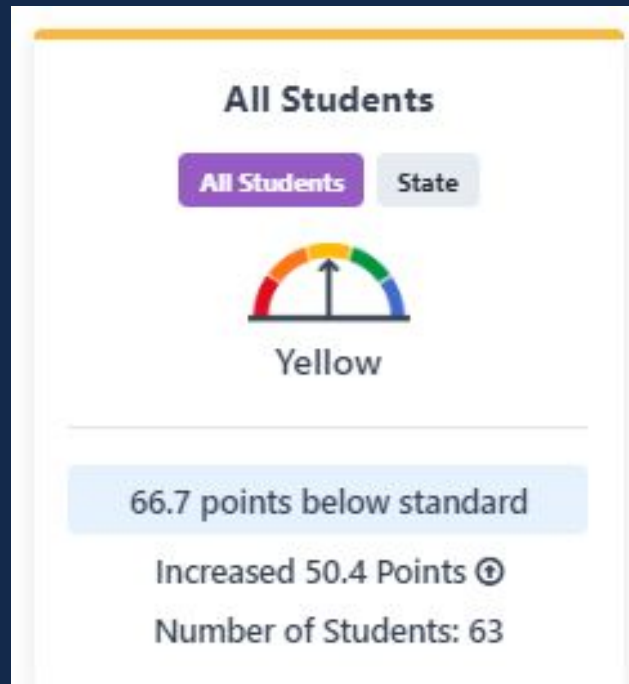
# ELA Performance - Not Enough Data

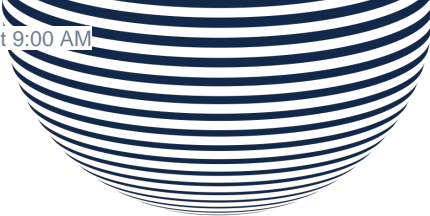
- Data for the following student groups is suppressed to protect student data
  - Native American
  - Asian
  - African American
  - Filipino
  - Two or More Races



# English Language Arts Conclusions

- Increased 50.4 points
- Improvement from prior year's data
- Implementation of ELA instructional staff workshops





# Mathematics

## All Students

All Students State



145.7 points below standard

Increased 23.5 Points ⓘ

Number of Students: 63



Red

No Student Groups



Orange

Hispanic

Socioeconomically Disadvantaged



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White





# Math Performance for Low Socioeconomic Status (SES) Students

	Standard Exceeded			Standard Met			Standard Nearly Met			Standard Not Met		
School Year	Low SES #	Low SES %	MYA % All Students	Low SES #	Low SES %	MYA % All Students	Low SES #	Low SES %	MYA % All Students	Low SES #	Low SES %	MYA % All Students
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021-22	1	1.59%	3.30%	7	11.11%	13.19%	10	15.87%	16.48%	45	71.43%	67.03%
2022-23	2	3.39%	3.33%	3	5.08%	7.78%	9	15.25%	22.22%	45	76.27%	66.67%



# Math Performance for Hispanic Students

	Standard Exceeded			Standard Met			Standard Nearly Met			Standard Not Met		
School Year	Hispanic/ Latino #	Hispanic/ Latino %	MYA % All Students	Hispanic/ Latino #	Hispanic/ Latino %	MYA % All Students	Hispanic/ Latino #	Hispanic/ Latino %	MYA % All Students	Hispanic/ Latino #	Hispanic/ Latino %	MYA % All Students
2020 -21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2021 -22	1	1.85%	3.30%	5	9.26%	13.19%	9	16.67%	16.48%	39	72.22%	67.03%
2022 -23	1	2.08%	3.33%	2	4.17%	7.78%	7	14.58%	22.22%	38	79.17%	66.67%



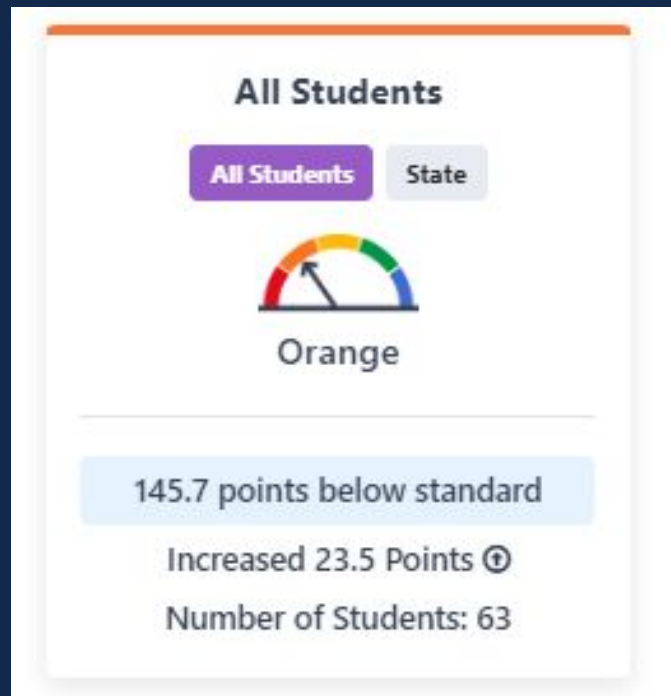
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# Math Performance - Not Enough Data

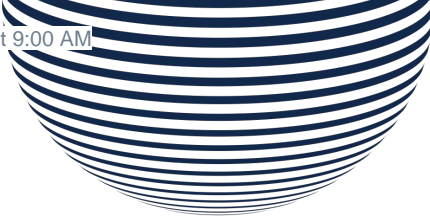
- Data for the following student groups is suppressed to protect student data
  - Native American
  - Asian
  - African American
  - Filipino
  - Two or More Races

# Mathematics Conclusions

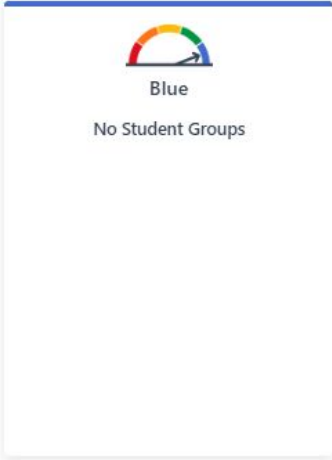
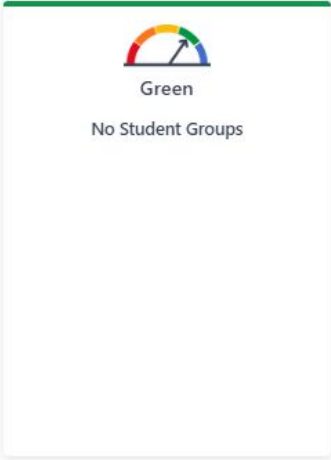
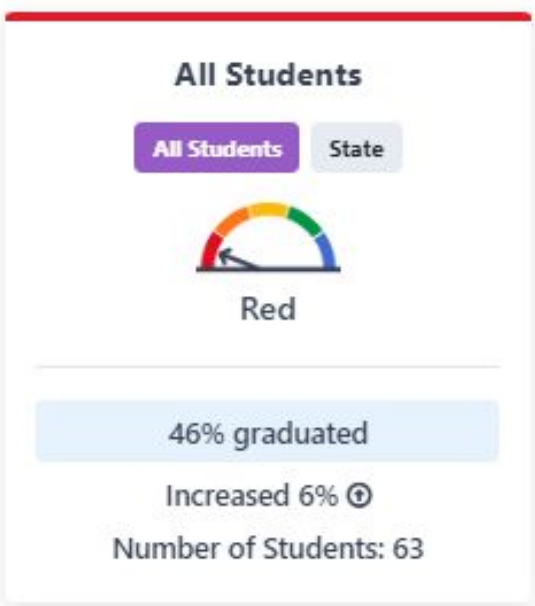
- Increased 23.5 points
- Improvement from prior year's data
- Continual improvement necessary
- Implementation of math instructional staff workshops

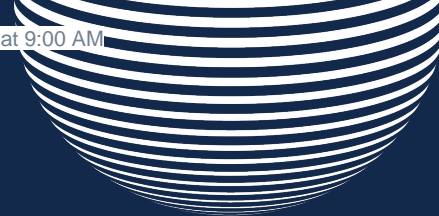






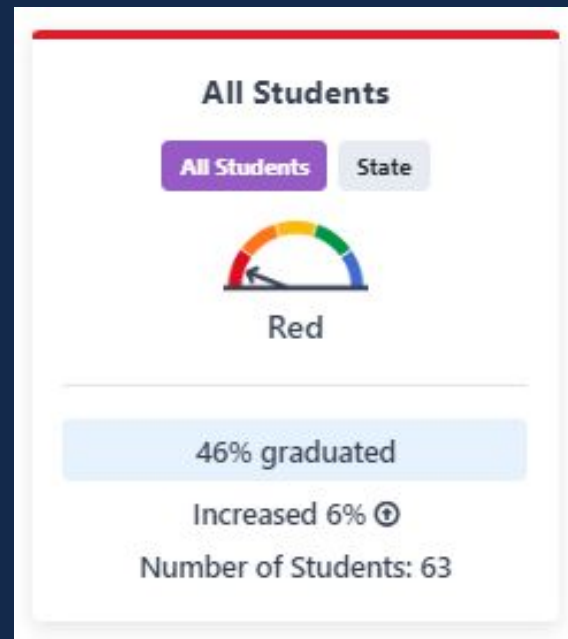
# Graduation Rate

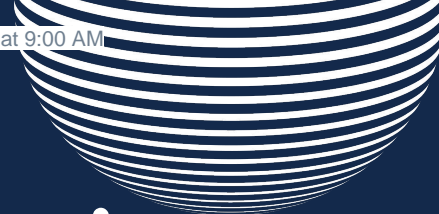




# Graduation Rate Conclusions

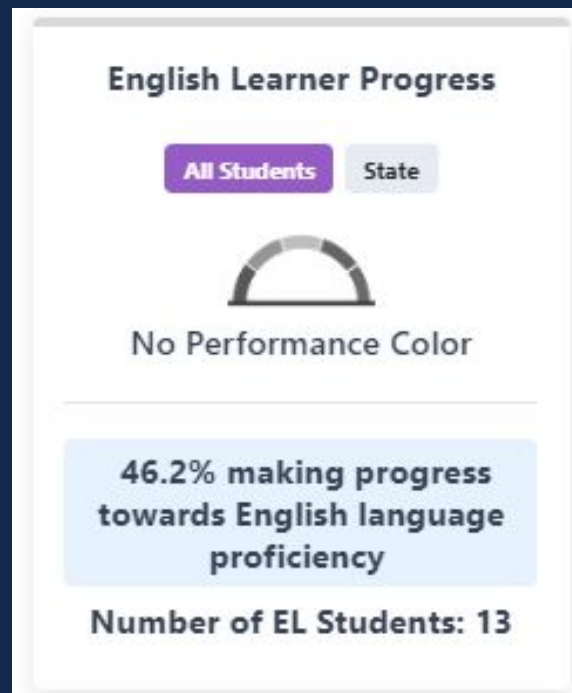
- 46.2% graduated
- 6% increase
- Continued improvement needed through targeted supports and interventions
- Student Success Coordinator impact

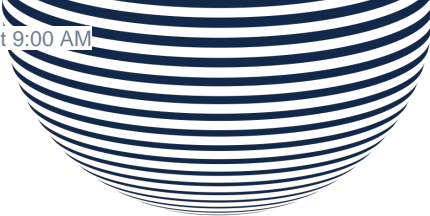




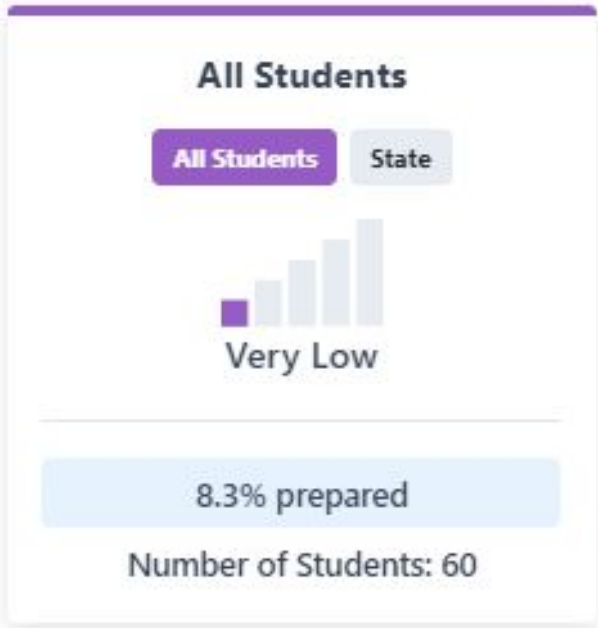
# English Learner Progress Conclusions

- Baseline year
- 46.2% making progress towards English Language Proficiency



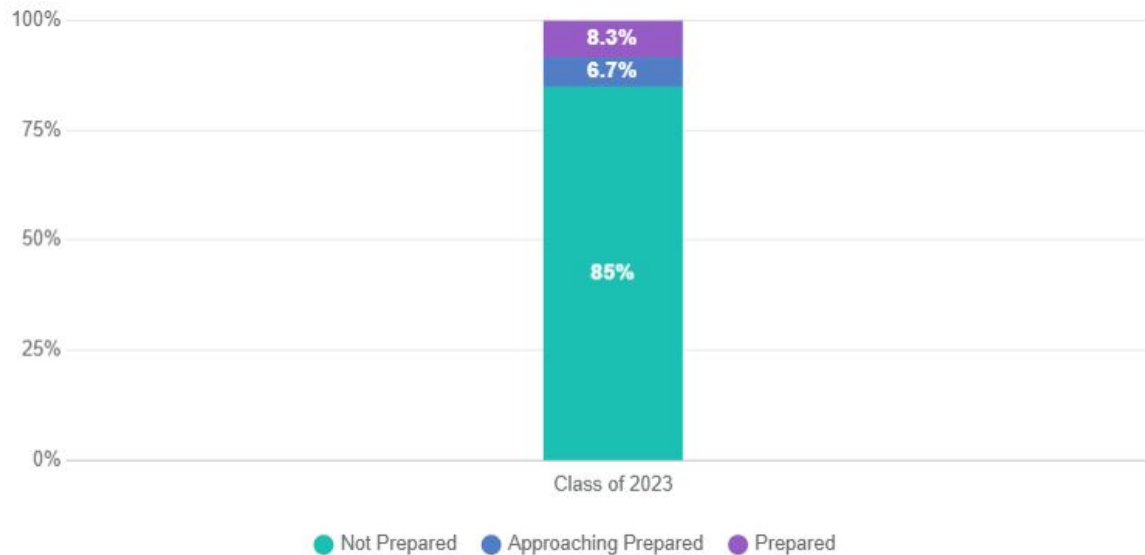


# College and Career Indicator



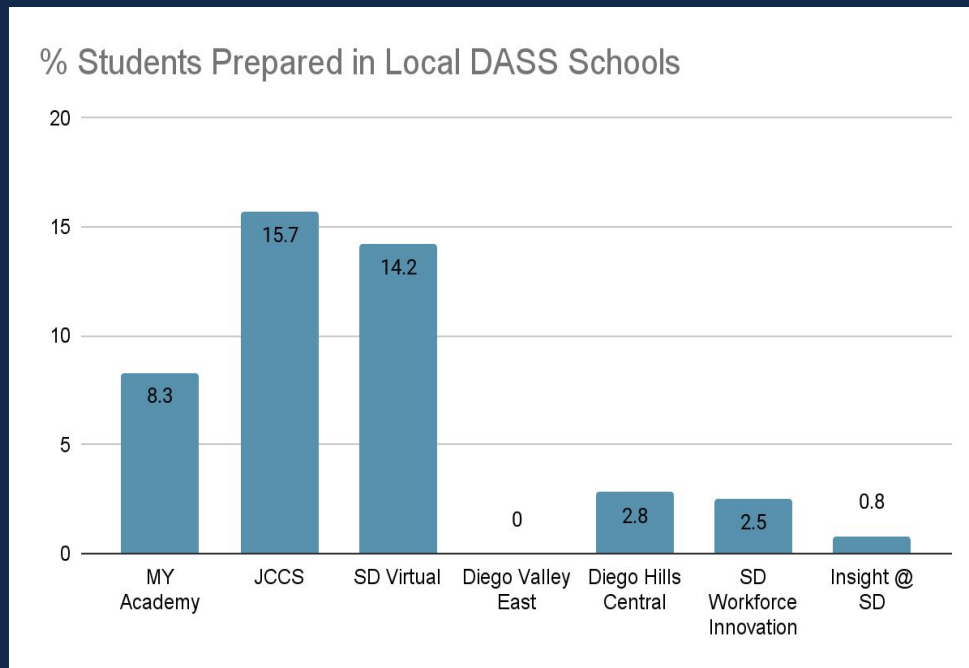
## College/Career

The percent of students in the Class of 2023 that qualify as Not Prepared, Approaching Prepared, and Prepared.



# College and Career Indicator Conclusions

- Baseline year
- 8.3% prepared
- MYA's CCI top performing for DASS schools





# Questions?

*MY Academy- Where all  
students are welcome.*



## Coversheet

### Special Education Department Mid-Year Review, Presented by Daniel Espinoza, Motivated Youth Academy Program Manager/School Psychologist

**Section:** VII. Correspondence/Proposals/Reports  
**Item:** E. Special Education Department Mid-Year Review, Presented by Daniel Espinoza, Motivated Youth Academy Program Manager/School Psychologist  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
MY Academy Special Education 2023-24 MidYear Review Presentation 2024.1.11.pdf



Special Education Mid-Year Review  
By Daniel Espinoza  
Program Manager/School Psychologist





## Special Education Highlights

- Ended the 2022-2023 school year with 51 students with IEPs.
- On Census day (October 4, 2023), MYA had a total of 45 students with IEPs
- As of 01/03/2024, MYA has a total of 57 students with an active IEP and four pending Initial Evaluations for Special Education and Supportive services.
- MYA graduated five students with IEPs in the 2022-2023 school year
- Four additional students with IEPs are expected to graduate by 01/19/2024



	MYA Enrollment	SPED Enrollment	SLD	OHI	Autism	ED	SLI	MD	ID
San Diego County	169	39	13	14	3	6	2	0	1
Imperial County	10	1	1	0	0	0	0	0	0
Orange County	20	5	0	1	2	1	0	1	0
Riverside County	59	12	3	5	3	0	0	0	1
MYA Totals	258	57 (22%)	17	20	8	7	2	1	1

## Students with IEPs by grade level

Grade	Number of Students
Seventh	7
Eighth	6
Ninth	16
Tenth	14
Eleventh	4
Twelfth	13

# Student Highlights

C. Cavallero

I would like to spotlight a remarkable student who, at the age of 17, resides in Campo, CA, and currently lives in his van. C enrolled at MYA in February 2023 with 135.5 credits towards graduation. Despite these challenges, he has successfully earned the credits required to graduate high school on January 24th. This dedicated student has consistently worked during breaks and weekends, as evident from the numerous texts I receive on Saturday evenings...hahaha. His commitment to his studies is particularly commendable, as he diligently worked over the winter break. I am incredibly proud of this student for his unwavering determination to attain his high school diploma, making him the first in his family to achieve this milestone.



## Special Education Staff

### **Educational Specialist - Jennifer Cook-York**

- Held teaching credential since 2004
- Taught in California and Arizona
- Holds a Masters Degree in Special Education, Single Subject credential in English, and a Moderate/Severe Disability Specialist credential
- Enjoys teaching and having an opportunity to connect and have a positive influence on students' lives

### **Educational Specialist - Lisa Torbenson**

- Has been teaching Special Education for 36 years in a variety of positions (Special Day Class Teacher, Inclusion Specialist and Resource Specialist Teacher)
- Holds a valid teaching credential in multiple Subjects K-6, Severely Handicapped K-12, Resource Specialist K-12 and has additional authorizations in Autism and ELD education
- Has experience with teaching students with a variety of disabilities, including Emotional Disturbance, Autism, Learning Disabled, Physically Disabled, and students with Other Health Impairments



## Special Education Staff (continued)

### Education Specialist - Damani McArthur-Milton

- Earned a Bachelor's degree in Sociology and Minor in Education from the University of California Santa Barbara
- Worked as a middle school RSP teacher for three years on the eastside of San Jose
- Received a Master's degree in Special Education from Loyola Marymount University
- Cares deeply about educational equity and supporting each students' individualized needs

### Special Education Instructional Assistant - Laurie Siegel

- Having worked as a student services advocate, academic and behavioral support aide, school librarian, and instructional assistant, Ms. Siegel brings a wealth of diverse educational experience to our team.
- Expertise includes an emphasis on critical thinking and social/emotional well-being; while supporting general and special education students from kindergarten through high school.
- Is dedicated to providing individualized guidance to ensure students achieve their highest potential.
- Emphasizes building strong, collaborative connections with families and students.



# Use of Vendors

MYA uses vendors to provide the following services:

- Language and Speech
  - 14 Students
- Occupational Therapy
  - 1 Students
- Adaptive PE
  - 1 Student



# Special Education Curriculum Modification

## Edmentum Courseware Grades 6-12

Edmentum Courseware makes customization simple. Teachers of Record, in collaboration with Case Managers, have control to restructure content and even add custom content to create personalized courses and assignments.

## Edmentum Exact Path Grades 6-12

Exact Path meets students exactly where they are to close discrete skill gaps and propel learning forward so that students below, on, and above grade level receive what they need.

Exact Path allows MYA staff to spot every deep-seated academic gap; understand just how deep it goes; and employ individualized targeted instruction to set each student on a path toward success.





# Curriculum Modification

## **Thrively All Grades**

Thrively is a strengths-based learning platform that develops a “Thriving” student. Thrively enables students to embark on a strengths-based journey that develops the whole child. The learner-centered platform offers personalized learning through an interdisciplinary approach that bridges any learning gaps, develops student agency and enables learners to develop skills for success.

## **Teacher Created Curriculum All Grades**

The use of teacher-made instructional materials often improves the student's ability to create learning connections. They are applying their individual skills to access new combinations and relationships in organizing ideas, symbols, objects, and words.



# Curriculum Modification

## News 2 You

News 2 You provide students with engaging, age-respectful and appropriate learning solutions to maximize intellectual growth and allow for the most productive and fulfilling life. IT allow teachers to spend more time engaging and teaching their students by providing data-driven, differentiated, standards-aligned content, and communication tools to meet IEP goals.

## IXL

Provides comprehensive curriculum, real-time diagnostics, personalized guidance, and actionable analytics to support and develop meaningful growth towards an individual's IEP goals.



## **HOW ARE STUDENTS BEING ASSESSED TO CHECK FOR UNDERSTANDING AND DEMONSTRATING PROFICIENCY TOWARDS ACADEMIC CONTENT STANDARDS?**

- Students receiving SPED services, like all MYA students, are assessed using multiple measures including standardized state testing (ELPAC, CAASPP and PFT), unit tests, quizzes, projects, written expression, and work samples, weekly meetings with the ToR
- In addition students receiving SPED services meet with their case manager who supports the student's access to general education and IEP goals
- Specific assessments created for SPED students include the use of Edmentum/Exact Path assessments and diagnostic tests and progress towards IEP goals



# Celebrations

## Graduates with an IEP:

- 2019-2020 SY: 3 IEP 12th graders
- 2019-2020 SY: 2 IEP 12th graders
- 2020-2021 SY: 8 IEP 12th graders
- 2021-2022 SY: 7 IEP 12th graders
- 2022-2023 SY: 5 IEP 12th graders



## End of the Year Goals

- Hold all IEP meetings within required timeline
- IEPs due in August and September will be held in May
- Collaborate with Teacher of Record to ensure all statewide assessment accommodations/modifications are properly documented in TOMs by the end of January
- Professional Development
  - SPED staff will become more active attendees in the bi-weekly core subject matter workshops facilitated by the Assistant Director



# Questions

???

## Coversheet

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

**Section:** VII. Correspondence/Proposals/Reports  
**Item:** F. Financial Update November, Presented by Roger Castillo, Director of Client Finance, Charter Impact  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
MY Academy - November Financial Report Board Presentation 2024.1.11.pdf



# Motivated Youth Academy

November 2023 Financials

1/11/2024 Board Meeting



# Highlights

- November financials are trending close to prior projections for MYA.
- Enrollment remains projected at 223 with ADA at 207.39.
- One TBD Instructional Assistant position has been filled.
- The Days Cash on Hand year-end projection is 112 days.
- Revenues for FY23-24 continue to include \$461K in anticipated ERTC funding.
- Year-end deficit is forecasting at \$186K and improved by \$1K this month.
- Current projections support meeting the full 40/80 spending requirement.

## Compliance and Reporting

- 12.20 : 1 Pupil to Teacher – compliant
- 40/80 supports a 100% funding determination:  
FY23-24 is a funding determination year and MYA must aim to meet this requirement.

Pupil:Teacher Ratio	
12.20 : 1	

Cert.	Instr.
59.7%	84.7%
783,827	185,450

# Revenue

- Revenues continue projecting at \$3.99M and virtually identical to prior forecast.
- State Aid Revenue remains at \$2.99M and had no variance.
- Federal and Other State Revenues remain constant at \$256K & \$725K.
- Other Local Revenue is forecasting at \$7.5K from \$500 less in contributions.
- The LREBG post-award reduction of \$42,396 has been officially returned to the State/CDE via a direct reduction to the Treasury account.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Revenue</b>						
State Aid-Rev Limit	\$ 1,092,983	\$ 865,317	\$ 227,666	\$ 2,998,189	\$ 2,995,959	\$ 2,230
Federal Revenue	75	130,547	(130,472)	256,140	519,027	(262,887)
Other State Revenue	12,212	55,237	(43,025)	725,165	256,242	468,923
Other Local Revenue	2,864	6,500	(3,636)	7,664	15,600	(7,936)
<b>Total Revenue</b>	<b>\$ 1,108,133</b>	<b>\$ 1,057,600</b>	<b>\$ 50,533</b>	<b>\$ 3,987,157</b>	<b>\$ 3,786,828</b>	<b>\$ 200,329</b>

# Expenses

- Expenses are projecting \$1K more than previous forecast and is at \$4.17M.
- Personnel expenses decreased slightly by \$5K but remain close to prior projections.
- Operational costs increased by \$4K and was mostly attributed to:
  - \$9K more in Professional Development for Radical Dreaming Workshop.
  - \$5K less in Sub-agreement costs.
- \$17K in expected costs for General Consulting expenses from Acadia HR Solutions and KRA Corporation occurred this month.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Expenses</b>						
Certificated Salaries	\$ 711,724	\$ 703,283	\$ (8,441)	\$ 1,771,880	\$ 1,614,396	\$ (157,484)
Classified Salaries	171,297	128,326	(42,971)	445,979	302,507	(143,472)
Benefits	300,238	267,994	(32,245)	739,055	634,308	(104,747)
Books and Supplies	138,365	64,660	(73,704)	252,416	241,221	(11,195)
Subagreement Services	35,288	32,533	(2,755)	336,099	323,406	(12,692)
Operations	44,996	49,958	4,962	116,498	119,900	3,402
Facilities	11,334	12,123	790	29,834	29,096	(738)
Professional Services	219,858	208,512	(11,346)	480,926	520,606	39,680
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
<b>Total Expenses</b>	<b>\$ 1,633,100</b>	<b>\$ 1,467,390</b>	<b>\$ (165,710)</b>	<b>\$ 4,172,686</b>	<b>\$ 3,785,440</b>	<b>\$ (387,246)</b>

# Fund Balance



- Forecasted year-end deficit remains at -4.7% of total expenses.
- The year-end fund balance is projecting at 22.6% of annual expenses.
- Fund balance supports MYAs need to deficit spend to meet the 40/80 spending requirement and ensure a 100% funding determination.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ (524,967)	\$ (409,790)	\$ (115,177)	\$ (185,529)	\$ 1,388	\$ (186,917)
Beginning Fund Balance	<u>1,129,666</u>	<u>1,129,666</u>		<u>1,129,666</u>	<u>1,129,666</u>	
<b>Ending Fund Balance</b>	<u><b>\$ 604,699</b></u>	<u><b>\$ 719,876</b></u>		<u><b>\$ 944,137</b></u>	<u><b>\$ 1,131,054</b></u>	
<i>As a % of Annual Expenses</i>	14.5%	19.0%		22.6%	29.9%	

# Appendices

- Monthly Cash Flow / Forecast 23-24
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Compliance Reminders

Motivated Youth Academy

Monthly Cash Forecast FY23-24

Revised 1/4/2024



ADA = 207.39		Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 207.39	
State Aid - Revenue Limit																	
8011	LCFF State Aid	123,916	123,916	223,049	223,049	223,049	223,049	223,049	223,049	179,097	179,097	179,097	179,097	179,096	2,481,610	2,516,947	(35,337)
8012	Education Protection Account	-	-	10,387	-	-	10,370	-	-	10,370	-	-	-	10,352	41,478	41,478	-
8019	State Aid - Prior Year	-	2,391	-	-	-	-	-	-	-	-	-	-	-	2,391	-	2,391
8096	In Lieu of Property Taxes	-	28,410	56,821	37,881	40,114	37,881	37,881	37,881	65,281	32,640	32,640	32,640	32,640	472,710	437,534	35,176
		123,916	154,717	290,257	260,930	263,163	271,299	260,930	260,930	254,747	211,737	211,737	211,737	222,088	2,998,189	2,995,959	2,230
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	2,337	2,337	2,337	3,783	3,783	3,783	3,783	3,783	25,924	25,924	-
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	27,230	-	-	-	-	-	-	9,077	36,306	28,149	8,157
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	4,169	-	-	-	-	-	-	1,390	5,559	4,422	1,137
8296	Other Federal Revenue	-	-	-	75	-	-	47,088	-	-	47,088	-	-	94,101	188,351	460,532	(272,181)
		-	-	-	75	-	33,736	49,425	2,337	3,783	50,870	3,783	3,783	108,349	256,140	519,027	(262,887)
Other State Revenue																	
8311	State Special Education	-	-	-	-	-	16,591	16,591	16,591	26,853	26,853	26,853	26,853	26,853	184,038	184,038	-
8550	Mandated Cost	-	-	-	-	9,803	(0)	-	-	-	-	-	-	-	9,803	9,821	(18)
8560	State Lottery	-	-	-	-	-	-	12,309	-	-	12,309	-	-	24,534	49,151	49,151	-
8598	Prior Year Revenue	-	-	(1)	(205)	615	-	-	-	-	-	-	-	-	409	-	409
8599	Other State Revenue	2,000	-	-	-	-	1,191	118,324	1,191	1,191	118,324	1,191	116,324	122,029	481,765	13,233	468,532
		2,000	-	(1)	(205)	10,418	17,782	147,224	17,782	28,044	157,485	28,044	143,177	173,416	725,165	256,242	468,923
Other Local Revenue																	
8660	Interest Revenue	878	-	1,448	348	-	186	186	186	186	186	186	186	-	3,973	2,600	1,373
8699	School Fundraising	-	-	-	-	190	-	-	-	-	-	-	-	-	190	-	190
8980	Contributions, Unrestricted	-	-	-	-	-	500	500	500	500	500	500	500	-	3,500	13,000	(9,500)
		878	-	1,448	348	190	686	686	686	686	686	686	686	-	7,664	15,600	(7,936)
Total Revenue		126,794	154,717	291,704	261,147	273,771	323,502	458,264	281,735	287,259	420,779	244,249	359,382	503,854	3,987,157	3,786,828	200,329
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	42,340	70,692	104,510	88,930	85,318	103,699	103,699	103,699	103,699	103,699	103,699	43,140	-	1,057,127	962,862	(94,265)
1175	Teachers' Extra Duty/Stipends	1,352	2,489	3,354	3,776	3,837	8,580	8,580	8,580	8,580	12,280	17,160	17,160	-	95,727	100,325	4,598
1200	Pupil Support Salaries	25,357	25,063	56,213	42,737	43,279	24,582	24,582	24,582	24,582	24,582	24,582	19,582	-	359,726	208,217	(151,509)
1300	Administrators' Salaries	25,455	21,393	21,557	22,298	21,774	20,975	20,975	20,975	20,975	20,975	20,975	20,975	-	259,300	342,992	83,692
		94,504	119,637	185,634	157,741	154,208	157,836	157,836	157,836	157,836	161,536	166,416	100,858	-	1,771,880	1,614,396	(157,484)
Classified Salaries																	
2100	Instructional Salaries	6,490	3,770	3,941	3,427	9,910	10,966	9,357	9,357	9,357	9,357	9,357	9,357	-	94,644	92,388	(2,256)
2200	Support Salaries	15,847	16,507	37,945	20,178	25,374	24,076	24,076	24,076	24,076	24,076	24,076	18,601	-	278,909	193,781	(85,129)
2300	Classified Administrators' Salaries	-	-	-	-	1,609	(1,609)	-	-	-	-	-	-	-	(0)	-	0
2400	Clerical and Office Staff Salaries	13,816	10,032	(7,385)	8,584	1,250	6,590	6,590	6,590	6,590	6,590	6,590	6,590	-	72,426	16,338	(56,088)
		36,153	30,309	34,501	32,190	38,143	40,022	40,022	40,022	40,022	40,022	40,022	34,547	-	445,979	302,507	(143,472)
Benefits																	
3101	STRS	12,933	20,524	27,885	21,890	26,202	29,653	29,653	29,653	29,653	30,348	31,265	18,948	-	308,606	308,350	(256)
3301	OASDI	2,505	1,994	3,938	2,421	2,763	2,642	2,642	2,642	2,642	2,642	2,642	2,280	-	31,753	18,755	(12,998)
3311	Medicare	1,854	2,131	3,148	2,708	2,745	2,869	2,869	2,869	2,869	2,922	2,993	1,963	-	31,940	27,795	(4,145)
3401	Health and Welfare	21,913	30,365	29,970	22,191	25,858	25,317	19,733	19,733	19,733	19,733	19,733	19,733	-	274,008	210,480	(63,528)
3501	State Unemployment	164	249	1,958	88	102	1,163	5,815	4,652	2,326	1,163	1,163	1,163	-	20,007	21,490	1,483
3601	Workers' Compensation	4,308	-	13,815	-	-	2,770	2,770	2,770	2,770	2,822	2,890	1,895	-	36,809	26,837	(9,972)
3901	Other Benefits	1,164	1,064	1,304	1,545	8,538	3,308	3,308	3,308	3,308	3,370	3,452	2,264	-	35,933	20,601	(15,332)
		44,841	56,328	82,019	50,844	66,207	67,721	66,789	65,626	63,300	62,999	64,136	48,247	-	739,055	634,308	(104,747)
Books and Supplies																	
4100	Textbooks and Core Materials	-	-	-	-	-	2,000	2,000	2,000	2,000	2,000	2,000	-	-	12,000	20,000	8,000
4302	School Supplies	-	-	274	-	-	1,799	346	5,833	2,055	2,055	2,055	2,055	-	16,471	16,471	-
4305	Software	44,097	5,885	7,453	11,082	9,839	3,642	3,642	3,642	3,642	3,642	2,892	1,042	-	100,497	96,500	(3,997)
4310	Office Expense	348	6,666	13,953	6,198	5,612	1,733	1,733	1,733	1,733	1,733	1,733	533	-	43,710	26,800	(16,910)
4311	Business Meals	-	-	-	-	788	333	333	333	333	333	333	333	-	3,121	4,000	879
4400	Noncapitalized Equipment	1,098	317	16,819	2,383	5,553	5,474	1,054	17,745	6,252	6,252	6,252	6,252	-	75,450	75,450	-
4700	Food Services	-	-	-	-	-	167	167	167	167	167	167	167	-	1,167	2,000	833
		45,543	12,868	38,498	19,662	21,792	15,148	9,275	31,452	16,181	16,181	15,431	10,381	-	252,416	241,221	(11,195)



Motivated Youth Academy

Monthly Cash Forecast FY23-24

Revised 1/4/2024



ADA = 207.39			Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)	
Subagreement Services																			
5102	Special Education	-	2,085	1,380	1,493	3,643	5,258	4,858	4,858	4,858	4,858	4,858	4,858	-	43,009	46,300	3,291		
5104	Transportation	-	-	-	-	-	1,864	1,864	1,864	1,864	1,864	1,864	1,864	-	13,045	15,000	1,955		
5106	Other Educational Consultants	7,750	-	12,972	5,966	-	26,149	5,034	84,773	29,866	29,866	29,866	29,866	-	262,106	262,106	-		
5107	Instructional Services	-	-	-	-	-	2,563	2,563	2,563	2,563	2,563	2,563	2,563	-	17,938	-	(17,938)		
		7,750	2,085	14,352	7,459	3,643	35,834	14,318	94,057	39,150	39,150	39,150	39,150	-	336,099	-	323,406	(12,692)	
Operations and Housekeeping																			
5201	Auto and Travel	973	160	1,017	428	2,310	1,217	1,217	1,217	1,217	1,217	1,217	217	-	12,404	13,400	996		
5300	Dues & Memberships	2,910	-	1,329	912	(264)	860	860	860	860	860	860	860	-	10,907	11,400	493		
5400	Insurance	5,142	6,994	1,838	-	3,564	1,325	1,325	1,325	1,325	1,325	1,325	625	-	26,114	24,900	(1,214)		
5516	Miscellaneous Expense	-	-	-	-	-	1,850	1,850	1,850	1,850	1,850	1,850	1,850	-	12,950	15,000	2,050		
5900	Communications	-	2,214	3,229	-	10,881	4,960	4,960	4,960	4,960	4,960	4,960	2,760	-	48,844	49,600	756		
5901	Postage and Shipping	-	-	-	-	1,359	560	560	560	560	560	560	560	-	5,279	5,600	321		
		9,026	9,369	7,414	1,340	17,849	10,772	10,772	10,772	10,772	10,772	10,772	6,872	-	116,498	-	119,900	3,402	
Facilities, Repairs and Other Leases																			
5601	Rent	1,761	1,761	1,761	1,761	3,700	1,833	1,833	1,833	1,833	1,833	1,833	1,833	-	23,579	22,000	(1,579)		
5602	Additional Rent	-	-	-	-	588	310	310	310	310	310	310	310	-	2,755	3,096	341		
5604	Other Leases	-	-	-	-	-	500	500	500	500	500	500	500	-	3,500	4,000	500		
		1,761	1,761	1,761	1,761	4,288	2,643	2,643	2,643	2,643	2,643	2,643	2,643	-	29,834	-	29,096	(738)	
Professional/Consulting Services																			
5801	IT	-	4,304	5,668	5,723	5,236	4,386	4,386	4,386	4,386	4,386	4,386	4,386	-	51,634	45,500	(6,134)		
5802	Audit & Taxes	1,575	-	2,835	-	3,570	2,497	1,232	-	-	-	-	-	-	11,709	12,200	491		
5803	Legal	2,800	1,333	2,050	7,954	3,928	4,500	4,500	4,500	4,500	4,500	4,500	4,500	-	49,565	114,900	65,335		
5804	Professional Development	2,950	1,656	30,980	1,133	11,889	2,775	2,775	2,775	2,775	2,775	2,775	2,775	-	68,032	39,300	(28,732)		
5805	General Consulting	6,000	25,984	(3,234)	9,600	17,523	7,703	8,608	8,608	8,608	8,608	8,608	8,608	-	115,226	133,300	18,074		
5806	Special Activities/Field Trips	-	-	-	1,500	-	1,830	352	5,932	2,090	2,090	2,090	2,090	-	17,973	17,973	-		
5807	Bank Charges	15	18	83	85	220	58	58	58	58	58	58	58	-	829	700	(129)		
5809	Other taxes and fees	36	12	32	180	4	600	600	600	600	600	600	600	-	4,464	6,000	1,536		
5810	Payroll Service Fee	1,714	2,892	3,281	2,379	1,671	1,975	1,975	1,975	1,975	1,975	1,975	1,975	-	25,763	23,700	(2,063)		
5811	Management Fee	6,311	6,611	9,339	10,789	3,262	6,261	6,261	6,261	6,261	6,261	6,261	6,261	-	80,136	71,621	(8,514)		
5812	District Oversight Fee	-	-	-	5,986	3,028	2,442	2,348	2,348	2,293	1,906	1,906	1,906	2,822	26,984	26,964	(20)		
5813	County Fees	-	2,100	-	-	-	-	-	-	-	-	-	-	-	2,100	-	(2,100)		
5814	SPED Encroachment	-	-	-	-	-	662	662	662	1,072	1,072	1,072	1,072	1,072	7,349	7,349	-		
5815	Public Relations/Recruitment	-	-	-	6,855	-	1,758	1,758	1,758	1,758	1,758	1,758	1,758	-	19,164	21,100	1,936		
		21,401	44,910	51,032	52,184	50,331	37,448	35,517	39,864	36,377	35,990	35,990	35,990	3,894	480,926	-	520,606	39,680	
Depreciation																			
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Interest																			
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses			260,980	277,267	415,211	323,180	356,462	367,423	337,172	442,273	366,281	369,294	374,561	278,687	3,894	4,172,686	-	3,785,440	(387,246)
Monthly Surplus (Deficit)			(134,187)	(122,550)	(123,507)	(62,032)	(82,690)	(43,920)	121,092	(160,539)	(79,022)	51,485	(130,312)	80,695	499,960	(185,529)	-	1,388	(186,917)
Cash Flow Adjustments																-4.7%			
Monthly Surplus (Deficit)			(134,187)	(122,550)	(123,507)	(62,032)	(82,690)	(43,920)	121,092	(160,539)	(79,022)	51,485	(130,312)	80,695	499,960	(185,529)			
Cash flows from operating activities																			
Depreciation/Amortization			-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Public Funding Receivables			-	-	-	15,810	-	-	231,255	-	-	-	-	(11,585)	(503,854)	(268,374)			
Grants and Contributions Rec.			29,352	841	83,324	-	2,000	-	-	-	-	-	-	-	-	115,517			
Due To/From Related Parties			-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Prepaid Expenses			54,725	-	-	-	-	-	-	-	-	-	-	-	-	54,725			
Other Assets			-	-	-	-	-	-	-	-	-	-	-	-	-	-			
Accounts Payable			(65,096)	(12,717)	(215)	(21)	-	-	-	-	-	-	-	-	3,894	(74,155)			
Accrued Expenses			(19,863)	7,000	26,001	(210,559)	(7,791)	-	-	-	-	-	-	-	-	(205,212)			
Other Liabilities			-	-	3,195	14,311	1,513	-	-	-	-	-	-	-	-	19,019			
Total Change in Cash			(135,069)	(127,426)	(11,202)	(242,492)	(86,969)	(43,920)	352,346	(160,539)	(79,022)	51,485	(130,312)	69,110			# Days Cash		
Cash, Beginning of Month			1,819,193	1,684,124	1,556,698	1,545,496	1,303,004	1,216,036	1,172,115	1,524,462	1,363,923	1,284,901	1,336,386	1,206,074			112		
Cash, End of Month			1,684,124	1,556,698	1,545,496	1,303,004	1,216,036	1,172,115	1,524,462	1,363,923	1,284,901	1,336,386	1,206,074	1,275,184					

**MY Academy Charter****Budget vs Actual**

For the period ended November 30, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 223,049	\$ 226,908	\$ (3,859)	\$ 916,979	\$ 705,935	\$ 211,044	\$2,516,947
Education Protection Account	-	-	-	10,387	10,370	18	41,478
State Aid - Prior Year	-	-	-	2,391	-	2,391	-
In Lieu of Property Taxes	40,114	35,062	5,052	163,226	149,013	14,213	437,534
Total State Aid - Revenue Limit	263,163	261,969	1,194	1,092,983	865,317	227,666	2,995,959
Federal Revenue							
Special Education - Entitlement	-	2,337	(2,337)	-	7,271	(7,271)	25,924
Title I, Part A - Basic Low Income	-	-	-	-	7,037	(7,037)	28,149
Title II, Part A - Teacher Quality	-	-	-	-	1,106	(1,106)	4,422
Other Federal Revenue	-	-	-	75	115,133	(115,058)	460,532
Prior Year Federal Revenue	-	-	-	-	-	-	-
Total Federal Revenue	-	2,337	(2,337)	75	130,547	(130,472)	519,027
Other State Revenue							
State Special Education	-	16,591	(16,591)	-	51,618	(51,618)	184,038
Mandated Cost	9,803	-	9,803	9,803	-	9,803	9,821
State Lottery	-	-	-	-	-	-	49,151
Prior Year Revenue	615	-	615	409	-	409	-
Other State Revenue	-	933	(933)	2,000	3,619	(1,619)	13,233
Total Other State Revenue	10,418	17,525	(7,107)	12,212	55,237	(43,025)	256,242
Other Local Revenue							
Interest Revenue	-	217	(217)	2,673	1,083	1,590	2,600
School Fundraising	190	-	190	190	-	190	-
Contributions, Unrestricted	-	1,083	(1,083)	-	5,417	(5,417)	13,000
Total Other Local Revenue	190	1,300	(1,110)	2,864	6,500	(3,636)	15,600
<b>Total Revenues</b>	<b>273,771</b>	<b>283,131</b>	<b>(9,360)</b>	<b>1,108,133</b>	<b>1,057,600</b>	<b>50,533</b>	<b>3,786,828</b>
<b>Expenses</b>							
Certificated Salaries				711,724			
Teachers' Salaries	85,318	86,143	824	391,791	430,713	38,922	962,862
Teachers' Extra Duty/Stipends	3,837	8,580	4,743	14,807	42,900	28,092	100,325
Pupil Support Salaries	43,279	17,351	(25,928)	192,650	86,757	(105,893)	208,217
Administrators' Salaries	21,774	28,583	6,809	112,476	142,913	30,437	342,992
Other Certificated Salaries	-	-	-	-	-	-	-
Total Certificated Salaries	154,208	140,657	(13,552)	711,724	703,283	(8,441)	1,614,396
Classified Salaries				171,297			
Instructional Salaries	9,910	7,699	(2,211)	27,539	38,495	10,956	92,388
Support Salaries	25,374	16,605	(8,770)	115,852	83,023	(32,828)	193,781
Supervisors' and Administrators' Salaries	1,609	-	(1,609)	1,609	-	(1,609)	-
Clerical and Office Staff Salaries	1,250	1,361	111	26,297	6,807	(19,490)	16,338
Total Classified Salaries	38,143	25,665	(12,478)	171,297	128,326	(42,971)	302,507
Benefits				300,238			
State Teachers' Retirement System, certificated positions	26,202	26,865	663	109,434	134,327	24,893	308,350
OASDI/Medicare/Alternative, certificated positions	2,763	1,591	(1,172)	13,623	7,956	(5,666)	18,755
Medicare/Alternative, certificated positions	2,745	2,412	(333)	12,587	12,058	(528)	27,795
Health and Welfare Benefits, certificated positions	25,858	17,540	(8,318)	130,296	87,700	(42,596)	210,480
State Unemployment Insurance, certificated positions	102	1,075	973	2,561	5,373	2,812	21,490
Workers' Compensation Insurance, certificated positions	-	2,329	2,329	18,123	11,643	(6,481)	26,837
Other Benefits, certificated positions	8,538	1,787	(6,750)	13,615	8,937	(4,678)	20,601
Total Benefits	66,207	53,599	(12,609)	300,238	267,994	(32,245)	634,307
Books & Supplies							
Textbooks and Core Materials	-	1,667	1,667	-	8,333	8,333	20,000
School Supplies	-	66	66	274	439	165	16,471
Software	9,839	8,042	(1,798)	78,355	40,208	(38,147)	96,500
Office Expense	5,612	2,233	(3,378)	32,777	11,167	(21,610)	26,800
Business Meals	788	333	(454)	788	1,667	879	4,000
Noncapitalized Equipment	5,553	301	(5,252)	26,171	2,013	(24,159)	75,450
Food Services	-	167	167	-	833	833	2,000
Total Books & Supplies	21,792	12,809	(8,983)	138,365	64,660	(73,704)	241,221
Subagreement Services							
Special Education	3,643	3,858	216	8,601	19,292	10,691	46,300
Transportation	-	1,250	1,250	-	6,250	6,250	15,000



**MY Academy Charter****Budget vs Actual**

For the period ended November 30, 2023

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Other Educational Consultants	-	1,047	1,047	26,688	6,992	(19,696)	262,106
Total Subagreement Services	3,643	6,155	2,512	35,288	32,533	(2,755)	323,406
Operations & Housekeeping							
Auto and Travel	2,310	1,117	(1,193)	4,887	5,583	696	13,400
Dues & Memberships	(264)	950	1,214	4,887	4,750	(137)	11,400
Insurance	3,564	2,075	(1,489)	17,539	10,375	(7,164)	24,900
Miscellaneous Expense	-	1,250	1,250	-	6,250	6,250	15,000
Communications	10,881	4,133	(6,747)	16,324	20,667	4,342	49,600
Postage and Shipping	1,359	467	(892)	1,359	2,333	975	5,600
Total Operations & Housekeeping	17,849	9,992	(7,857)	44,996	49,958	4,962	119,900
Facilities, Repairs & Other Leases							
Rent	3,700	1,833	(1,867)	10,746	9,167	(1,579)	22,000
Additional Rent	588	258	(330)	588	1,290	702	3,096
Other Leases	-	333	333	-	1,667	1,667	4,000
Total Facilities, Repairs & Other Leases	4,288	2,425	(1,863)	11,334	12,123	790	29,096
Professional/Consulting Services							
IT	5,236	3,792	(1,444)	20,930	18,958	(1,971)	45,500
Audit & Taxes	3,570	4,067	497	7,980	8,133	153	12,200
Legal	3,928	9,575	5,647	18,065	47,875	29,810	114,900
Professional Development	11,889	3,275	(8,614)	48,607	16,375	(32,232)	39,300
General Consulting	17,523	11,108	(6,415)	55,873	55,542	(331)	133,300
Special Activities/Field Trips	-	72	72	1,500	479	(1,021)	17,973
Bank Charges	220	58	(162)	420	292	(129)	700
Other Taxes and Fees	4	500	496	264	2,500	2,236	6,000
Payroll Service Fee	1,671	1,975	304	11,938	9,875	(2,063)	23,700
Management Fee	3,262	5,968	2,706	36,312	29,842	(6,469)	71,622
District Oversight Fee	3,028	2,358	(670)	9,014	7,788	(1,226)	26,964
County Fees	-	-	-	2,100	-	(2,100)	-
SPED Encroachment	-	663	663	-	2,061	2,061	7,349
Public Relations/Recruitment	-	1,758	1,758	6,855	8,792	1,936	21,100
Total Professional/Consulting Services	50,331	45,169	(5,163)	219,858	208,512	(11,346)	520,606
<b>Total Expenses</b>	<b>356,462</b>	<b>296,469</b>	<b>(59,993)</b>	<b>1,633,100</b>	<b>1,467,390</b>	<b>(165,710)</b>	<b>3,785,439</b>
<b>Change in Net Assets</b>	<b>(82,690)</b>	<b>(13,338)</b>	<b>(69,352)</b>	<b>(524,967)</b>	<b>(409,789)</b>	<b>(115,177)</b>	<b>1,389</b>
Net Assets, Beginning of Period	687,390			1,129,666			
<b>Net Assets, End of Period</b>	<b>\$ 604,699</b>			<b>\$ 604,699</b>			

**MY Academy Charter****Statement of Financial Position****November 30, 2023**

	<b>Current Balance</b>	<b>Beginning Year Balance</b>	<b>YTD Change</b>	<b>YTD % Change</b>
<b>Assets</b>				
<b>Current Assets</b>				
Unrestricted Cash	\$ 1,216,036	\$ 1,819,193	\$ (603,158)	-33%
Cash & Cash Equivalents	1,216,036	1,819,193	(603,158)	-33%
Accounts Receivable	80,494	211,821	(131,327)	-62%
Public Funding Receivables	1,218	1,218	-	0%
Prepaid Expenses	-	54,725	(54,725)	-100%
<b>Total Current Assets</b>	<b>1,297,748</b>	<b>2,086,957</b>	<b>(789,209)</b>	<b>-38%</b>
<b>Total Assets</b>	<b>\$ 1,297,748</b>	<b>\$ 2,086,957</b>	<b>\$ (789,209)</b>	<b>-38%</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Accounts Payable	\$ 236	\$ 78,285	\$ (78,049)	-100%
Accrued Liabilities	78,137	283,350	(205,212)	-72%
Deferred Revenue	614,675	595,656	19,019	3%
<b>Total Current Liabilities</b>	<b>693,049</b>	<b>957,291</b>	<b>(264,243)</b>	<b>-28%</b>
<b>Total Liabilities</b>	<b>693,049</b>	<b>957,291</b>	<b>(264,243)</b>	<b>-28%</b>
<b>Total Net Assets</b>	<b>604,699</b>	<b>1,129,666</b>	<b>(524,967)</b>	<b>-46%</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 1,297,748</b>	<b>\$ 2,086,957</b>	<b>\$ (789,209)</b>	<b>-38%</b>

**MY Academy Charter****Statement of Cash Flows****For the period ended November 30, 2023**

	<b>Month Ended 11/30/23</b>	<b>YTD Ended 11/30/23</b>
<b>Cash Flows from Operating Activities</b>		
Change in Net Assets	\$ (82,690)	\$ (524,967)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Decrease/(Increase) in Operating Assets:		
Grants, Contributions & Pledges Receivable	2,000	131,327
Prepaid Expenses	-	54,725
(Decrease)/Increase in Operating Liabilities:		
Accounts Payable	-	(78,049)
Accrued Expenses	(7,791)	(205,212)
Deferred Revenue	1,513	19,019
<b>Total Cash Flows from Operating Activities</b>	<b>(86,969)</b>	<b>(603,158)</b>
Change in Cash & Cash Equivalents	(86,969)	(603,158)
Cash & Cash Equivalents, Beginning of Period	1,303,004	1,819,193
<b>Cash and Cash Equivalents, End of Period</b>	<b>\$ 1,216,036</b>	<b>\$ 1,216,036</b>

## MY Academy Charter

## Check Register

For the period ended November 30, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20393	VOID	VOID	11/30/2023	VOID
20450	VOID	VOID	11/21/2023	VOID
20523	VOID	VOID	11/21/2023	VOID
20526	VOID	VOID	11/8/2023	VOID
20567	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 1026223	11/2/2023	350.00
20568	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 10/26/2023	11/2/2023	7,656.60
20569	Acacia HR Solutions	Consulting Svcs - 11/23	11/3/2023	3,000.00
20570	Card Member Services	CC Payment - 08/26/23 - 09/25/23	11/3/2023	484.00
20571	Charter Impact	Business Mgmt Svcs - 11/23	11/3/2023	6,311.00
20572	Clifton Larson Allen LLP	Audit Svcs FYE 06/30/23	11/3/2023	3,570.00
20573	Procopio General	Legal Svcs through 09/21/23	11/3/2023	3,928.00
20574	Specialized Therapy Services, Inc.	SpEd Svcs - 08/23	11/3/2023	152.50
20575	2023 CSDC Conference Registration	2023 CSDC Conference Registration - Lenz, G	11/8/2023	489.00
20576	Alpha Vision, Inc.	IT Svcs - 10/23	11/8/2023	195.00
20577	CA Charter Schools Conferences Registration	2024 CA Charter School Conference Registration - Lenz, G	11/8/2023	525.00
20578	California Schools VEBA	Health Ins. - 11/23	11/8/2023	28,219.32
20579	KM Educational Consulting and Executive Coaching S	Consulting Svcs - 10/23	11/8/2023	225.00
20580	Propio LS, LLC	SpEd Svcs	11/8/2023	18.69
20581	Amazon Capital Services	Office Supplies	11/15/2023	252.55
20582	Arbitech LLC	Chromebook (25)	11/15/2023	5,360.56
20583	Corodata Records Management, Inc.	Record Storage - 10/01/23 - 10/31/23	11/15/2023	60.63
20584	JD Learning Partners	Radical Dreaming Workshop	11/15/2023	10,000.00
20585	KRA Corporation	Consulting Svcs - Career Coaching - 10/01/23 - 10/31/23	11/15/2023	6,202.99
20586	Philadelphia Insurance Companies	Accident Ins. - 10/23	11/15/2023	3,563.68
20587	R&B Communications	IT Svcs - 10/23	11/15/2023	1,003.00
20588	Securian Life Insurance Company	Life Ins. - 10/23	11/15/2023	618.49
20589	Staples Technology Solutions	Google Chrome OS Management (25)	11/15/2023	800.00
20590	TSW Therapy, Inc.	SpEd Svcs - 10/02/23 - 10/30/23	11/15/2023	1,276.50
20591	Verizon Wireless	Communication Svcs - 09/06/23 - 10/05/23	11/15/2023	727.63
20592	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 11/10/2023	11/20/2023	1,667.16
20593	2023 CSDC Conference Registration	2023 CSDC Conference Registration - Dobson, Bill	11/21/2023	789.00
20594	Acacia HR Solutions	Consulting Svcs - 08/23	11/21/2023	9,000.00
20595	Forth and Sons	Consulting Svcs - Digital Business Card Design	11/21/2023	945.00
20596	Fully Promoted EmbroidMe La Mesa	Office Supplies	11/21/2023	322.49
20597	San Diego County Office of Education	2024 CA Induction Conference Registration - Lenz, G	11/21/2023	500.00
20598	San Marcos Parks & Recreation	Room Reservation for Staff Meeting - Permit# 3022591.002	11/21/2023	200.00
20599	School Pathways LLC	SIS & PLS - Annual Subscription - 07/01/23 - 06/30/24 Qtr	11/21/2023	4,843.60
20600	Specialized Therapy Services, Inc.	SpEd Svcs - 10/23	11/21/2023	2,195.00
20601	Verizon Wireless	Communication Svcs - 09/02/23 - 10/01/23	11/21/2023	10,152.96
20602	SchoolsFirst Plan Administration LLC	Schools First 403b 11/25/2023	11/29/2023	350.00
20603	SchoolsFirst Plan Administration LLC	Schools First 457b 11/25/2023	11/29/2023	3,409.75
MYA231103-01	Keyn Group, LLC	IT Svcs & Software & Travel Reimbursement & Office Supplies	11/3/2023	4,699.63
MYA231115-01	Larry Albert Alvarado	Stipend - 11/23	11/15/2023	650.00
MYA231115-02	Michael P. Humphrey	Stipend - 11/23	11/15/2023	650.00
MYA231115-03	Michael P. Humphrey	Stipend - 11/23 - Additional	11/15/2023	450.00
MYA231115-04	Peter Matz	Stipend - 11/23	11/15/2023	650.00
MYA231115-05	Steve Fraire	Stipend - 11/23	11/15/2023	650.00
MYA231115-06	William W. Hall	Stipend - 11/23	11/15/2023	650.00
MYA231115-07	William W. Hall	Stipend - 11/23 - Additional	11/15/2023	450.00
ACH	Chase	CC Payments (Sept23 Transactions)	11/1/2023	8,353.69
ACH	Chase	Service Charge	11/3/2023	25.30
ACH	Chase	CC Payments (Oct23 Transactions)	11/28/2023	<u>9,283.65</u>

Total Disbursements Issued in November \$ 145,877.37

MY Academy Charter

Accounts Payable Aging

November 30, 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
SchoolsFirst Plan Administration LLC	SCHO072423	7/24/2023	7/24/2023	\$ -	\$ -	\$ -	\$ -	\$ 236	\$ 236
Total Outstanding Invoices				\$ -	\$ -	\$ -	\$ -	\$ 236	\$ 236

<b>Motivated Youth Academy</b> <b>60-Day Compliance Calendar</b> <b>December 31, 2023</b>						
Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Jan-12	<b>Federal Stimulus Reporting</b> - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period October 1, 2023 - December 31, 2023.	Charter Impact with MYA support	No	No	<a href="https://www.cde.ca.gov/fg/cr/reporting.asp">https://www.cde.ca.gov/fg/cr/reporting.asp</a>
FINANCE	Jan-12	<b>Federal Stimulus Annual Report</b> - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through the CARES Act, the CRRSA Act, and the ARP. (ESSER I, GEER, ESSER II, ESSER III). LEAs are required to report status of funds for the period July 1, 2022 - June 30, 2023.	Charter Impact with MYA support	No	No	<a href="https://www.cde.ca.gov/fg/cr/anreporthelp.asp">https://www.cde.ca.gov/fg/cr/anreporthelp.asp</a>
FINANCE	Jan-15	<b>Consolidated Application (ConApp) reporting</b> - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact	No	No	<a href="https://www.cde.ca.gov/fg/aa/co/cars.asp">https://www.cde.ca.gov/fg/aa/co/cars.asp</a>
DATA	Jan-26	<b>CALPADS - Fall 1 Amendment deadline</b> - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by MYA	No	No	<a href="https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp">https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp</a>
FINANCE	Jan-31	<b>Federal Cash Management - Period 3</b> - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	<a href="https://www.cde.ca.gov/fg/aa/cm/">https://www.cde.ca.gov/fg/aa/cm/</a>
DATA	Feb-01	<b>School Accountability Report Card</b> - All public schools in California are required to prepare an annual SARC (2022/23). SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. EC Section 35256 requires LEA governing boards to approve SARCs for publications.	MYA	Yes	No	<a href="https://www.cde.ca.gov/ta/ac/sa/">https://www.cde.ca.gov/ta/ac/sa/</a>
FINANCE	Feb-01	<b>Nonclassroom-Based Funding Determination</b> - Charter schools with an existing funding determination ending in 2023/24 must request a funding determination on or before February 1. Education Code [EC] Section 47612.5 prohibits charter schools from receiving any funding for nonclassroom-based instruction unless the State Board of Education (SBE) determines its eligibility for funding.	Charter Impact	No	Yes	<a href="https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp">https://www.cde.ca.gov/sp/ch/nclrbifunddet.asp</a>
FINANCE	Feb-20	<b>Certification of the First Principal Apportionment</b> - The Principal Apportionment includes funding for the Local Control Funding Formula, the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The First Principal Apportionment (P-1), certified by February 20, is based on the first period data that LEAs report to CDE in November through January. P-1 supersedes the Advance Apportionment calculations and establishes each LEA's monthly state aid payment for February through May.	FYI	No	No	<a href="https://www.cde.ca.gov/fg/aa/pa/">https://www.cde.ca.gov/fg/aa/pa/</a>
DATA	Feb-26	<b>CRDC - 2023-24 Submission Window (Dec 11, 2023-Feb 26, 2024)</b> - The CRDC collects key information on civil rights indicators, including student enrollment and educational programs and services, most of which is disaggregated by race and ethnicity, sex, limited English proficiency, and disability status.	Charter Impact submits with data provided by MYA	No	No	<a href="https://crdc.communities.ed.gov/#program">https://crdc.communities.ed.gov/#program</a>
FINANCE	Feb-28	<b>E-Rate FCC Form 470 Due date (FY2024)</b> - To requests bids for service, applicants certify an FCC Form 470 in the E-rate Productivity Center (EPC). This is a formal process to identify and request the products and services you need so that potential service providers can review your requests and submit bids. The FCC Form 470 must be certified in EPC at least 28 days before the close of the filing window. February 28, 2023 is the deadline to certify an FY2023 FCC Form 470 and still be able to certify an FCC Form 471 within the FY2024 filing window.	MYA	No	No	<a href="https://www.usac.org/sl/tools/forms/">https://www.usac.org/sl/tools/forms/</a>
FINANCE	Mar-18	<b>2nd Interim Financial Report</b> - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second is due March 15 for the period ending January 31	Charter Impact	Yes	Yes	<a href="https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp">https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp</a>

# Coversheet

## Consent - Business/Financial Services

<b>Section:</b>	VIII. Consent
<b>Item:</b>	A. Consent - Business/Financial Services
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	MYA - December Check Register.pdf BUS Approval of 2024 IRS Mileage Reimbursement Rate 2024.1.11.pdf EDJOIN.org Services Invoice.pdf EDJOIN.org Services Agreement 2023-24.pdf



Motivated Youth Academy

Check Register

For the Month Ending December 31, 2023

Check Number	Vendor Name	Transaction Description	Check Date	Amount
20604	SchoolsFirst Plan Administration LLC	Schools First 403b/457b 112523	12/8/2023	\$ 200.63
20605	Alpha Vision, Inc.	IT Svcs - 11/17/23 & 12/23	12/8/2023	VOID
20606	Amazon Capital Services	Printer (1) & Office Supplies	12/8/2023	VOID
20607	Charter Impact	Business Mgmt Svcs - 12/23	12/8/2023	VOID
20608	Charter Schools Development Center	CSDC Membership - 1 Year - 11/24/23 - 11/23/24	12/8/2023	VOID
20609	Clifton Larson Allen LLP	Audit Svcs FYE 06/30/23	12/8/2023	VOID
20610	Green House Sign & Design / San Diego Banner Printing	Banner & Stand (1)	12/8/2023	VOID
20611	Hatch & Cesario, Attorneys-at-Law	Legal Svcs - 10/06/23 - 10/10/23	12/8/2023	VOID
20612	KRA Corporation	Consulting Svcs - 08/01/23 - 08/31/23	12/8/2023	VOID
20613	Philadelphia Insurance Companies	Accident Ins. - 12/23	12/8/2023	VOID
20614	State of California Department of Justice	Fingerprint (2)	12/8/2023	VOID
20615	Alpha Vision, Inc.	IT Svcs - 11/17/23	12/8/2023	120.00
20615	Alpha Vision, Inc.	IT Svcs - 12/23	12/8/2023	120.00
20616	Amazon Capital Services	Printer (1) & Office Supplies	12/8/2023	1,376.15
20616	Amazon Capital Services	Printer (1) & Office Supplies	12/8/2023	1,376.15
20616	Amazon Capital Services	Office Supplies	12/8/2023	1,376.15
20616	Amazon Capital Services	Office Supplies	12/8/2023	1,376.15
20616	Amazon Capital Services	Office Supplies	12/8/2023	1,376.15
20616	Amazon Capital Services	School Supplies	12/8/2023	1,376.15
20616	Amazon Capital Services	Office Supplies	12/8/2023	1,376.15
20616	Amazon Capital Services	Office Supplies	12/8/2023	1,376.15
20616	Amazon Capital Services	Office Supplies	12/8/2023	1,376.15
20617	Charter Impact	Business Mgmt Svcs - 12/23	12/8/2023	6,311.00
20618	Charter Schools Development Center	CSDC Membership - 1 Year - 11/24/23 - 11/23/24	12/8/2023	729.00
20619	Clifton Larson Allen LLP	Audit Svcs FYE 06/30/23	12/8/2023	5,775.00
20620	Green House Sign & Design / San Diego Banner Printing	Banner & Stand (1)	12/8/2023	391.18
20621	Hatch & Cesario, Attorneys-at-Law	Legal Svcs - 10/06/23 - 10/10/23	12/8/2023	175.00
20622	KRA Corporation	Consulting Svcs - 08/01/23 - 08/31/23	12/8/2023	6,440.00
20623	Philadelphia Insurance Companies	Accident Ins. - 12/23	12/8/2023	1,769.34
20624	State of California Department of Justice	Fingerprint (2)	12/8/2023	49.00
20625	SchoolsFirst Plan Administration LLC	MYA 457b 12/8/23 payroll	12/11/2023	1,845.58
20626	Amazon Capital Services	School Supplies	12/13/2023	12.09
20627	Corodata Records Management, Inc.	Record Storage - 11/01/23 - 11/30/23	12/13/2023	60.63
20628	Edward, Stevens & Tucker, LLP	Legal Svcs - 11/09/23	12/13/2023	217.00
20629	KM Educational Consulting and Executive Coaching Services	Consulting Svcs - 11/23	12/13/2023	375.00
20630	Propio LS, LLC	SpEd Svcs - 11/01/23 - 11/30/23	12/13/2023	23.14
20631	R&B Communications	IT Svcs - 11/23	12/13/2023	1,003.00
20632	TSW Therapy, Inc.	SpEd Svcs - 11/01/23 - 11/30/23	12/13/2023	1,207.50
20633	Verizon Wireless	Communication Svcs - 11/02/23 - 12/01/23	12/13/2023	3,530.52
20634	Verizon Wireless	Communication Svcs - 11/06/23 - 12/05/23	12/13/2023	258.15
20635	YMCA of San Diego County	Student Membership - 05/09/23 - 11/08/23	12/13/2023	264.00
20636	YMCA of San Diego County	Student Membership - Teen - 6 Month	12/13/2023	1,626.00
20636	YMCA of San Diego County	Student Membership - Teen - 11/30/23 - 05/29/24	12/13/2023	1,626.00
20637	YMCA of San Diego County	Membership - Family 1 - 11/17/23 - 05/16/24	12/13/2023	534.00
20638	California Schools VEBA	Health Ins. - 12/23	12/20/2023	31,029.80
20639	Securian Life Insurance Company	Life Ins. - 11/23	12/20/2023	618.49
20640	Amazon Capital Services	Office Supplies	12/22/2023	156.31
20640	Amazon Capital Services	Office Supplies	12/22/2023	156.31
20641	Balloon Guru, LLC	Event Svcs - 01/24/24	12/22/2023	630.09
20641	Balloon Guru, LLC	Event Svcs - 06/05/24	12/22/2023	630.09
20642	Charter Impact	Student Data Svcs - 09/23	12/22/2023	747.50
20643	Charter Impact	Payroll Processing Fee - 10/23	12/22/2023	844.75
20643	Charter Impact	Payroll Processing Fee - 11/23	12/22/2023	844.75
20644	Charter Schools Development Center	2024 Charter Business Officer Training Program Tuition - Gigi Lenz	12/22/2023	11,800.00
20644	Charter Schools Development Center	2024 Charter Business Officer Training Program Tuition - Bill Dobson	12/22/2023	11,800.00
20645	Fully Promoted EmbroidMe La Mesa	Office Supplies	12/22/2023	398.12
20645	Fully Promoted EmbroidMe La Mesa	Office Supplies	12/22/2023	398.12
20645	Fully Promoted EmbroidMe La Mesa	Office Supplies	12/22/2023	398.12
20646	KRA Corporation	Consulting Svcs - 11/01/23 - 11/30/23	12/22/2023	6,344.67
20647	Michael Harrison	Catering Svcs	12/22/2023	922.50
322271620000005	Keyn Group, LLC	IT Svcs & Software & Travel Reimbursement & Office Supplies	12/8/2023	4,576.52
322271620000005	Keyn Group, LLC	IT Svcs & Software & Travel Reimbursement & Office Supplies	12/8/2023	4,576.52
322271620000005	Keyn Group, LLC	IT Svcs & Software & Travel Reimbursement & Office Supplies	12/8/2023	4,576.52
322271620000005	Keyn Group, LLC	IT Svcs & Software & Travel Reimbursement & Office Supplies	12/8/2023	4,576.52
322271620000006	Larry Albert Alvarado	Stipend	12/22/2023	650.00
322271620000007	Michael P. Humphrey	Stipend	12/22/2023	1,100.00
322271620000007	Michael P. Humphrey	Stipend - Additional	12/22/2023	1,100.00
322271620000008	William W. Hall	Stipend	12/22/2023	1,100.00
322271620000008	William W. Hall	Stipend - Additional	12/22/2023	1,100.00
322271620000009	Steve Fraire	Stipend	12/22/2023	650.00
322271620000010	Peter Matz	Stipend	12/22/2023	650.00
ACH	Chase	Service Charge	12/5/2023	22.50
ACH	Chase	CC Payment	12/8/2023	2,965.10
ACH	Onebridge	OneBridge FSA	12/18/2023	50.00
ACH	Chase	CC Payment	12/27/2023	6,501.48

Total Disbursements Issued in December \$ 148,962.89



**MOTIVATED YOUTH ACADEMY CHARTER SCHOOL****Agenda Item:****Date:** January 11, 2024

	Correspondence/Proposals/Reports
x	Consent Agenda
	Business/Financial Services
	Education/Student Services
x	Personnel Services
	Curriculum
	Policy Development

**Item Requires Board Action:** X**Item is for Information Only:** \_\_\_\_\_**Item:** Approval of 2024 IRS Mileage Reimbursement Rate**Background:**

Employees utilizing personal vehicles for official business purposes are entitled to compensation covering vehicle wear and fuel expenses. The Internal Revenue Service (IRS) annually sets a standard mileage reimbursement rate. To maintain consistency with federal guidelines and ensure equitable reimbursement for employees' out-of-pocket business expenses, it is advised that the school's reimbursement policy align with the IRS's established rate.

For the year 2024, effective from January 1st, the IRS has sanctioned an increased reimbursement rate of \$0.67 per mile, marking a rise of 1.5 cents from the previous rate.

It is recommended that the Board of Directors adopt the new IRS rate for mileage reimbursement, effective January 1, 2024, through December 31, 2024.

**Fiscal Impact:**

Original 2023–24 Mileage Budget: \$13,400

Revised 2023-24 Mileage Budget: \$13,707

Increase to budget: \$307

## SAN JOAQUIN COUNTY OF EDUCATION



James A. Mousalimas, Superintendent  
P.O. Box 213030  
Stockton, Ca 95213-9030

## INVOICE

TO: Motivated Youth Academy\*  
Gigi Lenz  
500 La Terraza Blvd, Suite 150  
Escondido CA 92025

INVOICE:  
242459

INVOICE DATE:  
1/5/2024

CUSTOMER'S P.O. NO.:  
Check

QUANTITY	DESCRIPTION	UNIT PRICE	AMOUNT
1	<b>Motivated Youth Academy</b> EDJOIN Account Fees - One Year Term, see service agreement for details.	\$1,200.00	\$1,200.00
1	<b>Motivated Youth Academy</b> EDJOIN Account Fees - One Year Term, see service agreement for details.	\$1,200.00	\$1,200.00
1	<b>Motivated Youth Academy</b> EDJOIN Account Fees - One Year Term, see service agreement for details.	\$1,200.00	\$1,200.00
1	<b>Motivated Youth Academy*</b> EDJOIN Account Fees - One Year Term, see service agreement for details.	\$1,200.00	\$1,200.00

REMIT TO: San Joaquin County Office of Education  
P.O. Box 213030, Stockton, CA, 95213-9030

Please contact Rachel Aschwanden at (209) 292-2662 with any questions or concerns regarding this info.

TOTAL:	\$4,800.00
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DISTRIBUTION:2 Copies - PURCHASER  
1 Copy - ORIGINATING DEPT.  
2 Copies - CO. OFFICE OF EDUC.  
BUSINESS SERVICES

ACCOUNT NUMBER(S)	AMOUNT(S)
01-0000-0-0000-0000-8689-500-5026	\$4,800.00
INITIALS:	

Form #7667 Rev. 7/00

[Back to Account Details](#) | [Service Agreement Printable Version](#)

# FY 23/24 EDJOIN Service Agreement

This EDJOIN Service Agreement (hereinafter "Agreement") is by and between Motivated Youth Academy\* which seeks to use EDJOIN services (hereinafter "Employer") whose name, address and other information appears herein this Agreement, and CodeStack, (hereinafter "SJCOE/CodeStack"), a department of the San Joaquin County Office of Education with its principle place of business at 2901 Arch-Airport Road, Stockton, CA 95206.

WHEREAS, upon subscribing to the EDJOIN service, in accordance with the terms of this Agreement, the Employer will be able to post jobs on the EDJOIN web site, accept online applications via the EDJOIN web site, use EDJOIN Applicant Tracking features, and search the EDJOIN applicant bank.

NOW, THEREFORE, In consideration of the foregoing premises and the promises herein contained, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged by the parties, SJCOE/CodeStack and Employer, intending to be legally bound, hereby agree as follows:

## Section 1: Employer's Duties

Employer agrees that it will not perform or fail to perform any act which would violate federal, state, or local law. Employer also agrees NOT TO MAKE UNSOLICITED contact to EDJOIN applicants to promote any services or products. This action is grounds for immediate termination of your account. You will also be in violation of this Agreement and subject to legal action.

## Section 2: Service Fees and Charges

In addition to Employer's other duties set forth in this Agreement, Employer shall pay all fees and charges - as set forth in the invoice below

## Section 3: Payment Policy

Employer shall pay to SJCOE/CodeStack the total fees, as defined in Section 2 above, upon signing this Agreement. Employer agrees that SJCOE/CodeStack shall terminate service if SJCOE/CodeStack does not receive payment for the total fees within sixty (60) days from the signing of this Agreement.

## Section 4: Service Cancellation

Employer may at any time cancel this contract upon written notice to SJCOE/CodeStack. The service fee is not refundable upon any such notice of termination.

## **Section 5: Service Term**

The Service Period shall begin the date the Employer accepts the terms of the Agreement and Generates the Invoice and shall continue for one year from that date. The term of this Agreement shall continue until the end of the Service Period or Employer is terminated by SJCOE/CodeStack under any provisions of this Agreement. SJCOE/CodeStack reserves the right to immediately terminate this Agreement upon: (i) A breach of Employer duties provided for under this Agreement including, but not limited to, Employer's failure to pay any amounts when they become due; or (ii) Making unsolicited contact to EDJOIN applicants to promote any services or products; or (iii) A requirement by law or regulatory act; or (iv) Employer becomes insolvent or commits any act of bankruptcy, or a petition for involuntary bankruptcy is filed against Employer, or Employer makes a general assignment for the benefit of creditors under the bankruptcy or insolvency laws.

## **Section 6: Regulatory Compliance**

Employer represents and warrants that it will conform to any and all laws, rules, regulations, requirements and/or other standards that are established by regulatory agencies. Employer specifically acknowledges and agrees that SJCOE/CodeStack has not and is not expected to provide Employer with any analysis, interpretation or advice regarding compliance with any aspect of any such laws, regulations, or guidelines.

## **Section 7: Limitations of Damages**

SJCOE/CodeStack shall not be held liable for any indirect, incidental, special or consequential damages or loss of revenue or profits arising under or with respect to this Agreement, even if SJCOE/CodeStack has been advised of the possibility of such damages.

## **Section 8: Indemnification**

SJCOE/CodeStack agrees to indemnify, defend and hold harmless Employer for and against any and all actions, claims, complaints, formal or informal, caused by or the result of negligence of SJCOE/CodeStack.

Employer agrees to indemnify, defend and hold harmless SJCOE/CodeStack for and against any and all actions, claims, complaints, formal or informal, caused by the result of negligence of Employer.

## **Section 9: Relationship of the Parties**

This Agreement is between two independent parties and is not intended to and shall not be construed to create a relationship of agent, servant, employee, partnership, joint venture or association.

## **Section 10: Entire Agreement**

This Agreement constitutes the entire agreement between the parties and supersedes all prior representations, proposals, discussions, and communications, whether oral or in writing. No change, waiver, or discharge hereof shall be valid unless it is in writing and is executed by the party against whom such change, waiver, or discharge is sought to be enforced.

## **Section 11: Binding Effect**

This Agreement shall be binding upon and inure to the benefit of the heirs, successors and assigns of the parties hereto.

Person Signing Service Agreement: Date Signed:

# Coversheet

## Consent - Education/Student Services

**Section:** VIII. Consent

**Item:** B. Consent - Education/Student Services

**Purpose:**

**Submitted by:**

**Related Material:**

MY Academy Student and Parent Handbook 2023-24 - REVISION FOR BOARD APPROVAL 2024  
.01.03.pdf

MY Academy Student and Parent Handbook 2023-24 - redlined 2024.01.02.pdf



# Motivated Youth Academy

## Student and Parent Handbook 2023-24

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Hello,

Welcome to Motivated Youth Academy. Students, staff, families and friends know us as MY Academy or MYA! It is a privilege to be your partner in education. MYA's goal is to provide you with a personalized and supportive educational experience. MY Academy seeks to serve students and families who benefit from flexible pacing and scheduling, learning that is individually targeted, and friendly. MY Academy is excited to support you in your educational journey.

Sincerely,

Your MY Academy Team

#### Contact MY Academy

**Mailing Address:**

**Motivated Youth Academy**  
500 La Terraza Blvd. Suite #150  
Escondido, CA 92025

**Contact Phone: (619) 343-2048**

**Contact Email: [info@myacademy.org](mailto:info@myacademy.org)**

**Website: <https://myacademy.org>**

## General Information

### About Motivated Youth Academy (MYA)

Motivated Youth Academy (“MYA,” “MY Academy,” or “Charter School”) is a tuition-free, California non-classroom-based public charter school serving students who have fallen behind in school, those looking to get ahead and graduate early, or those who simply desire a non-traditional learning environment. Since 2014, MYA has offered students and families an alternative to traditional learning methods and environments. MYA believes that the student-teacher relationship is critical to the development of a young person’s social, emotional, and academic well-being.

MYA provides students with the opportunity to engage in a variety of learning styles, creating what we call a ‘blended’ learning model. This innovative approach to education allows students to learn with great flexibility. Using traditional independent study learning strategies, MYA creates an enriched virtual model of blended learning where students benefit from the flexibility of virtual learning combined with personalized 1:1 support from a credentialed teacher. Learning sessions are conducted face-to-face; teachers go to the students and meet with them in their communities, at libraries, community centers, and similar public facilities, providing MYA students with the best of both worlds.

MYA serves students in grades TK-12, and young adults ages 19-24 seeking a high school diploma.

MYA is accredited by the Western Association of Schools and Colleges (“WASC”) and offers University of California (“UC”) and California State University (“CSU”) A-G coursework. The class lists are accepted by the National Collegiate Athletic Association (“NCAA”) and the National Association of Intercollegiate Athletics (“NAIA”). MY Academy’s independent study program provides three pathways to graduation: At-Promise, College and Career, and Credit Recovery. MYA offers multiple calendars each year, providing students and families with greater flexibility to pursue interests and take advantage of opportunities.

MYA understands the importance of providing students with a personalized course of study, which is why every MYA student receives a Motivated Youth Personalized Learning Adventure Now (“MY Plan”). A student’s MY Plan is developed based on their unique abilities, needs, and interests. MYA staff provides the support every student needs to identify their dreams and reach their goals. This is one of the many reasons students thrive at MYA—whether working from home, on the road, or anywhere their experiences and adventures take them.

## Mission Statement

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

## Core Values

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

## Vision Statement

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.

## Calendar 2023-2024 Links

You will find the MY Academy 2023-2024 School Calendars linked here and on the MY Academy website (<https://www.myacademy.org/calendar/>).

MY Academy operates two 175 day tracks to give students and families greater scheduling flexibility.

NOTE: A student may only enroll in one school track per year at MY Academy.

[Track E Calendar July 3, 2023 - March 8, 2024](#)

[Track F Calendar August 28, 2023 - June 3, 2024](#)



## Admissions, Registration, and Enrollment

Application, registration, and enrollment policies, procedures and activities comply with state and federal law. They are outlined in the Motivated Youth Academy's Charter Petition. NOTE: County Collaborative Charter School was renamed Motivated Youth Academy on July 1, 2020.

### Applications

Students who live in Imperial, Orange, Riverside, and San Diego counties and who express an interest in enrolling with MY Academy must first complete an application. This form requires:

- Student name
- Parent/guardian/educational rights holder name
- Address and contact information for the parent/guardian/education rights holder
- Student's date of birth
- Student's current grade
- Student's intended grade for enrollment
- Parent/guardian/education rights holder's signature and date

Once this document has been received, MYA will contact the parent/guardian/education rights holder to share information about the unique learning model MY Academy uses. If the applicant determines that MY Academy's education model is a good match for the student and would like to enroll at MY Academy, then the Charter School will determine the availability of a trained and qualified credentialed teacher to serve as the student's Teacher of Record ("ToR"). If a ToR is available then the student will then be invited to complete the registration process, otherwise they are placed on a waitlist.

Students will be considered for admission without regard to disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Prior to admission, all parents must agree to and sign the master agreement. All students' continued enrollment shall depend upon them fulfilling the terms of the master agreement. Enrollment space will be based on need in the community and availability of qualified, trained qualified credentialed teachers to serve as the teacher of record.

MY Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of

race, ethnicity, national origin, gender, disability, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

## **Registration**

A registration form must be completed and signed by the student and parent/guardian , and the required documents noted below, prior to a student being enrolled and placed on a Teacher of Record's ("ToR") roster.

To the extent required by applicable law, a complete registration packet includes, but may not be limited to, the following properly submitted documents/information, which is applicable to all students unless otherwise noted:

- Proof of residency
- Birth certificate or proof of birthdate (such as a statement by the local registrar or a county recorder certifying the date of birth, a baptism certificate duly attested, a passport, or an affidavit of the parent, guardian, or custodian of the minor)
- Immunization record or this form indicating the parent is waiving vaccinations (Please see the list of recommended vaccinations under Section E below.) Proof of Tdap (whooping cough vaccination) and Varicella (chickenpox) - Two (2) doses – Students entering 7th-12th grades or this form waiving vaccinations
- [Health Exam](#) – TK, Kindergarten, and 1st grade students and any student entering the public school system for the first time - or the signed form waiving this requirement. (See information below for the right to refuse.)
- [Oral Health Exam](#) – TK, kindergarten, and 1st grade students, and any student entering the public school system for the first time- or the signed form waiving this requirement
- Transcripts – High school students only
- [Caregiver Authorization Affidavit](#) - Only if person enrolling student is not the parent or legal guardian

A student, and parent/guardian who submits an incomplete registration packet will be sent a notice of what is needed to complete their registration. The student, and parent or educational rights holder, will be expected to update the registration packet information and provide the requested documents in order for the registration to be processed and the student enrolled in MY Academy.

A student, and parent or educational rights holder who is unable to submit a required document should immediately contact the MY Academy admissions department via email at

[info@myacademy.org](mailto:info@myacademy.org) or phone/text (619) 343-2048. The admissions team will work with registrants to overcome barriers encountered in completing the registration process.

Acceptance of a student's registration packet does not constitute enrollment with MY Academy until the following has occurred:

A student is not considered enrolled until they have met with their Teacher of Record and the student, and parent or education rights holder, **signs the** Independent Study Master Agreement ("Master Agreement"). All students' continued enrollment shall depend upon them fulfilling the terms of the Master Agreement.

### **Enrollment Requirements**

To enroll in MY Academy, students must live in one of the following counties: Imperial, Orange, Riverside, and San Diego. In accordance with charter law, students may not be concurrently enrolled in MY Academy and any other private or public school. It is not necessary to obtain an inter/intra-district transfer from your local school district to attend MY Academy.

Before the student is enrolled in MY Academy, a Master Agreement must be signed.

### **Accepting High School Credits from Previous Schools**

MY Academy will evaluate transcripts from a student's previous school and grant credit toward MY Academy graduation requirements if the credits were earned from an accredited school and are credits that could have been earned at MY Academy. Transcripts will be evaluated by a MY Academy school counselor.

### **Transitional Kindergarten (TK)/Kinder Placement**

**Transitional Kindergarten (TK):** To be TK eligible, students must turn five between September 2 and December 2. Kindergarten age-eligible students are allowed to choose TK if their 5th birthday is between June 1st-September 1st. Students with a 5th birthday after December 2, may enter TK on or after their 5th birthday.

**Kindergarten:** Students must turn five on or before September 1 to enroll in kindergarten.

## Attendance

MY Academy's goal is for each student to be successful. The purpose of this policy is to outline the school support that will be provided and the steps that will be taken if the student, and parent/guardian or education rights holder responsibilities are not fulfilled. Please view this document for [MYA's Attendance Policy](#).

## Notice of Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

### Nondiscrimination Statement

MY Academy is non-sectarian in its programs, admissions policies, employment practices, and all other operations. My Academy shall not charge tuition and shall not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor, or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

Ms. Gigi Lenz  
Operations and Program Manager  
Title IX/Uniform Complaint Procedure Coordinator  
(619) 343-2048  
glenz@myacademy.org  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025

The lack of English language skills will not be a barrier to admission or participation in the Charter School’s programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### [Advisory Councils](#)

MY Academy believes that active participation from parents/guardians, family members, trusted adults, students, and employees in school operations and governance helps foster a

public school's long-term sustainability as a successful program. MYA welcomes parents/guardians, family members, trusted adults, students, and employees involvement and values open, positive communication.

MY Academy has established a School Site Council ("SSC"), Educational Partner Advisory ("EPAC") committee, and Staff Advisory Committees. Each plays an important role in molding MY Academy to be responsive to student, parent/guardian, family member, trusted adult, and employee needs, while facilitating the opportunity for continual growth and improvement. The committees meet regularly and function to make recommendations and provide feedback to school administration regarding specific areas of school operations.

### Parent/Guardian Liability for Student Conduct

The law states that a parent or guardian of any minor whose willful misconduct results in injury or death to any pupil or any person employed by, or performing volunteer services for, a school shall be liable for all damages caused by the minor.

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

### Work Permits

Work Permits are required for students under the age of 18 to secure employment. To request a work permit, students should contact their ToR and complete the required paperwork. As of January 1st 2021, [AB 1963](#) requires proof that the student's work supervisor has been trained as a mandated reporter.

## Terminology

The following is a list of commonly used terms:

**Teacher of Record (“ToR”)** - A Teacher of Record is a credentialed teacher who works with students in grades TK-12 to support them in reaching their educational goals.

**Content Area Specialist (“CAS”)** - A Content Area Specialist is a credentialed teacher who works with students in grades 6-12 and their families to support them in reaching their academic, content-specific goals.

**Learning Period (“LP”)** - The Instructional days between learning period meeting/the assignment.

**Weekly Meeting (“WM”)** - The meeting in which a minor student and parent/guardian, or adult student, meet with their assigned ToR once per week to review the learning that took place since the previous meeting, plan for future learning, and offer support to the student.

**Independent Study Master Agreement (“MA”)** - This is an agreement between the school, the Teacher of Record, the student, and the parent. It outlines the assigned coursework, methods of study, available resources, methods of evaluation, meetings, and board policies.

## Instructional Program

### Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the “Every Student Succeeds Act” (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student’s teacher:
  - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - c. Is teaching in the field of discipline of the certification of the teacher; and



2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at

Executive Director  
Motivated Youth Academy  
500 La Terraza Blvd. Suite #150  
Escondido, CA 92025  
[admin@myacademy.org](mailto:admin@myacademy.org)  
(619) 343-2048

to obtain this information.

### Western Association of Schools and Colleges (“WASC”) Accreditation

MY Academy students are enrolled in a school that is fully accredited by WASC.

School accreditation:

- certifies to the public that the Charter School is a trustworthy institution of learning.
- validates the integrity of the Charter School’s program and student transcripts.
- fosters improvement of the Charter school’s program and operations to support student learning.
- assures the Charter School community that the Charter School’s purpose is appropriate

Additionally, WASC accreditation is important because other schools, colleges and universities and the military often require applicants to have transcripts from accredited schools.

### Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional

aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

### Concerns about your Teacher of Record (ToR)

If a student, parent/guardian or adult student has concerns regarding their ToR that they are unable to resolve directly with the ToR, please email [admin@myacademy.org](mailto:admin@myacademy.org) to set up a meeting with a member of MYA's administrative team. MYA will assist the ToR, the student, and parent/guardian or adult student in working towards a positive working relationship.

### Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to

excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student’s parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Please see [Comprehensive Sexual Health Education Policy linked in the Appendices](#) for further information.

## Technology

MY Academy recognizes and utilizes technology as a powerful educational tool. For specific information about technology, view MYA’s [Technology Usage Agreement](#).

## Graduation Requirements

MY Academy graduation requirements meet California Education Code requirements. MYA has an established "A-G" course list and the curriculum will meet or exceed UC/Cal State "A-G" course requirements.

MYA will configure its minimum course completion requirements and its credit award policy to be consistent with California Law. MYA will prescribe completion of the following, at a minimum:

- Three courses in English (English 9 A/B, 10 A/B, 11 A/B)
- Two courses in Mathematics, with one year of Algebra I mandatory \*
- Two courses in Science, including Biological and Physical Sciences
- Three courses in Social Studies (including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics)
- One course in Career Technical Education, Foreign Language or Visual and Performing Arts \*\*
- Two courses in Physical Education unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241.

\*At least one course of the mathematics requirement shall be fulfilled by completion of Algebra I coursework.

\*\*Students will be advised that for UC entrance, two years of Foreign Language are required/ three recommended, plus one year of Visual and Performing Arts, and four years of English.

MYA awards 5 credits per course, per semester.

## Pathways to Graduation

MY Academy offers multiple pathways to graduation. Students are eligible for graduation when all requirements have been met. (Note; 5 credits are earned for completion of a one semester class.)

### ***210 Credit General Education Pathway***

<u>Subject Area</u>	<u>Credits</u>
English	30
Mathematics	20
World History	10
U.S. History	10
American Government	5
Economics	5
Life Science	10
Physical Science	10
College and Career	10
Physical Education	20
Electives	70
Career Technical Education, Foreign Language or Visual and Performing Arts	10
<b><u>Total Credits</u></b>	<b><u>210</u></b>

### **130 Credit Pathway (Board Policy 6130-MYA)**

Motivated Youth Academy (“MYA”) recognizes that students may face significant barriers to achieving academic success due to their unique, individual circumstances. To enable such students to achieve state and charter school academic standards, MYA shall provide eligible students with full access to the MYA educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of students in the MYA Local Control Accountability Plan (“LCAP”).

Upon review by the School Counselor and Administration, and according to California state law, eligible students may participate in the State required minimum credit pathway of 130 credits.

Eligible students include, but are not limited to:

- AB 167/216 (Foster Care)
- AB 365 (Military Family)
- AB 1806/216 (Homeless)
- AB 2121 (Migratory/Newcomers)
- AB 2306 (Juvenile Courts)
- Credit Deficient
- Gap in enrollment
- Students who have experienced exceptional barriers or circumstances (at the approval of school administration).

The high school graduation course requirements in California include a set of 13 minimum courses required under the California Education Code, in addition to other coursework adopted by the Local Education Agency (“LEA”). All students receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades 9 to 12:

<b><u>Subject Area</u></b>	<b><u>Credits</u></b>
English	30
Mathematics	20
World History	10
U.S. History	10
American Government	5
Economics	5
Life Science	10
Physical Science	10
Physical Education	20
Career Technical Education, Foreign Language or Visual and Performing Arts	10
<b><u>Total Credits</u></b>	<b><u>130</u></b>

Students and families who are considering opting for the 130 credit graduation pathway should consider the following limitations: Receiving a diploma through this exemption will affect a student’s ability to gain direct admission to many post-secondary educational institutions, as students will not meet the A-G requirements for enrollment in a four-year California university (CSU and UC) upon graduation from high school. Students may complete specific coursework and gain entry into the California State Universities through California Community Colleges

### **Cal Grant Program Notice**

The Charter School is required by state law to submit the Grade Point Average (“GPA”) of all high school seniors by Oct. 1 of each year, unless the student (if the student is over age 18 years of

age or older) or parent/guardian (for those under 18 years of age) opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

### Notice for Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12<sup>th</sup> grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:  
<https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act are available at:  
<https://www.csac.ca.gov/post/resources-california-dream-act-application>

### Parents/Guardians/Educational Rights Holders Portal in the Student Information System (SIS)

Parents/Guardians/Education Right Holders have access to the student information system ("SIS") through the parent portal. Click [this link](#) to access the portal. [This document](#) will support MYA families with the portal.

### Email Group for Educational Rights Holders

One of the primary methods of communication to MYA students, families is through the MYA educational rights holders email group. Recipients receive time-sensitive communication, deadline reminders, and notifications. Educational Rights Holders must inform their ToR via email if they would like to be included in the educational rights holders email group. Please notify the student's ToR, if emails are not received within a week of enrolling.



## State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress (“CAASPP”). Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and/or a career.

Students in grades 3-8 and grade 11 are required by the California Department of Education to complete the CAASPP assessments. These tests occur during the spring each year. Student score reports include an overall score and a description of the student’s achievement level for English Language Arts/Literacy, Mathematics, and Science. They encompass the following assessments:

- Computer Adaptive Tests (CATs) for ELA and math; grades 3-8 and 11
- Performance Tasks (PTs) for ELA and math; grades 5-8 and 11
- California Science Test (CAST); grades 3-8 and 11 or 12
- California Alternate Assessment (CAA)

As stated above, parents may opt out of state-mandated academic testing by submitting a written request to the school each year, but this only applies to the state-mandated assessments and ***MYA does not recommend opting out.*** MYA does not recommend opting out because charter schools exist in a performance-based accountability system where they are held accountable for student academic performance. In fact, a charter school may have its Charter revoked if it does not provide sufficient data and demonstrate progress on students’ performance using a variety of assessments and indicators.

For more information about the CAASPP, email visit <https://www.caaspp.org/> or [info@myacademy.org](mailto:info@myacademy.org).

## Local Assessments

All MYA students take a series of local assessments at the beginning and conclusion of each school year. This information is used to develop each students' MY PLAN (Motivated Youth Personal Learning Adventure Now). In addition, it will also be used to measure individual student growth.

## ELPAC

Students who indicate a home language other than English on the registration form will be required to take the ELPAC Initial Assessment ("IA") within the first 30 calendar days of enrollment.

Students who have already been identified as an English Learner at MY Academy or at a previous school, will be required to annually take the ELPAC Summative Assessment ("SA") during the spring testing window.

For more information about the ELPAC, visit <https://www.elpac.org/> or email [info@myacademy.org](mailto:info@myacademy.org).

## Physical Fitness Test

The Physical Fitness Test ("PFT") for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

Students in grades five, seven, and nine take the PFT. The test has multiple parts that measure students' fitness levels and abilities. For more information about the PFT, visit <https://www.cde.ca.gov/ta/tg/pf/index.asp> or email [info@myacademy.org](mailto:info@myacademy.org).

## Student Grades

### ***Report Cards***

As per California State Law, the Teacher of Record assigns official grades. The grades awarded on the report card represent the professional evaluation by the Teacher of Record of the student's progress toward state and school standards.

### ***High School Transcript***

The high school transcript is a record of the high school courses taken and the grades and credits earned.

To request an official transcript, please visit MYA's [Parchment service](#).

## Academic Guidance

The MY Academy Guidance Department staff is available to assist parents and students with high school planning as well as college and career guidance. To request an appointment, visit the [MY Academy website](#) or email [ssevcik@myacademy.org](mailto:ssevcik@myacademy.org).

## Student Health, Welfare, & Safety

### Universal Meals Program

Pursuant to California law, commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal per meal service (breakfast and lunch) each school day on which the student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. This shall apply to all pupils in kindergarten through grade twelve (12). Applications for school meals

are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form i. Completed application forms can be returned to the main office.

Because MY Academy does not operate a school site, resource center, meeting space or other satellite, facility meals are not provided as part of the Universal Meal Program.

### Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

### California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at grades five, seven, nine, and eleven whose parent or guardian provides written permission. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

### Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main

office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

### Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

MY Academy does not tolerate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students while engaged in school-sponsored educational activities or events. School administrators are required to take immediate action to prevent, discourage,

and eliminate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia while engaged in school-sponsored educational activities or events. Students found in violation are subject to discipline, up to and including suspension and/or expulsion.

Smoking and the use of all tobacco products, including the use of electronic nicotine delivery systems, such as e-cigarettes, is prohibited at all MY Academy events, at all times by all persons, including employees, students, and visitors.

### Child Abuse Reporting

As mandated reporters, Teachers of Record, instructional aides, classified staff, and other school employees are required by law to report all known or suspected cases of child abuse or neglect to the appropriate law enforcement or child welfare agency. All school staff are required to participate in yearly training to identify child abuse and learn how to report suspected abuse.

### Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

#### Available on Campus:

- School-based counseling services – your child is encouraged to request from their assigned Teacher of Record connection with counseling services MYA's school psychologist supports students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Daniel Espinoza, Program Manager/School Psychologist, at [despinoza@myacademy.org](mailto:despinoza@myacademy.org) or (619) 202-1444 to request an evaluation.

- Prescription medication while at a school function – if your child requires prescription medication while attending a school function and you would like assistance from School staff in providing this medication to your child, please contact your students Teacher of Record.

#### Available in the Community:

- Imperial County - [Imperial County Behavioral Health Services](#)
- Riverside County - [Riverside County Department of Mental Health](#)
- San Diego County - [County of San Diego Health and Human Services Agency](#)
- Orange County - [OC Health Care Agency](#)

Mental Health Plan (MHP) in each county is responsible for providing or arranging for the provision of Specialty Mental Health Services (SMHS) to Medi-Cal beneficiaries.

- Imperial County: (800) 817-5292
- Riverside County: (800) 706-7500
- San Diego County: (888) 724-7240
- Orange County: (800) 723-8641

#### Available Nationally:

- 211 - 211 is a free information and referral service that connects people to health and human services in their community 24 hours a day, 7 days a week. 211 serves people of all income levels, languages and cultural backgrounds and is available to 96% of Californians and to 85% of U.S. households. 211 programs are supported by United Way, public and private funders, city and county agencies and more. In fact, California United Ways operate and/or provide major funding for 2-1-1 programs throughout the state. 211 also plays a critical role in providing information and support in times of disaster, such as evacuation, shelter, food, medical and recovery information, and provides public officials with feedback from callers about changing conditions.
- California Youth Crisis Hotline – 1(800) 843-5200  
The California Youth Crisis Line is a 24/7 statewide emergency response system for youth (ages 12-24) and families in crisis. Professionally trained staff and volunteer counselors respond to calls regarding thoughts of suicide, depression, bullying, health and identity questions, trauma, human trafficking or any teen-related struggle. Translation services are available for multiple languages.
- The 988 Suicide & Crisis Lifeline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours by dialing 988.

- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

## Student ID Cards

Student ID cards are available for all enrolled students in TK-12th grade. To request a card, contact your ToR . Please allow up to two weeks for processing and mailing. Any questions should be directed to the student's TOR.

## School Safety Plan

MY Academy recognizes that students have the right to a safe and secure environment where they are free from physical and psychological harm. The school is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. Additionally, there are a few instances even in an independent study model, that require a clear emergency preparedness plan. The Charter School has developed a Comprehensive School Safety Plan, which is written to address the safety of both the students and the staff.

The Comprehensive School Safety Plan can be found [here](#).

## Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be



excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

#### TK/K-12 Admission

Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses

Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses

Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

#### Entering 7<sup>th</sup> Grade

Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose

Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7<sup>th</sup> grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

#### Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:

- Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Sections 120370-120372.

- Commencing January 1, 2021, the CDPH standardized medical exemption form shall be the only documentation of a medical exemption that MYA shall accept.
- Medical exemptions remain valid until the earliest of: 1) the child's enrollment in the next grade span, as defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.
- Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction are exempt from immunizations, however MYA must still request, record, and report all enrolled student's immunization status.

### Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the Executive Director or designee with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director or designee a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

## Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Motivated Youth Academy  
Operations and Program Manager  
Title IX/Uniform Complaint Procedure Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619)343-2048  
admin@myacademy.org

A copy of the UCP is available in the Appendices of this handbook. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

## Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

## Suicide Prevention Policy

*Policy Adopted: October 10, 2019*

*Policy Revised: July 9, 2020*

*Policy Reviewed: August 19, 2021*

*Policy Revised: December 14, 2023*

Motivated Youth Academy ("MYA" or the "Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. In an effort to reduce suicidal behavior and its impact on students and families, the Charter School has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with the Charter School and educational partners, school employed mental health professionals, administrators, other school staff members, and the county mental health plan in planning, implementing, and evaluating the Charter School's strategies for suicide prevention and intervention. The Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

The purpose of this policy is to protect the health and well-being of all of our students by having procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. Protecting the health and well-being of all students is of utmost importance to our school and is in line with school mandates for all professionals and individuals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school. Youth suicide is preventable, and parents, educators and schools are key to prevention. Preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the Charter School. The suicide prevention point of contact and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### Staff Development

The Charter School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention. Training shall be provided for all school staff members and shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention,

intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:

- a. Suicide risk factors, warning signs, and protective factors;
  - b. How to talk with a student about thoughts of suicide;
  - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
  - e. Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - i. Youth affected by suicide;
    - ii. Youth with a history of suicide ideation or attempts;
    - iii. Youth with disabilities, mental illness, or substance abuse disorders;
    - iv. Lesbian, gay, bisexual, transgender, or questioning youth;
    - v. Youth experiencing homelessness or in out-of-home settings, such as foster care;
    - vi. Youth who have suffered traumatic experiences;
4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
- a. The impact of traumatic stress on emotional and mental health;
  - b. Common misconceptions about suicide;

- c. Charter School and community suicide prevention resources;
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- e. The factors associated with suicide (risk factors, warning signs, protective factors);
- f. How to identify youth who may be at risk of suicide;
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on the Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on the Charter School guidelines;
- h. Charter School approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- i. Charter School approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- j. Responding after a suicide occurs (suicide postvention);
- k. Resources regarding youth suicide prevention;
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

### Employee Qualifications and Scope of Services

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal

thinking typically requires mental health resources beyond what schools are able to provide.

#### Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter Schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School's Web page and included in the parent handbook.
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors;
  - b. How to talk with a student about thoughts of suicide;
  - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

#### Student Participation and Education

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of the individual's credential or license, students shall:



1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress which may include:
  - a. Coping strategies for dealing with stress and trauma.;
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others
  - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.;
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into curricula (e.g., health classes, science classes, and physical education).

The Charter School will support the creation and implementation of programs that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week).

### Intervention and Emergency Procedures

The Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. School Counselor
2. School Psychologist

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Eliciting immediate medical treatment if a suicide attempt has occurred;
  - b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Ensuring that the student is under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - e. Moving all other students out of the immediate area if applicable;
  - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on

behalf of a student who is a Medi-Cal beneficiary.

4. After a referral is made, the Charter School shall verify with the parent/guardian that the follow-up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of care. If follow up care is still not provided, the Charter School may contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted at a school sponsored activity, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.

4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for makeup work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

### Supporting Students during or after a Mental Health Crisis

Students shall be encouraged to notify a teacher, the Executive Director, another school administrator, psychologist, counselor, suicide prevention liaisons, or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

### Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to:
  - a. Confirm death and cause;
  - b. Identify a staff member to contact the deceased's family (within 24 hours);
  - c. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death;
  - b. Emotional support and resources available to staff;
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to the needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment;
  - b. Talking points for staff to notify students;
  - c. Resources available to students
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
5. Identify students affected by suicide death but not at risk of imitative behavior;
6. Communicate with the larger school community about suicide death;
7. Consider funeral arrangements for family and school community;
8. Respond to memorial requests in a respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
9. Identify a media spokesperson if needed.
10. Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed
  - b. Support siblings, close friends, teachers, and/or students of deceased
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

### Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. The Charter School will also include the number for the Crisis Text Line,

which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

## Special Populations

### Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEIA"), Education Code requirements, and applicable policies and procedures of the Sonoma County Charter SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEIA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Daniel Espinoza, Program Manager/School Psychologist, at [despinoza@myacademy.org](mailto:despinoza@myacademy.org) or (619) 202-1444.

MY Academy will collect information about a student's special education eligibility or services after the student is enrolled. The parent or education rights holder should submit to the Special Education Department a complete copy of the student's most recent Individualized Education Plan ("IEP") or any related special education documentation, if special education services were previously received. MYA staff will hold an Interim IEP meeting within the first 30 days of enrollment to review the current IEP Plan and in collaboration with the IEP team make an offer of a Free and Appropriate Public Education ("FAPE"). IEP teams will meet no less than once annually, and students will be reassessed every three years. MY Academy will comply with all relevant obligations under the law, including taking reasonable steps to promptly obtain

relevant pupil records from the previous school in which the student was enrolled, including records relating to providing special education and related services to the student.

## Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of a disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director or designee.

MY Academy adheres to all Section 504 legal requirements. For students transferring to MY Academy with an existing 504 Plan, MYA staff will hold a review meeting within the first 30 days of enrollment to review the current 504 Plan to collaborate with the 504 team, and update the 504 plan with the accommodations that can reasonably be implemented within MY Academy's personalized learning school model. For currently enrolled MY Academy students with an existing 504 plan, 504 review meetings are offered at the beginning of every school year. For more information on MY Academy Charter School's 504 Program, see the policy under the Appendices section of this Handbook or email [info@myacademy.org](mailto:info@myacademy.org).

## Education of Foster and Mobile Youth

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

- “Foster youth” means any of the following:
  1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 309 (whether or not the child has been removed from the child's home by juvenile court).
  2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
  3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:

- a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    - b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    - c. The nonminor is participating in a transitional independent living case plan.
  - 4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>1</sup>
  - 5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
  - *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
  - *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
  - *“Student participating in a newcomer program”* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family,

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<sup>1</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.



a currently migratory child, and a student participating in the newcomer program will be collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian.”

Notice for Foster and Mobile Youth Liaison:

The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Motivated Youth Academy  
Student Success Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619)343-2048  
admin@myacademy.org

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school for foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

**School Stability:** The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, clubs or esports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately

enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

**Graduation Requirements:** Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's parent/guardian how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of a military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.

Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two

(2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available as a link in the Appendices of this handbook.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available as a link in the Appendices of this handbook.

### Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**School Liaison:** The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Motivated Youth Academy  
Student Success Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619)343-2048  
admin@myacademy.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a

manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

**Housing Questionnaire:** Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The



housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

**High School Graduation Requirements:** Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional

graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

### English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

For detailed information about English Language Learners, please see MYA's [English Learner Master Plan](#).

## Student Rights, Conduct, & Complaint Procedures

### Educational Records and Student Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within five (5) school days after the day MY Academy receives a request for access.

Parents/Guardians/Educational Right Holders must submit to the Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parents/guardians/educational right holders of the time and place where the records may be inspected.

2. Parents/Guardians/Educational Right Holders have the right to request an amendment of the student's education records that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents/Guardians/Educational Right Holders who wish to ask the school to amend a record must write to the Executive Director or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If MY Academy decides not to amend the record as requested by the parent or eligible student, MY Academy will notify the parents/guardians/educational right holders of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents/guardians/educational right holders when notified of the right to a hearing. If MY Academy agrees to amend the record as requested, the Executive Director must order the correction or the removal and destruction of the information and inform the parents/guardians/educational right holders of the amendment in writing.

3. The right to provide written consent before the MY Academy discloses personally identifiable information (“PII”) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter school officials with legitimate educational interests. For this purpose, a Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School’s Board of Directors. A Charter School official may also include a volunteer, consultant, or vendor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; or contracted provider of digital educational platforms and/or services , a parent/guardian/educational right holder volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing a task on behalf of the Charter School. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student’s enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that processes FERPA complaints are:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a students' education records, without consent of the parents/guardians/educational right holders, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To Charter School officials, including teachers, within the educational agency or institution whom the school has determined have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, as defined by 34 C. F. R. Part 99; To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parents/guardians/educational right holders of the request for records at the parents/guardians/educational right holders' last known address, unless the disclosure is initiated by the parents/guardians/educational right holders. Additionally, the Charter School will give the parents/guardians/educational right holders, upon request, a copy of the record that was disclosed and give parents/guardians/educational right holders, upon request, an opportunity for a hearing;
- To certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for

aid or enforcing the terms and conditions of the aid Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);

- Accrediting organizations in order to carry out their accrediting functions;
- Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
- Persons who need to know in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, pursuant to specific State law;
- A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

- Student's name
- Student's address

- Parent's/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent's/guardian's electronic mail address
- Photograph/video
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Executive Director at:

Executive Director  
Motivated Youth Academy  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619) 343-2048  
admin@myacademy.org

A copy of the complete Policy is available upon request at the main office.

### [Use of Student Information Learned from Social Media](#)

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with



regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

### Campus Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private

electronic device is in violation of Charter School rules or regulations.

### Student Freedom of Speech and Expression

MY Academy believes that free inquiry and exchange of ideas are essential parts of a democratic education. MYA respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

Students shall have the right to exercise freedom of speech and of the press including, but not limited to:

1. the use of bulletin boards
2. the distribution of printed materials or petitions
3. wearing of buttons, badges, and other insignia
4. the right of expression in official school publications. "Official school publications" refers to material produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. The Executive director or designee will supervise the material produced by pupils to ensure it meets professional standards of English and journalism.

Students' freedom of expression shall be limited as allowed by Education Code Section 48907, and other applicable state and federal laws. Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an aggressive or abusive manner in a situation that presents an actual danger that it will cause a breach of the peace. A student shall be subject to discipline for out-of-school expression, including expression on Internet websites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

The complete policy is in the Appendices of this handbook.

### Uniform Complaint Procedures ("UCP")

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Education Programs;
  - Regional Occupational Centers and Programs; and
  - School Safety Plans.
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
  - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
  - A purchase that a pupil is required to make to obtain materials, supplies,

equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated. The

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Motivated Youth Academy  
Operations and Program Manager  
Title IX/Uniform Complaint Procedure Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619)343-2048  
admin@myacademy.org

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge and is available under the Appendices of this handbook. For further information on any part of the complaint procedures, including filing a complaint or requesting a hard copy of the UCP, please contact the Executive Director.

## Title IX, Harassment, Discrimination, Intimidation, & Bullying Policy

*Policy Adopted: October 10, 2019*

*Revised: August 13, 2020*

*Revised: September 13, 2021*

*Revised: December 14, 2023*

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Motivated Youth Academy Board of Directors (the "Board" or the "School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this policy. Hereafter, such actions are referred to as "misconduct prohibited by this policy."

To the extent possible, Motivated Youth Academy will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. School staff that witness acts of misconduct prohibited by this policy will take immediate steps to intervene when safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships regardless of position or gender. The School will promptly

and thoroughly investigate any complaint of such misconduct prohibited by this policy and take appropriate corrective action, if warranted.

#### TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION AND BULLYING COORDINATOR ("COORDINATOR"):

Gigi Lenz, Operations and Program Manager

Title IX/Uniform Complaint Procedure Coordinator

(619) 343-2048

glenz@myacademy.org

500 La Terraza Blvd Ste 150

Escondido, CA 92025

#### PROHIBITED UNLAWFUL HARASSMENT UNDER TITLE IX

Prohibited Unlawful Harassment is defined as

1. Verbal conduct such as epithets, derogatory jokes or comments, or slurs.
2. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis.
3. Retaliation for reporting or threatening to report harassment.
4. Deferential or preferential treatment based on any of the protected classes above.

Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

#### SEXUAL HARASSMENT

Motivated Youth Academy is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or



physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress;
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual;
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

1. Physical assaults of a sexual nature, such as:
  - a. Rape, sexual battery, molestation or attempts to commit these assaults.
  - b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
2. Unwanted sexual advances, propositions or other sexual comments, such as:
  - a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - b. Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - c. Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.
3. Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
  - a. Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.

- b. Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- c. Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

## PROHIBITED BULLYING

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act.

Bullying includes one or more acts committed by a student or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
4. Causing a reasonable pupil to experience a substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* "Reasonable pupil" is defined as a pupil, including but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming

that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network internet website including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an internet website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation\* of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above. \*"Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - c. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

## GRIEVANCE PROCEDURES

### Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

Any student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the coordinator:

Gigi Lenz, Operations and Program Manager  
Title IX/Uniform Complaint Procedure Coordinator  
(619) 343-2048  
glenz@myacademy.org  
500 La Terraza Blvd Ste 150  
Escondido, CA 92025

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels targeted by such behavior should immediately contact a teacher, counselor, the program director, coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this policy.

Motivated Youth Academy acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as

appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the coordinator or designee on a case-by-case basis.

Motivated Youth Academy prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### Investigation

Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent/guardian, volunteer, visitor or affiliate of the School, the coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, the coordinator or administrative designee will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this policy are maintained in a secure location.

### Consequences

Students or employees who engage in misconduct prohibited by this policy will be subject to disciplinary action.

### Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in

this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

#### Right of Appeal

Should the complainant find the coordinator’s resolution unsatisfactory, the complainant may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the complainant’s appeal and render a final decision.



## TITLE IX, Harassment, Intimidation, Discrimination &amp; Bullying COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_ Where  
did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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\_\_\_\_ I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant                      Date

\_\_\_\_\_

Print Name

To be completed by the Charter School:

Received by: \_\_\_\_\_ Date \_\_\_\_\_

Follow up meeting with complainant held on: \_\_\_\_\_

## Professional Boundaries: Staff/Student Interaction Policy

Motivated Youth Academy (“MY Academy” or “Charter School”) recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

#### A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;



3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the

circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Examples of Specific Behaviors

The following examples are not an exhaustive list:

#### Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

#### Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

#### Cautionary Staff/Student Behaviors

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

## Policy Appendix

All policies listed in the appendix are public record and meet the legal annual notice requirements.

### Community Relations

[School Sponsored Field Trips and Cultural Excursions Policy](#)

[Uniform Complaint Procedures Policy](#)

[COVID-19 Safe Reopening and Operation of Schools Policy](#)

[Access to Public Records Policy](#)

[Suicide Prevention Policy](#)

### Personnel Services

[Mandated Reporter- Child Abuse Policy](#)

### Student Services

[Student Services Concepts and Roles](#)

[Educational Records and Student Information Policy](#)

[Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy](#)

[Comprehensive Self-Harm and Suicide Policy and Procedures](#)

[Immunization Policy](#)

[Student Freedom of Speech and Expression Policy](#)

[Acceptable Use Policy](#)

[Academic Integrity Policy](#)

[Acceleration Policy](#)

[Transgender and Gender Nonconforming Student Nondiscrimination Policy](#)

[Policy on Transcripts from Non-Accredited Institutions](#)

[Communicable Contagious or Infectious Disease Prevention](#)

[Cell Phones, Smartphones, Pagers, and Other Electronic Signaling Devices Policy](#)

## **Instruction**

[Independent Study Policy](#)

[Comprehensive Sexual Health Education Policy](#)

[Education for Homeless Children and Youth Policy](#)

[Section 504- Policy, Procedures, and Parent Rights](#)

[Education for Foster Youth Policy](#)

[Mathematics Placement Policy](#)

[Local Assessments Policy](#)

[Special Education Assessment Requests Policy](#)

[Special Education Independent Educational Evaluation Policy](#)

[Special Education Certificate of Completion Policy](#)

[Attendance Policy](#)

[130 Credit Graduation Path Policy](#)

[Interim Policy for Mitigation of Student Hardship Caused by COVID-19](#)

[Comprehensive School Safety Plan](#)



# Motivated Youth Academy

## Student and Parent Handbook 2023-24

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Hello,

Welcome to Motivated Youth Academy. Students, staff, families and friends know us as MY Academy or MYA! It is a privilege to be your partner in education. MYA's goal is to provide you with a personalized and supportive educational experience. MY Academy seeks to serve students and families who benefit from flexible pacing and scheduling, learning that is individually targeted, and friendly. MY Academy is excited to support you in your educational journey.

Sincerely,

Your MY Academy Team

### Contact MY Academy

Mailing Address: 

**Motivated Youth Academy**  
500 La Terraza Blvd. Suite #150

Escondido, CA 92025

Contact Phone: (619) 343-2048

Contact Email: [info@myacademy.org](mailto:info@myacademy.org)

Website: <https://myacademy.org>

## General Information

### About Motivated Youth Academy (MYA)

Motivated Youth Academy ("MYA," "MY Academy," or "Charter School") is a tuition-free, California non-classroom-based public charter school serving students who have fallen behind in school, those looking to get ahead and graduate early, or those who simply desire a non-traditional learning environment. Since 2014, MYA has offered students and families an alternative to traditional learning methods and environments. MYA believes that the student-teacher relationship is critical to the development of a young person's social, emotional, and academic well-being.

MYA provides students with the opportunity to engage in a variety of learning styles, creating what we call a 'blended' learning model. This innovative approach to education allows students to learn with great flexibility. Using traditional independent study learning strategies, MYA creates an enriched virtual model of blended learning where students benefit from the flexibility of virtual learning combined with personalized 1:1 support from a credentialed teacher. Learning sessions are conducted face-to-face; teachers go to the students and meet with them in their communities, at libraries, community centers, and similar public facilities, providing MYA students with the best of both worlds.

~~Motivated Youth Academy ("MYA," "MY Academy," or "Charter School") is a tuition-free California non-classroom-based public charter school that educates students seeking a personalized option to the traditional education model. MYA utilizes an enriched virtual model of blended learning where students get the flexibility of virtual learning combined with personalized 1:1 support from a credentialed teacher. Learning sessions are face-to-face; the teachers go to the students and meet with them in their communities, at libraries, community centers, and similar public facilities, providing MYA students with the best of both worlds.~~

MYA serves students in grades TK-12, and young adults ages 19-24 seeking a high school diploma.

MYA is accredited by the Western Association of Schools and Colleges ("WASC") and offers University of California ("UC") and California State University ("CSU") A-G coursework. The class lists are accepted by the National Collegiate Athletic Association ("NCAA") and the National Association of Intercollegiate Athletics ("NAIA"). MY Academy's independent study program provides three pathways to graduation: At-Promise, College and Career, and Credit Recovery. MYA offers multiple calendars each year, providing students and families with greater flexibility to pursue interests and take advantage of opportunities.

~~MYA is accredited by the Western Association of Schools and Colleges ("WASC") and offers University of California ("UC") and California State University ("CSU") A-G coursework and class lists that are accepted by the National Collegiate Athletic Association ("NCAA") and National Association of Intercollegiate Athletics ("NAIA"). MY Academy's independent study program offers three pathways to graduation: At Promise, College and Career, and Credit Recovery. MYA offers multiple calendars each year to provide students and families greater flexibility to pursue interests and take advantage of opportunities.~~

MYA understands the importance of providing students with a personalized course of study, which is why every MYA student receives a Motivated Youth Personalized Learning Adventure Now ("MY Plan").

A student's MY Plan is developed based on their unique abilities, needs, and interests. MYA staff provides the support every student needs to identify their dreams and reach their goals. This is one of the many reasons students thrive at MYA—whether working from home, on the road, or anywhere their experiences and adventures take them. ~~MYA knows how important it is to provide students with a personalized course of study, which is why every MYA student gets a Motivated Youth Personalized Learning Adventure Now ("MY Plan"). A student's MY Plan is developed based on a student's own interests and support levels. MYA staff provides the support every student needs to reach their goals. This is one of the many reasons students thrive at MYA—working from home, on the road, or anywhere their experiences and adventures take them.~~

## Mission Statement

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

## Core Values

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

## Vision Statement

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.

## Calendar 2023-2024 Links

You will find the MY Academy 2023-2024 School Calendars linked here and on the MY Academy website (<https://www.myacademy.org/calendar/>).

MY Academy operates two 175 day tracks to give students and families greater scheduling flexibility.

NOTE: A student may only enroll in one school track per year at MY Academy.

[Track E Calendar July 3, 2023 - March 8, 2024](#)

[Track F Calendar August 28, 2023 - June 3, 2024](#)

## [Admissions, Registration, and Enrollment](#)

Application, registration, and enrollment policies, procedures and activities comply with state and federal law. They are outlined in the Motivated Youth Academy's [Charter Petition](#). NOTE: County Collaborative Charter School was renamed Motivated Youth Academy on July 1, 2020. ~~Application, registration, and enrollment policies, procedures and activities comply with state and federal law. They are outlined in the Motivated Youth Academy's Charter Petition.~~

### Applications

Students who live in Imperial, Orange, Riverside, and San Diego counties and who express an interest in enrolling with MY Academy must first complete an application. This form requires:

- Student name
- Parent/guardian/educational rights holder name ~~holder name~~
- Address and contact information for the parent/guardian/education rights holder
- Student's date of birth
- Student's current grade
- Student's intended grade for enrollment
- Parent/guardian/education rights holder's signature and date

Once this document has been received, MYA will contact the parent/guardian/education rights holder to share information about the unique learning model MY Academy uses. If the applicant determines that MY Academy's education model is a good match for the student and would like to enroll at MY Academy, then the Charter School will determine the availability of a trained and qualified credentialed teacher to serve as the student's Teacher of Record ("ToR").

If a ToR is available then the student will then be invited to complete the registration process, otherwise they are placed on a waitlist.

Students will be considered for admission without regard to disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Prior to admission, all parents must agree to and sign the master agreement. All students' continued enrollment shall depend upon them fulfilling the terms of the master agreement. Enrollment space will be based on need in the community and availability of qualified, trained qualified credentialed teachers to serve as the teacher of record.

MY Academy will be non-sectarian in its programs, admissions policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate on the basis of race, ethnicity, national origin, gender, disability, or any other characteristic listed in Education Code Section 220 (or association with an individual who has any of those characteristics).

### **Registration**

A registration form must be completed and signed by the student and parent/guardian , and the required documents noted below, prior to a student being enrolled and placed on a Teacher of Record's ("ToR") roster.

To the extent required by applicable law, a complete registration packet includes, but may not be limited to, the following properly submitted documents/information, which is applicable to all students unless otherwise noted:

- Proof of residency
- Birth certificate or proof of birthdate (such as a statement by the local registrar or a county recorder certifying the date of birth, a baptism certificate duly attested, a passport, or an affidavit of the parent, guardian, or custodian of the minor)
- Immunization record or this form indicating the parent is waiving vaccinations (Please see the list of recommended vaccinations under Section E below.) Proof of Tdap (whooping cough vaccination) and Varicella (chickenpox) - Two (2) doses – Students entering 7th-12th grades or this form waiving vaccinations
- [Health Exam](#) – TK, Kindergarten, and 1st grade students and any student entering the public school system for the first time - or the signed form waiving this requirement. (See information below for the right to refuse.)



- Oral Health Exam – TK, kindergarten, and 1st grade students, and any student entering the public school system for the first time- or the signed form waiving this requirement
- Transcripts – High school students only
- Caregiver Authorization Affidavit - Only if person enrolling student is not the parent or legal guardian

A student, and parent/guardian who submits an incomplete registration packet will be sent a notice of what is needed to complete their registration. The student, and parent or educational rights holder, will be expected to update the registration packet information and provide the requested documents in order for the registration to be processed and the student enrolled in MY Academy.

A student, and parent or educational rights holder who is unable to submit a required document should immediately contact the MY Academy admissions department via email at [info@myacademy.org](mailto:info@myacademy.org) or phone/text (619) 343-2048. The admissions team will work with registrants to overcome barriers encountered in completing the registration process.

Acceptance of a student's registration packet does not constitute enrollment with MY Academy until the following has occurred:

A student is not considered enrolled until they have met with their Teacher of Record and the student, and parent or education rights holder, **signs the** Independent Study Master Agreement ("Master Agreement"). All students' continued enrollment shall depend upon them fulfilling the terms of the Master Agreement.

### **Enrollment Requirements**

To enroll in MY Academy, students must live in one of the following counties: Imperial, Orange, Riverside, and San Diego. In accordance with charter law, students may not be concurrently enrolled in MY Academy and any other private or public school. It is not necessary to obtain an inter/intra-district transfer from your local school district to attend MY Academy.

Before the student is enrolled in MY Academy, a Master Agreement must be signed.

### **Accepting High School Credits from Previous Schools**

MY Academy will evaluate transcripts from a student's previous school and grant credit toward MY Academy graduation requirements if the credits were earned from an accredited school

and are credits that could have been earned at MY Academy. Transcripts will be evaluated by a MY Academy school counselor.

### Transitional Kindergarten (TK)/Kinder Placement

**Transitional Kindergarten (TK):** To be TK eligible, students must turn five between September 2 and December 2. Kindergarten age-eligible students are allowed to choose TK if their 5th birthday is between June 1st-September 1st. Students with a 5th birthday after December 2, may enter TK on or after their 5th birthday.

**Kindergarten:** Students must turn five on or before September 1 to enroll in kindergarten.✱

### Attendance

MY Academy's goal is for each student to be successful. The purpose of this policy is to outline the school support that will be provided and the steps that will be taken if the student, and parent/guardian or education rights holder responsibilities are not fulfilled. Please view this document for [MYA's Attendance Policy](#).

### Notice of Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse

witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

## Nondiscrimination Statement

MY Academy is non-sectarian in its programs, admissions policies, employment practices, and all other operations. My Academy shall not charge tuition and shall not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School

shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor, or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Ms. Gigi Lenz  
Operations and Program Manager  
Title IX/Uniform Complaint Procedure Coordinator  
(619)343-2048  
glenz@myacademy.org  
500 La Terraza Blvd, Suite 150

Escondido, CA 92025  
~~Ms. Melissa Blitzstein~~  
~~Assistant Director~~  
~~Title IX/Uniform Complaint Procedure Coordinator~~  
~~(619) 343-2048~~  
~~mblitzstein@myacademy.org~~  
~~500 La Terraza Blvd., Suite 150~~  
~~San Marcos, CA 92025~~

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

### Advisory Councils

MY Academy believes that active participation from parents/guardians, family members, trusted adults, students, and employees in school operations and governance helps foster a public school's long-term sustainability as a successful program. MYA welcomes parents/guardians, family members, trusted adults, students, and employees involvement and values open, positive communication.

MY Academy has established a School Site Council ("SSC"), Educational Partner Advisory ("EPAC") committee, and Staff Advisory Committees. Each plays an important role in molding MY Academy to be responsive to student, parent/guardian, family member, trusted adult, and employee needs, while facilitating the opportunity for continual growth and improvement. The committees meet regularly and function to make recommendations and provide feedback to school administration regarding specific areas of school operations.

### Parent/Guardian Liability for Student Conduct

The law states that a parent or guardian of any minor whose willful misconduct results in injury or death to any pupil or any person employed by, or performing volunteer services for, a school shall be liable for all damages caused by the minor.

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians

are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

## Work Permits

Work Permits are required for students under the age of 18 to secure employment. To request a work permit, students should contact their ToR and complete the required paperwork. As of January 1st 2021, [AB 1963](#) requires proof that the student's work supervisor has been trained as a mandated reporter.

## Terminology

The following is a list of commonly used terms:

**Teacher of Record ("ToR")** - A Teacher of Record is a credentialed teacher who works with students in grades TK-12 to support them in reaching their educational goals.

**Content Area Specialist ("CAS")** - A Content Area Specialist is a credentialed teacher who works with students in grades 6-12 and their families to support them in reaching their academic, content-specific goals.

**Learning Period ("LP")** - The Instructional days between learning period meeting/the assignment.

**Weekly Meeting ("WM")** - The meeting in which a minor student and parent/guardian, or adult student, meet with their assigned ToR once per week to review the learning that took place since the previous meeting, plan for future learning, and offer support to the student.

**Independent Study Master Agreement ("MA")** - This is an agreement between the school, the Teacher of Record, the student, and the parent. It outlines the assigned coursework, methods of study, available resources, methods of evaluation, meetings, and board policies.

# Instructional Program

## Teacher Qualification Information

As the Charter School receives Title I federal funds through the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the “Every Student Succeeds Act” (“ESSA”), all parents/guardians of students attending the Charter School may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student’s teacher:
  - a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
  - c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the Executive Director at

~~INSERT PHONE/EMAIL~~

Executive Director

Motivated Youth Academy

500 La Terraza Blvd. Suite #150

Escondido, CA 92025

[admin@myacademy.org](mailto:admin@myacademy.org)

(619) 343-2048

to obtain this information.

## Western Association of Schools and Colleges (“WASC”) Accreditation

MY Academy students are enrolled in a school that is fully accredited by WASC.

School accreditation:

- certifies to the public that the Charter School is a trustworthy institution of learning.
- validates the integrity of the Charter School’s program and student transcripts.
- fosters improvement of the Charter school’s program and operations to support student learning.
- assures the Charter School community that the Charter School’s purpose is appropriate

Additionally, WASC accreditation is important because other schools, colleges and universities and the military often require applicants to have transcripts from accredited schools.

## Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

## Concerns about your Teacher of Record (ToR)

If a student, parent/guardian or adult student has concerns regarding their ToR that they are unable to resolve directly with the ToR, please email [admin@myacademy.org](mailto:admin@myacademy.org) to set up a meeting with a member of MYA’s administrative team. MYA will assist the ToR, the student, and parent/guardian or adult student in working towards a positive working relationship.

## Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent (“opt-out”) process. The Charter School does not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education. Parents and guardians may:



- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Please see [Comprehensive Sexual Health Education Policy linked in the Appendices](#) for further information.

## Technology

MY Academy recognizes and utilizes technology as a powerful educational tool. For specific information about technology, view MYA's [Technology Usage Agreement](#).

## Graduation Requirements

MY Academy graduation requirements meet California Education Code requirements. MYA has an established "A-G" course list and the curriculum will meet or exceed UC/Cal State "A-G" course requirements.

MYA will configure its minimum course completion requirements and its credit award policy to be consistent with California Law. MYA will prescribe completion of the following, at a minimum:

- Three courses in English (English 9 A/B, 10 A/B, 11 A/B)
- Two courses in Mathematics, with one year of Algebra I mandatory \*
- Two courses in Science, including Biological and Physical Sciences
- Three courses in Social Studies (including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics, and a one-semester course in economics)
- One course in Career Technical Education, Foreign Language or Visual and Performing Arts \*\*
- Two courses in Physical Education unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241.

\*At least one course of the mathematics requirement shall be fulfilled by completion of Algebra I coursework.

\*\*Students will be advised that for UC entrance, two years of Foreign Language are required/ three recommended, plus one year of Visual and Performing Arts, and four years of English.

MYA awards 5 credits per course, per semester.

~~Please see the Foster and Mobile Youth Policy for exemptions to graduation requirements.~~

## Cal Grant Program Notice

~~The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high~~

~~school seniors by Oct. 1 of each year, unless the student (if the student is over age 18 years of age or older) or parent/guardian (for those under 18 years of age) opt out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.~~

### Pathways to Graduation

MY Academy offers multiple pathways to graduation. Students are eligible for graduation when all requirements have been met. (Note; 5 credits are earned for completion of a one semester class.)

### 210 Credit General Education Pathway

<u>Subject Area</u>	<u>Credits</u>
English	30
Mathematics	20
World History	10
U.S. History	10
American Government	5
Economics	5
Life Science	10
Physical Science	10
College and Career	10
Physical Education	20
Electives	70
Career Technical Education, Foreign Language or Visual and Performing Arts	10
<b><u>Total Credits</u></b>	<b><u>210</u></b>

130 Credit Pathway (Board Policy 6130-MYA)

Motivated Youth Academy (“MYA”) recognizes that students may face significant barriers to achieving academic success due to their unique, individual circumstances. To enable such students to achieve state and charter school academic standards, MYA shall provide eligible students with full access to the MYA educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of students in the MYA Local Control Accountability Plan (“LCAP”).

Upon review by the School Counselor and Administration, and according to California state law, eligible students may participate in the State required minimum credit pathway of 130 credits.

Eligible students include, but are not limited to:

- AB 167/216 (Foster Care)
- AB 365 (Military Family)
- AB 1806/216 (Homeless)
- AB 2121 (Migratory/Newcomers)
- AB 2306 (Juvenile Courts)
- Credit Deficient
- Gap in enrollment
- Students who have experienced exceptional barriers or circumstances (at the approval of school administration).

The high school graduation course requirements in California include a set of 13 minimum courses required under the California Education Code, in addition to other coursework adopted by the Local Education Agency (“LEA”). All students receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades 9 to 12:

130 Credit General Education Pathway

<u>Subject Area</u>	<u>Credits</u>
---------------------	----------------

English	30
Mathematics	20
World History	10
U.S. History	10
American Government	5
Economics	5
Life Science	10
Physical Science	10
Physical Education	20
Career Technical Education, Foreign Language or Visual and Performing Arts	10
<b><u>Total Credits</u></b>	<b><u>130</u></b>

Students and families who are considering opting for the 130 credit graduation pathway should consider the following limitations: Receiving a diploma through this exemption will affect a student's ability to gain direct admission to many post-secondary educational institutions, as students will not meet the A-G requirements for enrollment in a four-year California university (CSU and UC) upon graduation from high school. Students may complete specific coursework and gain entry into the California State Universities through California Community Colleges.

### Cal Grant Program Notice

The Charter School is required by state law to submit the Grade Point Average ("GPA") of all high school seniors by Oct. 1 of each year, unless the student (if the student is over age 18 years of age or older) or parent/guardian (for those under 18 years of age) opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

## Notice for Information Regarding Financial Aid

The Charter School shall ensure that each of its students receives information on how to properly complete and submit the 1) Free Application for Federal Student Aid (FAFSA) or 2) the California Dream Act Application as appropriate, at least once before the student enters 12<sup>th</sup> grade. The Charter School will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at: ¶  
<https://studentaid.gov/h/apply-for-aid/fafsa>
- The California Dream Act Application and information regarding the California Dream Act are available at: ¶  
<https://www.csac.ca.gov/post/resources-california-dream-act-application>

## Parents/Guardians/Educational Rights Holders Portal in the Student Information System (SIS)

Parents/Guardians/Educational Right Holders have access to the student information system ("SIS") through the parent portal. Click [this link](#) to access the portal. [This document](#) will support MYA families with the portal.

## Email Group for Educational Rights Holders

One of the primary methods of communication to MYA students, families is through the MYA educational rights holders email group. Recipients receive time-sensitive communication, deadline reminders, and notifications. Educational Rights Holders must inform their ToR via email if they would like to be included in the educational rights holders email group. Please notify the student's ToR, if emails are not ~~received~~ received within a week of enrolling.:

## State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ("CAASPP")) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

CAASPP is a system intended to provide information that can be used to monitor student progress on an annual basis and ensure that all students leave high school ready for college and/or a career.

Students in grades 3-8 and grade 11 are required by the California Department of Education to complete the CAASPP assessments. These tests occur during the spring each year. Student score reports include an overall score and a description of the student's achievement level for English Language Arts/Literacy, Mathematics, and Science. They encompass the following assessments:

- Computer Adaptive Tests (CATs) for ELA and math; grades 3-8 and 11
- Performance Tasks (PTs) for ELA and math; grades 5-8 and 11
- California Science Test (CAST); grades 3-8 and 11 or 12
- California Alternate Assessment (CAA)

As stated above, parents may opt out of state-mandated academic testing by submitting a written request to the school each year, but this only applies to the state-mandated assessments and ***MYA does not recommend opting out.*** MYA does not recommend opting out because charter schools exist in a performance-based accountability system where they are held accountable for student academic performance. In fact, a charter school may have its Charter revoked if it does not provide sufficient data and demonstrate progress on students' performance using a variety of assessments and indicators.

For more information about the CAASPP, email visit <https://www.caaspp.org/> or [info@myacademy.org](mailto:info@myacademy.org).

### Local Assessments

All MYA students take a series of local assessments at the beginning and conclusion of each school year. This information is used to develop each students' MY PLAN (Motivated Youth Personal Learning Adventure Now). In addition, it will also be used to measure individual student growth.

### ELPAC

Students who indicate a home language other than English on the registration form will be required to take the ELPAC Initial Assessment ("IA") within the first 30 calendar days of enrollment.

Students who have already been identified as an English Learner at MY Academy or at a previous school, will be required to annually take the ELPAC Summative Assessment “(SA)” during the spring testing window.

For more information about the ELPAC, visit <https://www.elpac.org/> or email [info@myacademy.org](mailto:info@myacademy.org).

### Physical Fitness Test

The Physical Fitness Test (“PFT”) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity.

Students in grades five, seven, and nine take the PFT. The test has multiple parts that measure students’ fitness levels and abilities. For more information about the PFT, visit <https://www.cde.ca.gov/ta/tg/pf/index.asp> or email [info@myacademy.org](mailto:info@myacademy.org).

### Student Grades

#### *Report Cards*

As per California State Law, the Teacher of Record assigns official grades. The grades awarded on the report card represent the professional evaluation by the Teacher of Record of the student's progress toward state and school standards.

#### *High School Transcript*

The high school transcript is a record of the high school courses taken and the grades and credits earned.

To request an official transcript, please visit MYA’s [Parchment service](#).

### ~~Work Samples~~

~~Samples of student work are a required part of the attendance process. The ToR will collect these samples at the conclusion of each Learning Period.~~




## Academic Guidance

The MY Academy Guidance Department staff is available to assist parents and students with high school planning as well as college and career guidance. To request an appointment, visit the [MY Academy website](#) or email [ssevcik@myacademy.org](mailto:ssevcik@myacademy.org)

## Student Health, Welfare, & Safety

### Universal Meals Program

Pursuant to California law, commencing with the 2022-23 school year, the Charter School shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal per meal service (breakfast and lunch) each school day on which the student is scheduled for two or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. This shall apply to all pupils in kindergarten through grade twelve (12). Applications for school meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form i. Completed application forms can be returned to the main office.

Because MY Academy does not operate  a school site, resource center, meeting space or other satellite, facility meals are not provided as part of the Universal Meal Program.



### Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality, or religion.

### California Healthy Kids Survey

The Charter School will administer the California Healthy Kids Survey ("CHKS") to students at grades five, seven, nine, and eleven whose parent or guardian provides written permission.

The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables the Charter School to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

### Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on Charter School's website for your review.

### Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter School's Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this policy. All individuals on Charter School premises share in the responsibility of adhering to this policy. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

MY Academy does not tolerate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia by students while engaged in school-sponsored educational activities or events. School administrators are required to take immediate action to prevent, discourage, and eliminate the illegal use, possession, or sale of drugs, alcohol, tobacco, or related paraphernalia while engaged in school-sponsored educational activities or events. Students found in violation are subject to discipline, up to and including suspension and/or expulsion.

Smoking and the use of all tobacco products, including the use of electronic nicotine delivery systems, such as e-cigarettes, is prohibited at all MY Academy events, at all times by all persons, including employees, students, and visitors.

### Child Abuse Reporting

As mandated reporters, Teachers of Record, instructional aides, classified staff, and other school employees are required by law to report all known or suspected cases of child abuse or neglect to the appropriate law enforcement or child welfare agency. All school staff are required to participate in yearly training to identify child abuse and learn how to report suspected abuse.

### Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the Charter School and in our community is not

only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to request from their assigned Teacher of Record connection with counseling services MYA's school psychologist supports students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary. ~~School-based counseling services – your child is encouraged to directly contact a Charter School counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at (619) 663-4339. Our Charter School counselor supports students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.~~
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact Daniel Espinoza, Program Manager/School Psychologist, at [despinoza@myacademy.org](mailto:despinoza@myacademy.org) or (619) 202-1444 to request an evaluation.
- Prescription medication while at a school function – if your child requires prescription medication while attending a school function and you would like assistance from School staff in providing this mediation to your child, please contact your students Teacher of Record. ~~Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact a [INSERT NAME] at [INSERT PHONE NUMBER].~~

Available in the Community:

- Imperial County - Imperial County Behavioral Health Services
- Riverside County - Riverside County Department of Mental Health
- San Diego County - County of San Diego Health and Human Services Agency
- Orange County - OC Health Care Agency

Mental Health Plan (MHP) in each county is responsible for providing or arranging for the provision of Specialty Mental Health Services (SMHS) to Medi-Cal beneficiaries.

- Imperial County: (800) 817-5292
- Riverside County: (800) 706-7500
- San Diego County: (888) 724-7240
- Orange County: (800) 723-8641 ~~INSERT INFORMATION ABOUT COMMUNITY RESOURCES HERE~~

- ~~● [INSERT INFORMATION ABOUT COMMUNITY RESOURCES]~~
- ~~● [INSERT INFORMATION ABOUT COMMUNITY RESOURCES]~~

#### Available Nationally:

- 211 - 211 is a free information and referral service that connects people to health and human services in their community 24 hours a day, 7 days a week. 211 serves people of all income levels, languages and cultural backgrounds and is available to 96% of Californians and to 85% of U.S. households. 211 programs are supported by United Way, public and private funders, city and county agencies and more. In fact, California United Ways operate and/or provide major funding for 2-1-1 programs throughout the state. 211 also plays a critical role in providing information and support in times of disaster, such as evacuation, shelter, food, medical and recovery information, and provides public officials with feedback from callers about changing conditions.
- California Youth Crisis Hotline – 1(800) 843-5200  
The California Youth Crisis Line is a 24/7 statewide emergency response system for youth (ages 12-24) and families in crisis. Professionally trained staff and volunteer counselors respond to calls regarding thoughts of suicide, depression, bullying, health and identity questions, trauma, human trafficking or any teen-related struggle. Translation services are available for multiple languages.
- The 988 Suicide & Crisis Lifeline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours by dialing 988.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit <https://www.thetrevorproject.org/>.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at <https://www.bbbs.org> or by calling (813) 720-8778.

#### ~~Opiod Information Sheet~~

~~The Charter School annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:~~

~~[https://www.cdc.gov/drugoverdose/pdf/AHA\\_Patient\\_Opioid\\_Factsheet-a.pdf](https://www.cdc.gov/drugoverdose/pdf/AHA_Patient_Opioid_Factsheet-a.pdf)~~

## Student ID Cards

Student ID cards are available for all enrolled students in TK-12th grade. To request a card, contact your ToR . Please allow up to two weeks for processing and mailing. Any questions should be directed to the student's TOR.

## School Safety Plan

MY Academy recognizes that students have the right to a safe and secure environment where they are free from physical and psychological harm. The school is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. Additionally, there are a few instances even in an independent study model, that require a clear emergency preparedness plan. The Charter School has developed a Comprehensive School Safety Plan, which is written to address the safety of both the students and the staff.

The Comprehensive School Safety Plan can be found [here](#).

## School Bus and Passenger Safety

~~All students who are transported in a school bus or other transportation for participate in school related student activities shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.~~

## Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be

excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include: ¶

#### ~~Child's Grade~~ ¶

#### ~~List of shots required to attend school~~

#### ~~TK/K-12 Admission~~

Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses

Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses

Varicella (chickenpox) – Two (2) doses

**NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

#### **Entering 7<sup>th</sup> Grade**

Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose

Varicella (chickenpox) - Two (2) doses

**NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7<sup>th</sup> grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

#### Exemptions from Immunization Requirements

All students must be fully immunized in accordance with the California Health and Safety Code, the California Code of Regulations, and this Policy with the following exceptions:



- Students who show proof of a medical exemption by a physician licensed to practice medicine in California pursuant to Health and Safety Code Sections 120370-120372.
- Commencing January 1, 2021, the CDPH standardized medical exemption form shall be the only documentation of a medical exemption that MYA shall accept.
- Medical exemptions remain valid until the earliest of: 1) the child's enrollment in the next grade span, as defined below; 2) the expiration date specified in a temporary medical exemption, which shall not exceed one year; or 3) revocation of the exemption pursuant to Health and Safety Code Section 120372.
- Students who are enrolled in a home-based private school or independent study program and do not receive any classroom-based instruction are exempt from immunizations, however MYA must still request, record, and report all enrolled student's immunization status.

### Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the Executive Director or designee with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director or designee a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

### Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an



oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

### Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and reenrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the Charter School if it is necessary in order for the student to be able to complete any graduation requirements, unless the Charter School determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Motivated Youth Academy  
Operations and Program Manager  
Title IX/Uniform Complaint Procedure Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025

(619)343-2048  
 admin@myacademy.org  
 Ms. Melissa Blitzstein  
 Interim Assistant Director  
 (619) 343-2048  
 mblitzstein@myacademy.org  
 500 La Terraza Blvd, Suite 150  
 Escondido, CA 92025

A copy of the UCP is available in the Appendices of this handbook. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

### Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

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### Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review the information sheet on

~~sudden cardiac arrest via the following link:~~

~~<https://www.cdc.gov/dhbsp/docs/cardiac-arrest-infographic.pdf>~~

## Animal Dissections

Students at the Charter School may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof.

## Suicide Prevention Policy

*Policy Adopted: October 10, 2019*

*Policy Revised: July 9, 2020*

*Policy Reviewed: August 19, 2021*

*Policy Revised: December 14, 2023~~INSERT DATE~~*

Motivated Youth Academy ("MYA" or the "Charter School") recognizes that suicide is a major cause of death among youth and should be taken seriously. In an effort to reduce suicidal behavior and its impact on students and families, the Charter School has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with the Charter School and educational partners, school employed mental health professionals, administrators, other school staff members, and the county mental health plan in planning, implementing, and evaluating the Charter School's strategies for suicide prevention and intervention. The Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

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**Motivated Youth Academy**

*Policy Adopted: October 10, 2019*

*Policy Revised: July 2022*

*Policy Revised: Month, Day, Year*

~~*Motivated Youth Academy*~~

~~*Policy Adopted: October 10, 2019*~~

~~*Policy Revised: July 2022*~~

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The purpose of this policy is to protect the health and well-being of all of our students by having procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. Protecting the health and well-being of all students is of utmost importance to our school and is in line with school mandates for all professionals and individuals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school. Youth suicide is preventable, and parents, educators and schools are key to prevention. Preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the Charter School. The suicide prevention point of contact and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

## Staff Development

The Charter School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention. Training shall be provided for all school staff members and shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs

of suicide, suicide prevention, intervention, referral, and postvention.

3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - a. Suicide risk factors, warning signs, and protective factors;
  - b. How to talk with a student about thoughts of suicide;
  - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
  - e. Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - i. Youth affected by suicide;
    - ii. Youth with a history of suicide ideation or attempts;
    - iii. Youth with disabilities, mental illness, or substance abuse disorders;
    - iv. Lesbian, gay, bisexual, transgender, or questioning youth;
    - v. Youth experiencing homelessness or in out-of-home settings, such as foster care;
    - vi. Youth who have suffered traumatic experiences;
4. In addition to initial orientations to the core components of suicide prevention,

ongoing annual staff professional development for all staff may include the following components:

- a. The impact of traumatic stress on emotional and mental health;
- b. Common misconceptions about suicide;
- c. Charter School and community suicide prevention resources;
- d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- e. The factors associated with suicide (risk factors, warning signs, protective factors);
- f. How to identify youth who may be at risk of suicide;
- g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on the Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on the Charter School guidelines;
- h. Charter School approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- i. Charter School approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- j. Responding after a suicide occurs (suicide postvention);
- k. Resources regarding youth suicide prevention;
- l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

## Employee Qualifications and Scope of Services

Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### Parents, Guardians, and Caregivers Participation and Education

1. Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter Schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School's Web page and included in the parent handbook.
3. Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
4. All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - a. Suicide risk factors, warning signs, and protective factors;
  - b. How to talk with a student about thoughts of suicide;
  - c. How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

### Student Participation and Education

The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.

The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of the individual's credential or license, students shall:

1. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress which may include:
  - a. Coping strategies for dealing with stress and trauma.;
  - b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others
  - c. Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help.;
  - d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.
2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.

Student-focused suicide prevention education can be incorporated into curricula (e.g., health classes, science classes, and physical education).

The Charter School will support the creation and implementation of programs that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week).

## Intervention and Emergency Procedures

The Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons:

1. School Counselor



## 2. School Psychologist

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one or more of the following, as appropriate:
  - a. Eliciting immediate medical treatment if a suicide attempt has occurred;
  - b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - c. Ensuring that the student is under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;

- e. Moving all other students out of the immediate area if applicable;
  - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
  3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
  4. After a referral is made, the Charter School shall verify with the parent/guardian that the follow-up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of care. If follow up care is still not provided, the Charter School may contact Child Protective Services.
  5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
  6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted at a school sponsored activity, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to school. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for makeup work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

### Supporting Students during or after a Mental Health Crisis

Students shall be encouraged to notify a teacher, the Executive Director, another school administrator, psychologist, counselor, suicide prevention liaisons, or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

### Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have

devastating consequences on the school community, including students and staff. The Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to:
  - a. Confirm death and cause;
  - b. Identify a staff member to contact the deceased's family (within 24 hours);
  - c. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about suicide death;
  - b. Emotional support and resources available to staff;
  - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to the needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment;
  - b. Talking points for staff to notify students;
  - c. Resources available to students
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
5. Identify students affected by suicide death but not at risk of imitative behavior;
6. Communicate with the larger school community about suicide death;
7. Consider funeral arrangements for family and school community;
8. Respond to memorial requests in a respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
9. Identify a media spokesperson if needed.
10. Include long-term suicide postvention responses:

- a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed
- b. Support siblings, close friends, teachers, and/or students of deceased
- c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

## Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. The Charter School will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

~~Motivate Youth Academy (“MYA” or the “Charter School”) recognizes that suicide is a major cause of death among youth and should be taken seriously. In an effort to reduce suicidal behavior and its impact on students and families, the Charter School has developed prevention strategies and intervention procedures.~~¶

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~~In compliance with Education Code section 215, this policy has been developed in consultation with the Charter School and community stakeholders, school-employed mental health professionals, administrators, other school staff members, and the county mental health plan in planning, implementing, and evaluating the Charter School’s strategies for suicide prevention and intervention. The Charter School must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.~~¶

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~~The purpose of this policy is to protect the health and well-being of all of our students by having procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior. Protecting the health and well-being of all students is of utmost importance to our school and is in line with school mandates for all professionals and individuals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school. Youth suicide is preventable, and parents, educators and schools are key to prevention. Preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this policy~~

~~is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.~~

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~~To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the Charter School shall appoint an individual (or team) to serve as the suicide prevention point of contact for the Charter School. The suicide prevention point of contact and the Executive Director shall ensure proper coordination and consultation with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.~~

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#### ~~Staff Development~~

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~~The Charter School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention. Training shall be provided for all school staff members shall include the following:~~

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- ~~4. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year to year based on previous professional development activities and emerging best practices.~~
- ~~2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.~~
- ~~3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:~~
  - ~~a. Suicide risk factors, warning signs, and protective factors;~~
  - ~~b. How to talk with a student about thoughts of suicide;~~
  - ~~c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;~~
  - ~~d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;~~

- ~~e. — Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;¶¶~~
- ~~f. — Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal SCHLS Web site at <http://cal-schls.wested.org/>.¶¶~~
- ~~g. — Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:¶¶~~
  - ~~i. — Youth affected by suicide;¶¶~~
  - ~~ii. — Youth with a history of suicide ideation or attempts;¶¶~~
  - ~~iii. — Youth with disabilities, mental illness, or substance abuse disorders;¶¶~~
  - ~~iv. — Lesbian, gay, bisexual, transgender, or questioning youth;¶¶~~
  - ~~v. — Youth experiencing homelessness or in out of home settings, such as foster care;¶¶~~
  - ~~vi. — Youth who have suffered traumatic experiences;¶¶~~
- ~~¶¶~~
- ~~4. — In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:¶¶~~
  - ~~a. — The impact of traumatic stress on emotional and mental health;¶¶~~
  - ~~b. — Common misconceptions about suicide;¶¶~~
  - ~~c. — Charter School and community suicide prevention resources;¶¶~~
  - ~~d. — Appropriate messaging about suicide (correct terminology, safe messaging guidelines);¶¶~~
  - ~~e. — The factors associated with suicide (risk factors, warning signs, protective factors);¶¶~~
  - ~~f. — How to identify youth who may be at risk of suicide;¶¶~~
  - ~~g. — Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on the Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on the Charter School guidelines;¶¶~~
  - ~~h. — Charter School approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;¶¶~~
  - ~~i. — Charter School approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);¶¶~~
  - ~~j. — Responding after a suicide occurs (suicide postvention);¶¶~~
  - ~~k. — Resources regarding youth suicide prevention;¶¶~~

~~l. — Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;¶~~

~~m. — Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.¶~~

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~~Employee Qualifications and Scope of Services¶~~

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~~Employees of the Charter School must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In ¶~~

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~~addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.¶~~

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~~Parents, Guardians, and Caregivers Participation and Education¶~~

~~¶~~

~~1. — Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, the Charter Schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.¶~~

~~2. — This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School's Web page and included in the parent handbook.¶~~

~~3. — Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.¶~~

~~4. — All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:¶~~

~~a. — Suicide risk factors, warning signs, and protective factors;¶~~

~~b. — How to talk with a student about thoughts of suicide;¶~~

~~c. — How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.¶~~

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~~Student Participation and Education¶~~

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~~The Charter School's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience.~~

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~~The Charter School's instructional curriculum may include information about suicide prevention, as appropriate or needed. If suicide prevention is included in the Charter School's instructional curriculum, it shall consider the grade level and age of the students and be delivered and discussed in a manner that is sensitive to the needs of young students. Under the supervision of an appropriately trained individual acting within the scope of the individual's credential or license, students shall:~~

~~4. Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress which may include:~~

~~a. Coping strategies for dealing with stress and trauma;~~

~~b. How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;~~

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~~e. Help seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;~~

~~d. Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.~~

~~2. Receive developmentally appropriate guidance regarding the Charter School's suicide prevention, intervention, and referral procedures.~~

~~¶~~

~~Student focused suicide prevention education can be incorporated into curricula (e.g., health classes, science classes, and physical education).~~

~~¶~~

~~The Charter School will support the creation and implementation of programs that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week).~~

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~~Intervention and Emergency Procedures~~

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~~The Charter School designates the following administrators to act as the primary and secondary suicide prevention liaisons:~~

~~4. School Counselor~~

~~2. School Psychologist~~

~~¶~~

~~Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.~~

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~~The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.~~

~~¶~~

~~The suicide prevention liaison shall also refer the student to mental health resources in the community.~~

~~¶~~

~~When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.~~

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~~When a suicide attempt or threat is reported, the suicide prevention liaison shall, at a minimum:~~

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- ~~4. Ensure the student's physical safety by one or more of the following, as appropriate:~~
  - ~~a. Eliciting immediate medical treatment if a suicide attempt has occurred;~~
  - ~~b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;~~
  - ~~c. Ensuring that the student is under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.~~
  - ~~d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;~~
  - ~~e. Moving all other students out of the immediate area if applicable;~~
  - ~~f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;~~
  - ~~g. Promising privacy and help, but not promising confidentiality.~~
- ~~2. Document the incident in writing as soon as feasible.~~
- ~~3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health~~

~~plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.¶¶~~

~~4. After a referral is made, the Charter School shall verify with the parent/guardian that the follow-up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of care. If follow-up care is still not provided, the Charter School may contact Child Protective Services.¶¶~~

~~5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.¶¶~~

~~6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.¶¶~~

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~~In the event a suicide occurs or is attempted at a school-sponsored activity, the suicide prevention liaison shall follow the crisis intervention procedures contained in the Charter School's safety plan. After consultation with the Executive Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Charter School staff may receive assistance from counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.¶¶~~

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~~In the event a suicide occurs or is attempted unrelated to school activities, the Executive Director or designee shall take the following steps to support the student:¶¶~~

~~¶¶~~

~~1. Contact the parent/guardian and offer support to the family.¶¶~~

~~2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.¶¶~~

~~3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.¶¶~~

~~4. The suicide prevention liaisons shall handle any media requests.¶¶~~

~~5. Provide care and determine appropriate support to affected students.¶¶~~

~~6. Offer to the student and parent/guardian steps for re-integration to school.~~

~~Re-integration may include obtaining a written release from the parent/guardian to speak with~~

~~any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for makeup work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.~~

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#### ~~Supporting Students during or after a Mental Health Crisis~~

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~~Students shall be encouraged to notify a teacher, the Executive Director, another school administrator, psychologist, counselor, suicide prevention liaisons, or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, end parent/guardian, about additional resources to support the student.~~

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#### ~~Responding After a Suicide Death (Postvention)~~

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~~A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. The Charter School shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long term steps and objectives:~~

~~¶~~

~~The suicide prevention liaison shall:~~

~~1. Coordinate with the Executive Director to:~~

~~a. Confirm death and cause;~~

~~b. Identify a staff member to contact the deceased's family (within 24 hours);~~

~~c. Notify all staff members (ideally in person or via phone, not via e-mail or mass notification).~~

~~2. Coordinate an all-staff meeting, to include:~~

~~a. Notification (if not already conducted) to staff about suicide death;~~

~~b. Emotional support and resources available to staff;~~

~~c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);~~

~~d. Share information that is relevant and that which you have permission to disclose.~~

~~3. Prepare staff to respond to the needs of students regarding the following:~~

- a. Review of protocols for referring students for support/assessment;
- b. Talking points for staff to notify students;
- c. Resources available to students
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
5. Identify students affected by suicide death but not at risk of imitative behavior;
6. Communicate with the larger school community about suicide death;
7. Consider funeral arrangements for family and school community;
8. Respond to memorial requests in a respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered;
9. Identify a media spokesperson if needed.
40. Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed
  - b. Support siblings, close friends, teachers, and/or students of deceased
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

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#### Student Identification Cards¶

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Charter School will include the telephone numbers on all student identification cards:¶

- National Suicide Prevention Lifeline/Suicide Crisis Lifeline:¶
  - Call or Text “988”¶
  - Call 1-800-273-8255¶
- National Domestic Violence Hotline: Call 1-800-799-7233¶
- Crisis Text Line: Text “HOME” to 741741¶
- Local suicide prevention hotline telephone number

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## Special Populations

### Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEIA”), Education Code requirements, and applicable policies and procedures of the Sonoma County Charter SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEIA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Daniel Espinoza, Program Manager/School Psychologist, at [despinoza@myacademy.org](mailto:despinoza@myacademy.org) or (619) 202-1444. ~~INSERT NAME, TITLE, PHONE NUMBER.~~

MY Academy will collect information about a student’s special education eligibility or services after the student is enrolled. The parent or education rights holder should submit to the Special Education Department a complete copy of the student’s most recent Individualized Education Plan (“IEP”) or any related special education documentation, if special education services were previously received. MYA staff will hold an Interim IEP meeting within the first 30 days of enrollment to review the current IEP Plan and in collaboration with the IEP team make an offer of a Free and Appropriate Public Education (“FAPE”). IEP teams will meet no less than once annually, and students will be reassessed every three years. MY Academy will comply with all relevant obligations under the law, including taking reasonable steps to promptly obtain relevant pupil records from the previous school in which the student was enrolled, including records relating to providing special education and related services to the student.

## Section 504

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of a disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director or designee.

MY Academy adheres to all Section 504 legal requirements. For students transferring to MY Academy with an existing 504 Plan, MYA staff will hold a review meeting within the first 30 days of enrollment to review the current 504 Plan to collaborate with the 504 team, and update the 504 plan with the accommodations that can reasonably be implemented within MY Academy's personalized learning school model. For currently enrolled MY Academy students with an existing 504 plan, 504 review meetings are offered at the beginning of every school year. For more information on MY Academy Charter School's 504 Program, see the policy under the Appendices section of this Handbook or email [info@myacademy.org](mailto:info@myacademy.org).

## Education of Foster and Mobile Youth

**Definitions:** For the purposes of this annual notice the terms are defined as follows:

- “Foster youth” means any of the following:
  1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code (“WIC”) section 309 (whether or not the child has been removed from the child’s home by juvenile court).
  2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child’s home by the juvenile court, and is in foster care.
  3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    - a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.

- b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    - c. The nonminor is participating in a transitional independent living case plan.
  - 4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.<sup>1</sup>
  - 5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
- *“Former juvenile court school student”* means a student who, upon completion of the student’s second year of high school, transfers from a juvenile court school to the Charter School.
  - *“Child of a military family”* refers to a student who resides in the household of an active duty military member.
  - *“Currently Migratory Child”* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency (“LEA”), either within California or from another state, so that the child or a member of the child’s immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child’s eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
  - *“Student participating in a newcomer program”* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be

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<sup>1</sup> The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.



collectively referred to as “Foster and Mobile Youth.” Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a “parent/guardian.”

Notice for Foster and Mobile Youth Liaison:

The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Motivated Youth Academy  
Student Success Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619)343-2048

~~admin@myacademy.org~~  
~~Dee Georgeson/Yvonne Gaona~~  
~~Student Success Coordinator~~  
~~(619) 343-2048~~  
~~dgeorgeson@myacademy.org~~  
~~ygaona@myacademy.org~~  
~~500 La Terraza Blvd, Suite 150~~  
~~Escondido, CA 92025~~

The Foster and Mobile Youth Liaison’s responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school for foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

**School Stability:** The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, clubs or esports. All decisions regarding a foster youth’s education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

**Graduation Requirements:** Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school,

either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's parent/guardian how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of a military family, a currently migratory child or a pupil participating in a newcomer program.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.

Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or

equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

**Student Records:** When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency (“LEA”), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student’s special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth’s grades as a result of the student’s absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School’s Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

**Discipline Determinations:** If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student’s attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

**Complaints of Noncompliance:** A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available as a link in the Appendices of this handbook.

**Availability of Complete Policy:** For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available as a link in the Appendices of this handbook.

## Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

**School Liaison:** The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Motivated Youth Academy  
Student Success Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619)343-2048

~~admin@myacademy.org~~~~Dee-Georgeson/Yvonne Gaona~~  
~~Student Success Coordinator~~  
~~(619) 343-2048~~  
~~dgeorgeson@myacademy.org~~  
~~ygaona@myacademy.org~~  
~~500 La Terraza Blvd, Suite 150~~  
~~Escondido, CA 92025~~

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the



Homeless Education Liaisons in the state, which is available at: <https://www.cde.ca.gov/sp/hs/>

**Housing Questionnaire:** Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

**High School Graduation Requirements:** Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify students who are exempted from the Charter School's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Inform the student of the student's option to remain at the Charter School for a

- fifth year to complete the Charter School's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
  3. Provide information to the student about transfer opportunities available through the California Community Colleges.
  4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

**Acceptance of Course Work:** The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

## English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

For detailed information about English Language Learners, please see MYA's [English Learner Master Plan](#).

## Student Rights, Conduct, & Complaint Procedures

### Educational Records and Student Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within five (5) school days after the day MY ~~Academy~~ Academy receives a request for access.

Parents/Guardians/Educational Right Holders must submit to the Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parents/guardians/educational right holders of the time and place where the records may be inspected.

2. Parents/Guardians/Educational Right Holders have the right to request an amendment

of the student's education records that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents/Guardians/Educational Right Holders who wish to ask the school to amend a record must write to the Executive Director or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If MY Academy decides not to amend the record as requested by the parent or eligible student, MY Academy will notify the parents/guardians/educational right holders of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents/guardians/educational right holders when notified of the right to a hearing. If MY Academy agrees to amend the record as requested, the Executive Director must order the correction or the removal and destruction of the information and inform the parents/guardians/educational right holders of the amendment in writing.

3. The right to provide written consent before the MY Academy discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter school officials with legitimate educational interests. For this purpose, a Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official may also include a volunteer, consultant, or vendor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; or contracted provider of digital educational platforms and/or services, a parent/guardian/educational right holder volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing a task on behalf of the Charter School. A Charter School official has a legitimate educational interest if the official

needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that processes FERPA complaints are:

Student Privacy Policy Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a students' education records, without consent of the parents/guardians/educational right holders, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To Charter School officials, including teachers, within the educational agency or institution whom the school has determined have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the

school has outsourced institutional services or functions, as defined by 34 C. F. R. Part 99; To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parents/guardians/educational right holders of the request for records at the parents/guardians/educational right holders' last known address, unless the disclosure is initiated by the parents/guardians/educational right holders. Additionally, the Charter School will give the parents/guardians/educational right holders, upon request, a copy of the record that was disclosed and give parents/guardians/educational right holders, upon request, an opportunity for a hearing;

- To cCertain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
- Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
- Accrediting organizations in order to carry out their accrediting functions;
- Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
- Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
- Persons who need to know in cases of health and safety emergencies;
- State and local authorities, within a juvenile justice system, pursuant to specific State law;
- A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct

responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program (“IEP”) or Section 504 plan that may have been developed or maintained by the Charter School; and/or

- A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

“Directory Information” is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent’s or eligible student’s prior written consent. The Charter School has designated the following information as directory information:

- Student’s name
- Student’s address
- Parent’s/guardian’s address
- Telephone listing
- Student’s electronic mail address
- Parent’s/guardian’s electronic mail address
- Photograph/video
- Date and place of birth
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student’s social security number, in whole or in part, cannot be used for this purpose.)



If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the Executive Director at:

Executive Director  
Motivated Youth Academy  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619) 343-2048  
admin@myacademy.org

A copy of the complete Policy is available upon request at the main office.

### Use of Student Information Learned from Social Media



The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Executive Director.

### Campus Search and Seizure



The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health,

safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers, are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

## Student Freedom of Speech and Expression



MY Academy believes that free inquiry and exchange of ideas are essential parts of a democratic education. MYA respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular.

Students shall have the right to exercise freedom of speech and of the press including, but not

limited to:

1. the use of bulletin boards
2. the distribution of printed materials or petitions
3. wearing of buttons, badges, and other insignia
4. the right of expression in official school publications. "Official school publications" refers to material produced by pupils in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee. The Executive director or designee will supervise the material produced by pupils to ensure it meets professional standards of English and journalism.

Students' freedom of expression shall be limited as allowed by Education Code Section 48907, and other applicable state and federal laws. Students are prohibited from making any expressions or distributing or posting any materials that are obscene, libelous, or slanderous. The use of "fighting words" or epithets is prohibited in those instances where the speech is abusive and insulting, rather than a communication of ideas, and the speech is used in an aggressive or abusive manner in a situation that presents an actual danger that it will cause a breach of the peace. A student shall be subject to discipline for out-of-school expression, including expression on Internet websites, when such expression poses a threat to the safety of other students, staff, or school property, or substantially disrupts the educational program.

The complete policy is in the Appendices of this handbook.

### Uniform Complaint Procedures ("UCP")

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
  - Accommodations for Pregnant, Parenting or Lactating Students;
  - Adult Education;
  - Career Technical and Technical Education;
  - Career Technical and Technical Training;
  - Child Care and Development Programs;
  - Consolidated Categorical Aid;
  - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
  - Every Student Succeeds Act;
  - Migrant Education Programs;
  - Regional Occupational Centers and Programs; and
  - School Safety Plans.
  
3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:
  - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
  - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
  - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.
  
4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter

School adopts a School Plan for Student Achievement (“SPSA”) in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations (“C.F.R.”) sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations (“C.C.R.”) sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints regarding state preschool health and safety issues in local educational agencies exempt from licensing are governed by 5 C.C.R. sections 4690-4694, except as otherwise indicated. The

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Motivated Youth Academy  
Operations and Program Manager  
Title IX/Uniform Complaint Procedure Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619)343-2048  
admin@myacademy.org  
~~Ms. Melissa Blitzstein~~  
~~Assistant Director~~  
~~Title IX/Uniform Complaint Procedure Coordinator~~  
~~((619) 343-2048)~~  
~~mblitzstein@myacademy.org~~  
~~500 La Terraza Blvd., Suite 150~~  
~~San Marcos, CA 92025~~

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.
4. The legal conclusion in the Charter School's Decision is inconsistent with the law.
5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge and is available under the Appendices of this handbook. For further information on any part of the complaint procedures, including filing a complaint or requesting a hard copy of the UCP, please contact the Executive Director.

MYA

## Title IX, Harassment, Discrimination, Intimidation, & Bullying Policy

*Policy Adopted: October 10, 2019*

*Revised: August 13, 2020*

*Revised: September 13, 2021*

*Revised: December 14, 2023-[INSERT DATE]*

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Motivated Youth Academy Board of Directors (the "Board" or the "School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration and citizenship status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this policy. Hereafter, such actions are referred to as "misconduct prohibited by this policy."

To the extent possible, Motivated Youth Academy will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner.

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**Motivated Youth Academy**

*Policy Adopted: October 10, 2019*

*Policy Revised: July 2022*

*Policy Revised: Month, Day, Year*

~~Motivated Youth Academy~~

~~Policy Adopted: October 10, 2019~~

~~Policy Revised: July 2022~~

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School staff that witness acts of misconduct prohibited by this policy will take immediate steps to intervene when safe to do so.

Moreover, the School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships regardless of position or gender. The School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this policy and take appropriate corrective action, if warranted.

### **TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION AND BULLYING COORDINATOR (“COORDINATOR”):**

Gigi Lenz, Operations and Program Manager  
 Title IX/Uniform Complaint Procedure Coordinator  
 (619) 343-2048  
 glenz@myacademy.org  
 500 La Terraza Blvd Ste 150  
 Escondido, CA 92025

### **PROHIBITED UNLAWFUL HARASSMENT UNDER TITLE IX**

Prohibited Unlawful Harassment is defined as

1. Verbal conduct such as epithets, derogatory jokes or comments, or slurs.
2. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis.
3. Retaliation for reporting or threatening to report harassment.
4. Deferential or preferential treatment based on any of the protected classes above.

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

## SEXUAL HARASSMENT

Motivated Youth Academy is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress;
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual;
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith

concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

1. Physical assaults of a sexual nature, such as:
  - a. Rape, sexual battery, molestation or attempts to commit these assaults.
  - b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
2. Unwanted sexual advances, propositions or other sexual comments, such as:
  - a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - b. Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any

individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

- c. Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.

3. Sexual or discriminatory displays or publications anywhere in the educational environment, such as:

- a. Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
- b. Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- c. Displaying signs or other materials purporting to segregate an individual by sex in  
an area of the educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

## PROHIBITED BULLYING

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act.

Bullying includes one or more acts committed by a student or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- 1. Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.
- 2. Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.
- 3. Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

4. Causing a reasonable pupil to experience a substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

\* "Reasonable pupil" is defined as a pupil, including but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network internet website including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an internet website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
  - b. Creating a credible impersonation\* of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above. \*"Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school

personnel by means of an electronic act that has or can be reasonably predicted to

have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- c. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

## GRIEVANCE PROCEDURES

### Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

Any student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the coordinator:

Gigi Lenz, Operations and Program Manager  
 Title IX/Uniform Complaint Procedure Coordinator  
 (619) 343-2048  
 glenz@myacademy.org  
 500 La Terraza Blvd Ste 150  
 Escondido, CA 92025

Complaints regarding such misconduct may also be made to the U.S. Department of

Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels targeted by such behavior should immediately

contact a teacher, counselor, the program director, coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this policy.

Motivated Youth Academy acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the coordinator or designee on a case-by-case basis.

Motivated Youth Academy prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

### Investigation

Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent/guardian, volunteer, visitor or affiliate of the School, the coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, the coordinator or

administrative designee will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this policy are maintained in a secure location.

### **Consequences**

Students or employees who engage in misconduct prohibited by this policy will be subject to disciplinary action.

### **Uniform Complaint Procedures**

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

### **Right of Appeal**

Should the complainant find the coordinator’s resolution unsatisfactory, the complainant may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the complainant’s appeal and render a final decision.



## TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_ Date of  
 Alleged Incident(s): \_\_\_\_\_  
 Name of Person(s) you have a complaint against: \_\_\_\_\_ List  
 any witnesses that were present: \_\_\_\_\_ Where  
 did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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\_\_\_\_ I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_

Signature of Complainant

Date

\_\_\_\_\_  
 Print Name

### To be completed by the Charter School:

Received by: \_\_\_\_\_ Date \_\_\_\_\_



Follow up meeting with complainant held on: \_\_\_\_\_

~~Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Motivated Youth Academy ("Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of all acts related to school activity or school attendance at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means.~~

~~¶ As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this policy."~~

~~¶ To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. The Charter School staff that witness acts of misconduct prohibited by this policy will take immediate steps to intervene when safe to do so.~~

~~¶ Moreover, the Charter School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. The Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this policy.~~

~~¶~~  
~~¶~~

~~Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator").~~

~~¶~~

~~Motivated Youth Academy  
Operations and Program Manager  
Title IX/Uniform Complaint Procedure Coordinator  
500 La Terraza Blvd, Suite 150  
Escondido, CA 92025  
(619)343-2048  
admin@myacademy.org  
Ms. Melissa Blitzstein  
Assistant Director~~

~~Title IX/Uniform Complaint Procedure Coordinator¶  
 ((619) 343-2048¶  
 mblitzstein@myacademy.org¶  
 500 La Terraza Blvd., Suite 150¶  
 San Marcos, CA 92025¶~~

~~¶  
 ¶~~

#### ~~Prohibited Unlawful Harassment¶~~

- ~~1. Verbal conduct such as epithets, derogatory jokes or comments, or slurs.¶~~
- ~~2. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.¶~~
- ~~3. Retaliation for reporting or threatening to report harassment.¶~~
- ~~4. Deferential or preferential treatment based on any of the protected characteristics listed above.¶~~

~~¶~~

#### ~~Prohibited Unlawful Harassment under Title IX¶~~

~~Title IX (20 U.S.C. § 1681 et. seq; 34 C.F.R. § 106.1 et. seq) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:¶~~

- ~~• An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;¶~~
- ~~• Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or¶~~
- ~~• "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 42291(a)(10), "domestic violence" as defined in 34 U.S.C. 42291(a)(8), or "stalking" as defined in 34 U.S.C. 42291(a)(30).¶~~

~~¶~~

~~In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by the Charter School.¶~~

~~¶~~

~~The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action up to and including termination. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.¶~~

~~¶~~

~~Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when:¶~~

~~¶~~

- ~~1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress;¶~~
- ~~2. submission to, or rejection of, the conduct by the individual is used as the basis of employment;~~

~~educational or academic decisions affecting the individual.¶¶~~

- ~~3. the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or¶¶~~
- ~~4. submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.¶¶~~

¶¶

~~It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.¶¶~~

¶¶

~~Sexual harassment may include, but is not limited to:¶¶~~

¶¶

- ~~1. Physical assaults of a sexual nature, such as:¶¶~~
  - ~~a. Rape, sexual battery, molestation or attempts to commit these assaults.¶¶~~
  - ~~b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.¶¶~~
- ~~2. Unwanted sexual advances, propositions or other sexual comments, such as:¶¶~~
  - ~~a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.¶¶~~
  - ~~b. Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.¶¶~~
  - ~~c. Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's academic performance or employee's job performance more difficult because of the student or employee's sex.¶¶~~
- ~~3. Sexual or discriminatory displays or publications anywhere in the educational environment, such as:¶¶~~
  - ~~a. Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.¶¶~~
  - ~~b. Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.¶¶~~
  - ~~c. Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).¶¶~~

¶¶

~~The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.¶¶~~

¶¶

¶¶

¶¶

~~Prohibited Bullying¶¶~~

¶¶

~~Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made~~

~~in writing or by means of an electronic act.¶~~

~~¶~~

~~Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following.¶~~

- ~~1. Placing a reasonable student\* or students in fear of harm to that student's or those students' person or property.¶~~
- ~~2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.¶~~
- ~~3. Causing a reasonable student to experience substantial interference with the student's academic performance.¶~~
- ~~4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.¶~~

~~¶~~

~~\* "Reasonable student" is defined as a student, including but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of the same age, or for a person of the same age with the same exceptional needs.¶~~

~~¶~~

~~Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.¶~~

~~¶~~

~~Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following.¶~~

~~¶~~

- ~~1. A message, text, sound, video, or image.¶~~
- ~~2. A post on a social network Internet Website including, but not limited to.¶~~
  - ~~a. Posting to or creating a burn page. A "burn page" means an Internet Website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.¶~~
  - ~~b. Creating a credible impersonation\* of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above.¶~~

~~\* "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.¶~~

- ~~c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.¶~~
- ~~3. An act of "cyber sexual bullying" including, but not limited to.¶~~
  - ~~a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects~~

~~described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.~~

- ~~b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school sanctioned activities.~~

- ~~4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.~~

~~¶  
Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in Charter School’s education program or activity.~~

~~¶  
Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.~~

~~¶  
Bullying and Cyberbullying Prevention Procedures~~

~~¶  
Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.~~

#### ~~4. Cyberbullying Prevention Procedures~~

~~¶  
Charter School advises students:~~

- ~~a. To never share passwords, personal data, or private photos online.~~
- ~~b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.~~
- ~~c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the public had access to it.~~
- ~~d. To consider how it would feel receiving such comments before making comments about others online.~~

~~¶  
Charter School informs its employees, students, and parents/guardians of its policies regarding the use of technology in and out of the classroom. The Charter School encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.~~

## ~~2. Education~~

~~¶  
Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students~~

~~that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at the Charter School and encourages students to practice compassion and respect each other.~~

~~Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.~~

~~Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.~~

~~Charter School informs Charter School employees, students, and parents/guardians of this policy and encourages parents/guardians to discuss this policy with their children to ensure their children understand and comply with this policy.~~

### ~~3. Professional Development~~

~~Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.~~

~~Charter School informs certificated employees about the common signs that a student is a target of bullying, including:~~

- ~~a. Physical cuts or injuries~~
- ~~b. Lost or broken personal items~~
- ~~c. Fear of going to school/practice/games~~
- ~~d. Loss of interest in school, activities, or friends~~
- ~~e. Trouble sleeping or eating~~
- ~~f. Anxious/sick/nervous behavior or distracted appearance~~
- ~~g. Self-destructiveness or displays of odd behavior~~
- ~~h. Decreased self-esteem~~

~~Charter School also informs certificated employees about the groups of students determined by Charter School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:~~

- ~~a. Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ, and~~
- ~~b. Students with physical or learning disabilities.~~

~~Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for the Charter School's students.~~

~~Grievance Procedures~~



¶

## ~~Scope of Grievance Procedures¶~~

¶

~~Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:¶~~

- ~~a. Are written and signed;¶~~
- ~~b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and¶~~
- ~~c. Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.¶~~

¶

~~The following grievance procedures shall be utilized for reports of misconduct prohibited by this policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Charter School will utilize the following grievance procedures in addition to its UCP when applicable.¶~~

¶

## ~~Reporting¶~~

¶

~~All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene when it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.¶~~

¶

~~Any student who believes they have been subject to misconduct prohibited by this policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator.¶~~

¶

~~Motivated Youth Academy¶  
Operations and Program Manager¶  
Title IX/Uniform Complaint Procedure Coordinator¶  
500 La Terraza Blvd, Suite 150¶  
Escondido, CA 92025¶  
(619)343-2048¶  
admin@myacademy.orgMs. Melissa Blitzstein¶  
Assistant Director¶  
Title IX/Uniform Complaint Procedure Coordinator¶  
(619) 343-2048¶  
mblitzstein@myacademy.org¶  
500 La Terraza Blvd., Suite 150¶~~

## ~~San Marcos, CA 92025¶~~

¶

~~Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.¶~~

¶

~~While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.¶~~

¶

~~Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this policy.¶~~

~~The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.¶~~

¶

~~The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this policy may file a grievance using the procedures set forth in this policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.¶~~

¶

~~All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff and any individuals designated as a coordinator, investigator, or decision maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.¶~~

¶

### ~~Supportive Measures¶~~

¶

~~Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.¶~~

¶

~~Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all~~



~~parties or Charter School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.~~

## ~~Investigation and Response~~

~~Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, parent/guardian, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator or administrative designee will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.~~

~~At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However the Coordinator or administrative designee will not reveal confidential information related to other students or employees.~~

~~For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply.~~

### ~~1. Notice of the Allegations~~

- ~~a. Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:~~
- ~~b. A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;~~
- ~~c. A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;~~
- ~~d. A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and~~
- ~~e. A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.~~

### ~~2. Emergency Removal~~

- ~~a. Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.~~
- ~~b. Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter~~

~~School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.~~

- ~~e. This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.~~

### ~~3. Informal Resolution~~

- ~~a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:~~
- ~~i. Provide the parties with advance written notice of:~~
    - ~~• The allegations;~~
    - ~~• The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;~~
    - ~~• The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and~~
    - ~~• Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and~~
  - ~~ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.~~
- ~~b. Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.~~

### ~~4. Investigation Process~~

- ~~a. The decision maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.~~
- ~~b. In most cases, a thorough investigation will take no more than twenty five (25) school days. If the investigator determines that an investigation will take longer than twenty five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.~~
- ~~c. The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.~~
- ~~d. The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.~~
- ~~e. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.~~
- ~~f. Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's~~

~~consideration prior to the completion of the investigation report.~~

- ~~g. The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.~~

~~¶~~

#### ~~5. Dismissal of a Formal Complaint of Sexual Harassment~~

- ~~a. If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.~~
- ~~b. Charter School may dismiss a formal complaint of sexual harassment if:
 
  - ~~i. The complainant provides a written withdrawal of the complaint to the Coordinator;~~
  - ~~ii. The respondent is no longer employed or enrolled at Charter School; or~~
  - ~~iii. The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.~~~~
- ~~c. If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.~~

#### ~~6. Determination of Responsibility~~

- ~~a. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.~~
- ~~b. Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.~~
- ~~c. Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 
  - ~~i. The allegations in the formal complaint of sexual harassment;~~
  - ~~ii. All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;~~
  - ~~iii. The findings of facts supporting the determination;~~
  - ~~iv. The conclusions about the application of Charter School's code of conduct to the facts;~~
  - ~~v. The decision and rationale for each allegation;~~
  - ~~vi. Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and~~
  - ~~vii. The procedures and permissible bases for appeals.~~~~

~~¶~~

#### ~~Consequences~~

~~¶~~

~~Students or employees who engage in misconduct prohibited by this policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Charter School in response to a formal complaint of sexual~~

~~harassment.~~

~~¶~~

~~Right of Appeal~~

~~Should the reporting individual find Charter School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chief Executive Officer, who will review the investigation and render a final decision.~~

~~¶~~

~~The following appeal rights and procedures will also apply to formal complaints of sexual harassment.~~

- ~~a. The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.~~
- ~~b. The Decision maker will not be the same person(s) as the Coordinator, the investigator or the initial decision maker(s).~~
- ~~c. Charter School will notify the other party in writing when an appeal is filed.~~
- ~~d. The complainant and respondent may appeal from a determination regarding responsibility, and from Charter School's dismissal of a formal complaint or any allegations therein, on the following bases:~~
  - ~~• Procedural irregularity that affected the outcome of the matter;~~
  - ~~• New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and~~
  - ~~• The Title IX Coordinator, investigator(s), or decision maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.~~
- ~~e. The decision maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.~~

~~¶~~

~~Recordkeeping~~

~~¶~~

~~All records related to any investigation of complaints under this policy are maintained in a secure location.~~

~~¶~~

~~Charter School will maintain the following records for at least seven (7) years.~~

- ~~a. Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.~~
- ~~b. Records of any appeal of a formal sexual harassment complaint and the results of that appeal.~~
- ~~c. Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.~~
- ~~d. All materials used to train Title IX coordinators, investigators, decision makers, and any person who facilitates an informal resolution process.~~
- ~~e. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.~~

~~Title IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM~~~~Your Name: \_\_\_\_\_ Date: \_\_\_\_\_~~~~Date of Alleged Incident(s): \_\_\_\_\_~~~~Name of Person(s) you have a complaint against: \_\_\_\_\_ List any~~~~witnesses that were present: \_\_\_\_\_ Where did~~~~the incident(s) occur? \_\_\_\_\_~~~~Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed).~~~~I hereby authorize the Charter School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.~~~~Signature of Complainant \_\_\_\_\_ Date \_\_\_\_\_~~~~Print Name \_\_\_\_\_~~~~To be completed by the Charter School: \_\_\_\_\_~~~~Received by: \_\_\_\_\_ Date \_\_\_\_\_~~~~Follow up meeting with complainant held on: \_\_\_\_\_~~~~Suspension & Expulsion Policy~~~~Motivated Youth Academy~~~~Page 97 of 138~~~~Policy Adopted: October 10, 2019~~~~Policy Revised: Month, Day, Year~~~~Motivated Youth Academy~~~~Page 97 of 138~~~~Policy Adopted: October 10, 2019~~~~Policy Revised: July 2022~~



~~Policy Adopted: January 8, 2019~~

~~Revised: [INSERT DATE]~~

The MYA Motivated Youth Academy ("MYA" or "Charter School") Pupil Suspension and Expulsion Policy has been established in order to promote learning, provide for the safety of students, staff, and visitors to MYA and serve the best interests of students and their parents or guardians. Compliance with the procedures set forth in this section of this Charter shall be the only processes for MYA to involuntarily dismiss, remove or otherwise exclude a student who attends MYA from further attendance at MYA for any reason, including but not limited to, disciplinary causes. The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal.

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



Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom MYA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections provides due process to such students.



When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MYA's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. MYA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its



Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

MYA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request.

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

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardians right to request a hearing to challenge the involuntary removal. If a student's parent, guardian requests a hearing the pupil's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, , the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).



## ~~Grounds for Suspension and Expulsion of Students~~

~~A student may be suspended or expelled for acts that are enumerated below and occur at any time including but not limited to the following:~~

- ~~1) while on school grounds;~~
- ~~2) while going to or coming from school;~~
- ~~3) during the lunch period, whether on or off the school campus;~~
- ~~4) during, or while going to or coming from a school-sponsored activity.~~

## ~~Enumerated Offenses~~

~~MYA endeavors to preserve flexibility in the discipline process and pursue alternative discipline options in lieu of suspension whenever possible. However, the Charter School may proceed with expulsion of a student for any of the offenses included below.~~

### ~~A. Discretionary Suspension and Discretionary Recommendation for Expulsion Offenses~~

~~Students may be suspended when it is determined the student:~~

- ~~a) Caused, attempted to cause, or threatened to cause physical injury to another person.~~
- ~~b) Willfully used force or violence upon the person of another, except in self-defense.~~
- ~~c) Unlawfully possessed, used, , or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.~~



- d) ~~Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.~~
- e) ~~Committed or attempted to commit robbery or extortion.~~
- f) ~~Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.~~
- g) ~~Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.~~
- h) ~~Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of a student's own prescription products by a student.~~
- i) ~~Committed an obscene act or engaged in habitual profanity or vulgarity.~~
- j) ~~Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.~~
- k) ~~Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. No student enrolled in kindergarten or any of grades 1 to 8, inclusive, may be suspended for this offense. No pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, may be to be recommended for~~

expulsion for this offense.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in, hazing. For purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil.

For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Intentionally engaged in harassment, threats, or intimidation, directed against school personnel, volunteers and/or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel, volunteers, and/or pupils by creating an intimidating or hostile educational environment. Only students in grades 4 to 12, inclusive, may be suspended and/or expelled for this offense.

~~r) Made terroristic threats , which includes but is not limited to, electronic files and databases. against school officials or school property, or both. For the purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal , unconditional , immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or their immediate family.~~

~~s) Committed sexual harassment as defined in Ed. Code section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. Only students in grades 4 to 12, inclusive, may be suspended and/or expelled for this offense.~~

~~t) Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision C of Education Code section 233. This provision shall apply to students in any of grades 4 to 12, inclusive.~~

~~u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.~~

~~4. "Bullying" means any severe or pervasive physical or verbal act or conduct,~~

including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

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

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
  - a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
  - b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the

~~purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.~~

- ~~c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (I) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.~~

~~iii. An act of cyber sexual bullying.~~

- ~~a) For purposes of this policy "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (4). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.~~
- ~~b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school sanctioned activities.~~

~~3. Notwithstanding the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.~~

- ~~v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a~~

~~pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a) (b).~~

- ~~w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.~~

## ~~2. Immediate Suspension and Mandatory Recommendation for Expulsion Offenses~~

- ~~1) Possessed, sold, or otherwise furnished any firearm<sup>2</sup>, explosive, or other destructive<sup>3</sup> device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence as defined below. E.C. 48915(c)(1)~~
- ~~2) Brandished a knife<sup>4</sup> at another person. E.C. 48915(c)(2)~~
- ~~3) Unlawfully sold a controlled selling a controlled substance listed in Health and Safety Code section 11053 et seq. E.C. 48915(c)(3)~~
- ~~4) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261,~~

<sup>2</sup>~~The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.~~

<sup>3</sup>~~The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.~~

<sup>4</sup>~~The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.~~

~~266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.~~

### ~~C. Suspension Procedure~~

~~The following suspension procedures shall be followed:~~

- ~~o Suspensions for violations of the offenses listed in the "Discretionary Suspension and Recommendation for Expulsion Offenses" stated herein shall be for no more than five consecutive days.~~
- ~~o The total number of days for which a pupil may be suspended from school shall not exceed twenty (20) schooldays.~~

~~Suspensions shall be initiated according to the following procedures:~~

#### ~~1. Conference~~

~~Suspension shall be preceded by an informal conference conducted by the Executive Director or Designee with the student and, whenever practical, their parent/guardian and the teacher, supervisor or MYA employee who referred the student to the Executive Director or Designee. For suspensions of fewer than 10 days, the charter school shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present their side of the story.~~

~~At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). Notice~~

and the opportunity for the student to respond shall be provided before the suspension begins. The conference may be delayed only if the Executive Director or Designee determines that an emergency situation exists. An "emergency situation" is one that presents a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference. In the event the conference is delayed due to an emergency, the conference shall be held within (2) two school days unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with MYA officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

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

## 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Executive



Director or Designee, the pupil and the pupil's parent/guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing.

This determination will be made by the Executive Director or Designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. However, if the student's parent or guardian initiates the expulsion hearing process, as indicated above, the student must remain enrolled and may not be removed until a final decision is issued by MYA.

#### 4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

#### Expulsion Procedures

Students will be recommended for expulsion after the Executive Director or Designee conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family. For acts included on the mandatory recommendation for expulsion list, the Executive Director

or Designee will automatically issue an expulsion if the evidence indicates that the student engaged in conduct included on the mandatory recommendation for expulsion list. Where a student has been charged with an offense on the list of discretionary expulsion offenses, a recommendation for expulsion by the Executive Director or Designee will be based on one or both of the following findings:

1. Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.
2. Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in the schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion hearing. The Executive Director's or Designee's recommendation to expel the student will satisfy all the procedural requirements stated herein.

### Expulsion Hearing Rules and Regulations

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

For any recommendation of expulsion, MYA shall do both of the following:

- a) Provide timely written notice of the charges against the pupil and an explanation of the pupil's basic rights. The notice shall contain a clear statement that no pupil shall be involuntarily removed by MYA for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five (5) school days before the effective date of the action. The

written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the expulsion hearing procedures before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the hearing procedures, the pupil shall remain enrolled and shall not be removed until MYA issues a final decision on the matter. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated.

b) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

The hearing will be presided over by an administrative panel appointed by the Executive Director. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. An expulsion hearing shall be held within thirty (30) school days after the date the principal determines that the pupil has committed any of the acts enumerated herein, unless the pupil requests, in writing, that the hearing be postponed. The pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the principal. The administrative panel shall make its decision to expel within 3 school days after the hearing's conclusion.

Written notice of the hearing shall be forwarded to the pupil at least ten (10) calendar days before the date of the hearing. The notice shall include all of the following:

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

The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")), unless the pupil requests, in writing, at least five (5) days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Administrative Panel may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled. Due to the requirement to conduct closed session deliberations and the Brown Act public meeting requirements with which MYA has voluntarily agreed to comply, the administrative panel for an expulsion hearing shall not include more than one member of the Charter School board of directors.

If the Administrative Panel admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.



The decision of the administrative panel to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. The administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student recommended for expulsion and their representative.



### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

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



1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel; and (c) elect to have the hearing closed while testifying.



2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.



3. ~~At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross examination during which the complaining witness may leave the hearing room.~~

4. ~~The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.~~

5. ~~The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.~~

6. ~~Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.~~

7. ~~If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.~~

8. ~~The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the~~

courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed circuit television.

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

## Record of Hearing

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

## Presentation of Evidence



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



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



### Expulsion Decision



The final decision by the administrative panel will be made within three (3) school days following the conclusion of the hearing.



If the Administrative Panel determines to expel, findings of fact in support of the recommendation shall be prepared. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. The decision of the Administrative Panel to expel shall be final.

### MYA

The Findings of Fact will contain the following information:

1. The outcome of the hearing and the decision of the administrative panel
2. The specific offenses committed by the student for any of the acts listed in the above "Reasons for Suspension and/or Expulsion" section (if expulsion is decided)
3. Notification of the family's responsibility to inform any new district in which the





~~student seeks to enroll of the student's status with MYA (if expulsion is decided)~~

~~4. Reinstatement eligibility review date (if expulsion is decided)~~

~~5. A copy of the rehabilitation plan (if expulsion is decided)~~

~~6. Pupils who are expelled shall be responsible for seeking alternative education programs~~

~~If the Administrative Panel decides not to expel, the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to expel shall be final.~~

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

### ~~Disciplinary Records~~

~~The MYA board of directors of MYA shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be non-privileged, disclosable public records.~~

~~The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.~~

### ~~Alternative Education~~

~~Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for their school district of residence. The school shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. which may include, but is not limited to, periodic review as well as assessment at the time of review for~~

readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

## Rehabilitation Plans

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

## Readmission

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

## Notice of Expulsion to Last Known District of Residence

MYA shall, in accordance with Education Code § 47605(d)(3), notify the superintendent of the school district of the pupil's last known address within 30 days of expulsion, and shall, upon request of the district, provide the district with a copy of the student's cumulative record, including a transcript of grades or report card and health information.

## Probation

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in their child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the administrative panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in California Ed. Code Section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Ed. Code section 48900 or violates any of the school's rules and regulations

governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order. Upon satisfactory completion of the rehabilitation assignment of a pupil, the administrative panel shall reinstate the pupil in the school and may also order the expungement of any or all records of the expulsion proceedings.



~~The pupil shall be notified of the final order, in writing, either by personal service or by certified mail. The order shall become final when rendered.~~



~~The **Executive Director** or Designee shall send a copy of the written notice of the decision to expel to the school district of student's last known residence, within thirty (30) days.~~



### ~~Notice to Teachers~~

~~The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.~~

### ~~Involuntary Removal for Truancy~~

~~In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study when a student fails to complete ten (10) graded assignments during any period of twenty (20) school days, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein. (Please see the Attendance and Independence Study Policies in the Appendices for more information.)~~

### ~~Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities~~

#### ~~4. Notification of SELPA~~

~~As a member of the Sonoma County Charter SELPA, MYA will immediately notify them and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who MYA or SELPA would be deemed to have knowledge that the student had a disability.~~



#### ~~2. Services During Suspension~~



Students with disabilities suspended and/or placed in an interim alternative setting shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days, including placement in an interim alternative educational setting, constitutes a change in placement and a manifestation determination shall be conducted.

An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.

### 3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that MYA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and MYA agree to a change of placement as part of the modification of the behavioral intervention plan.

If MYA, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then MYA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

#### 4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or MYA if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or MYA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty five day (45) time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and MYA agree otherwise.

#### 5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

#### 6. Interim Alternative Educational Setting

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team.

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

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the District's disciplinary procedures may assert the procedural safeguards granted under these procedures only if MYA had knowledge that the student was disabled before the behavior occurred.

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

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to MYA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; or
2. The parent has requested an evaluation of the child; or
3. The child's teacher, or other MYA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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





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

## Professional Boundaries: Staff/Student Interaction Policy

Motivated Youth Academy (“MY Academy” or “Charter School”) recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

#### A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.





B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although





sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

### Examples of Specific Behaviors

The following examples are not an exhaustive list:

#### Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

#### Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)



- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

#### Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

#### Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.



- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

## Policy Appendix

All policies listed in the appendix are public record and meet the legal annual notice requirements.

Community Relations:

[School Sponsored Field Trips and Cultural Excursions Policy](#)

[Uniform Complaint Procedures Policy](#)

[COVID-19 Safe Reopening and Operation of Schools Policy](#)

[Access to Public Records Policy](#)

[Suicide Prevention Policy](#)

[Personnel Services](#)

[Mandated Reporter- Child Abuse Policy](#)

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~~Motivated Youth Academy~~

~~Policy Adopted: October 10, 2019~~

~~Policy Revised: Month, Day, Year~~

~~Page 129 of 138~~




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~~Motivated Youth Academy~~

~~Policy Adopted: October 10, 2019~~

~~Policy Revised: July 2022~~

~~Page 129 of 138~~



## Student Services

### Student Services Concepts and Roles

#### Educational Records and Student Information Policy

#### Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

#### Comprehensive Self-Harm and Suicide Policy and Procedures

#### Immunization Policy

#### Student Freedom of Speech and Expression Policy

#### Acceptable Use Policy

#### Academic Integrity Policy

#### Acceleration Policy

#### Transgender and Gender Nonconforming Student Nondiscrimination Policy

#### Policy on Transcripts from Non-Accredited Institutions

#### Communicable Contagious or Infectious Disease Prevention

#### Cell Phones, Smartphones, Pagers, and Other Electronic Signaling Devices Policy

## Instruction

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~~Motivated Youth Academy~~

~~Policy Adopted: October 10, 2019~~

~~Policy Revised: Month, Day, Year~~

~~Page 130 of 138~~



~~Motivated Youth Academy~~

~~Policy Adopted: October 10, 2019~~

~~Policy Revised: July 2022~~

~~Page 130 of 138~~



## Independent Study Policy

## Comprehensive Sexual Health Education Policy

## Education for Homeless Children and Youth Policy

## Section 504- Policy, Procedures, and Parent Rights

## Education for Foster Youth Policy

## Mathematics Placement Policy

## Local Assessments Policy

## Special Education Assessment Requests Policy

## Special Education Independent Educational Evaluation Policy

## Special Education Certificate of Completion Policy

## Attendance Policy

## 130 Credit Graduation Path Policy

## Interim Policy for Mitigation of Student Hardship Caused by COVID-19

## Comprehensive School Safety Plan

4872-3389-1126, v. 4



# Coversheet

## Consent - Personnel Services

<b>Section:</b>	VIII. Consent
<b>Item:</b>	C. Consent - Personnel Services
<b>Purpose:</b>	
<b>Submitted by:</b>	
<b>Related Material:</b>	BUS Employee Handbook Revisions 2024.1.11.pdf MY Academy Handbook Revisions 2024.1.11.pdf



**MOTIVATED YOUTH ACADEMY CHARTER SCHOOL****Agenda Item:****Date:** January 11, 2024

	Correspondence/Proposals/Reports
x	Consent Agenda
	Business/Financial Services
	Education/Student Services
x	Personnel Services
	Curriculum
	Policy Development

**Item Requires Board Action:** \_\_\_\_\_**Item is for Information Only:** \_\_\_\_\_**Item:** Approve revisions to the Employee Handbook**Background:**

Annually, staff examines updates in employment law and advancements in human resources best practices. This thorough review is essential to ascertain that the Employee Handbook and board policies adhere to current legal and professional standards. After a comprehensive assessment and subsequent approval by the Board of Directors, any modifications to the Handbook will be disseminated to all employees electronically via our internal human resources information system. A detailed summary of the proposed amendments to the Employee Handbook has been prepared for reference.

It is recommended the Board approve the revisions to the Employee Handbook and direct staff to provide the revisions to all employees for acknowledgement.

**Fiscal Impact:**

\$0.00



### Employee Handbook Revisions - January 2024

Employee Handbook Policy	2023-2024
Section VIII B. Paid Sick Leave	<p>Update Policy page 72: Paid Sick Leave for Part-Time staff in compliance with California State Law effective January 1, 2024</p> <p>2. Paid Sick Leave - Part Time, Per Diem, Seasonal, and Temporary Employees The School provides all part-time, per diem, seasonal and temporary employees who work at least 30 days in California within a year with at least 24 hours (3 days) of paid sick leave in a 12 month period. Employees will be paid at their regular hourly rate when they take paid sick leave.</p> <p>Employees start accruing hours on the first day of employment and must work for 30 days before they can take sick leave. Employees earn at least 1 hour of paid leave for every 30 hours worked. Employees may accrue more than 24 hours (3 days) of paid sick leave in a year. Sick leave accrual will be capped at 80 hours (10 days), in compliance with both state and city ordinances.</p>
Section VIII, F Bereavement Leave	<p>Update Policy page 84 with additional language: Reproductive Loss Leave to the Bereavement Policy in compliance with California State Law effective January 1, 2024. State law now requires up to five days of unpaid leave for reproductive loss. This recommendation would afford employees five days of paid leave within the bereavement policy.</p> <p>The School grants leave of absence to benefited employees (employees with at least 50% employment) in the event of the death of the employee's current spouse, child, parent, parents-in-law, legal guardian, brother, sister, grandparent, grandchild, or mother, father, sister, brother, son-in-law, or daughter-in-law, step-parents, foster parents, foster children, and domestic Partners. An employee with a death in the family may take up to three (3) consecutive scheduled work days off with pay with the approval of the supervisor. An employee may be granted up to ten (10) days of bereavement leave for the death of the employee's spouse/domestic partner or child.</p>

# Coversheet

## Consent - Policy Development

**Section:** VIII. Consent

**Item:** D. Consent - Policy Development

**Purpose:** Vote

**Submitted by:**

**Related Material:**

MYA 5110 Cell Phones Smartphones Pagers Other Electronic Signaling Devices Policy - Redlined 2024.01.03.pdf

MYA 5110 Cell Phones, Smartphones, Pagers & Other Electronic Signaling Device Policy - For board approval 2024.01.03 - Google Docs.pdf

**STUDENT SERVICES****5110-MYA****CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICE POLICY**

The Motivated Youth Academy (“MYA” or the “Charter School”) Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as “private devices”) to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

Private devices shall be turned off and shall not be used:

- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. The parents/guardians/educational right holders ~~or trusted adult of a minor student,~~ or adult student will be contacted to pick up any confiscated private devices at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

## STUDENT SERVICES

5110-MYA

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### CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICE POLICY

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought to Charter School sponsored activities.

**STUDENT SERVICES****5110-MYA****CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICE POLICY**

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## **STUDENT SERVICES**

**5110-MYA**

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### **CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICE POLICY**

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

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# Coversheet

## Approval of Paylocity Services Agreement

<b>Section:</b>	IX. Business/Financial Services
<b>Item:</b>	A. Approval of Paylocity Services Agreement
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Paylocity Quote 2024.1.11.pdf



November 17, 2023 | Quote # Q-149620 | Quote valid thru January 12, 2024

**Client Company****Motivated Youth Academy**

500 La Terraza Boulevard  
 Escondido, CA 92025  
 (619) 343-2048

**Client Contact****Gigi Lenz**

500 La Terraza Boulevard  
 Escondido, CA 92025  
 (619) 343-2048

**Total Employee Count****40****Monthly Fee****\$480.49****One-Time Fees****\$0.00****Total Annual Investment****\$6,095.88**

\*Total Annual Investment includes estimated annual fees

\*Annualized fees do not include usage based fees

\*Monthly fees based on # of active employees

\*\*Plus sales tax if applicable

See following pages for line item  
 breakdown of services

Provided CLIENT is in compliance with the terms of the Agreement, the  
 CLIENT will not be charged for the 2nd month following first month of  
 payroll processing.

Paylocity Account Executive	Date
Signature	

**Kevin Coomaraswamy**

310-780-2826

Client Authorization	Date
----------------------	------

Signature

Name (Print)

The Paylocity services covered by this order are provided in accordance with the terms and conditions of the applicable Paylocity subscription agreement and any additional terms specified below.

## National Awards & Recognition



# Investment Summary

November 17, 2023 | Quote # Q-149620 | Quote valid for 30 days

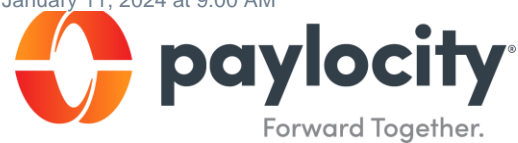


One-Time Fees	Qty	Rate	Price
<b>HCM Bundle</b>			<b>\$0.00</b>
Payroll Implementation	-	-	Included
Self-Service Portal Implementation	-	-	Included
Time Off Implementation	-	-	Included
Time & Labor Implementation	-	-	Included
Expense Implementation	-	-	Included
Benefit Essentials Implementation	-	-	Included
Human Resources Implementation	-	-	Included
Recruiting Implementation	-	-	Included
Onboarding Implementation	-	-	Included
Performance Implementation	-	-	Included
Vendor Integration: Benefits Implementation	1		\$0.00
Vendor Integration: Retirement Implementation	1		\$0.00
<b>Integrations</b>			
Employee Navigator Setup	-	-	Included
<b>One-Time Total</b>			<b>\$0.00</b>

Monthly Fees	Base	Qty	Rate	Monthly
<b>HCM Bundle</b>	\$169.26	40	\$7.78	\$480.49
<b>Modern Workplace Plus</b>				
• Payroll Processing	-	-	-	Included
• Direct Deposit	-	-	-	Included
• Check Printing Service	-	-	-	Included
• Tax Filing & Payments	-	-	-	Included
• Employee Self-Service	-	-	-	Included
• Electronic Garnishments	-	-	-	Included
• Direct Agency Pay	-	-	-	Included
• QuickBooks Online Self-Setup Integration	-	-	-	Included
• New Hire Reporting	-	-	-	Included
• Labor Law Poster with E-Update Service	-	-	-	Included
• Time Off Management	-	-	-	Included
• Time & Attendance	-	-	-	Included
• Expense Management	-	-	-	Included
• Scheduling +	-	-	-	Included
• Benefit Essentials	-	-	-	Included
• Human Resources Management	-	-	-	Included
• General Ledger Service	-	-	-	Included
• Recruiting	-	-	-	Included
• Onboarding	-	-	-	Included
• Learning Management	-	-	-	Included
• Performance Management	-	-	-	Included
• Employee Navigator	-	-	-	Included
• Video	-	-	-	Included
• Compliance Management	-	-	-	Included
• Employee Voice	-	-	-	Included

# Investment Summary

November 17, 2023 | Quote # Q-149620 | Quote valid for 30 days



• E-Verify	-	-	-	Included
• Compensation Management	-	-	-	Included
• Community +	-	-	-	Included
<b>A La Carte Services</b>				
• Vendor Integration: Retirement	\$0.00	1		\$0.00
• Vendor Integration: Benefits	\$0.00	1		\$0.00
<b>Monthly Total</b>				<b>\$480.49</b>

Annual Fees	Base	Qty	Rate	Annual
W2 / 1099	\$50.00	40	\$7.00	\$330.00
<b>Annual Total</b>				<b>\$330.00</b>

Usage-Based Fees	Base	Rate
Delivery Next Day (UPS)		\$20.00

The fees listed above are invoiced as incurred on per usage basis in accordance with the terms and conditions. Please note these fees are in addition to the ongoing fees stated in the Investment Summary section of the quote.

DRAFT

## Coversheet

### Approval of 2022-2023 School Accountability Report Card (SARC)

**Section:** X. Education/Student Services  
**Item:** A. Approval of 2022-2023 School Accountability Report Card (SARC)  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
MY Academy 2023 School Accountability Report Card 2024.1.11.pdf  
MY Academy School Accountability Report Card Presentation 2024.11.1.pdf

# Motivated Youth Academy

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Motivated Youth Academy
<b>Street</b>	500 La Terraza Blvd, Suite 150
<b>City, State, Zip</b>	Escondido, CA 92025
<b>Phone Number</b>	(619) 343-2048
<b>Principal</b>	William B. Dobson
<b>Email Address</b>	bdobson@myacademy.org
<b>School Website</b>	<a href="https://www.myacademy.org/">https://www.myacademy.org/</a>
<b>County-District-School (CDS) Code</b>	37-68213-0129668

## 2023-24 District Contact Information

<b>District Name</b>	Motivated Youth Academy
<b>Phone Number</b>	(619) 343-2048
<b>Superintendent</b>	William B. Dobson
<b>Email Address</b>	bdobson@myacademy.org
<b>District Website</b>	<a href="https://www.myacademy.org/">https://www.myacademy.org/</a>

## 2023-24 School Description and Mission Statement

### Mission Statement

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.

### Vision Statement

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.

### The Core Values at MY Academy are:

All Are Welcome.

Everyone has a seat at our school. You belong here. We want to learn from as many diverse backgrounds as possible. Come learn alongside us, and be a part of our school family.

### We Celebrate The Small Things.

We love the journey. We honor all growth and development, big and small. We believe in academic excellence for all students, and the many paths that excellence can take. We commit to celebrating with you!

### We Choose Hope.

We choose to believe the best in each student. Hope is a state of confident expectation. We want to come alongside each family and plan with them for what is to come.

### We Are Servant Leaders.

We care about who you are and what you value. We are here for you. We commit to serving our students and our families.

### Feedback Is Critical.

We want to hear your thoughts. We want to be better for you. In fact, we want to be the best for you. We believe that to be the best we need feedback and to hear the voices of our students, families, and the community.

## 2023-24 School Description and Mission Statement

We Pursue Gratitude.

We believe that if you look for reasons to be grateful you will find them. Finding gratefulness will lead to more JOY and student success. We commit to choosing gratitude daily. We are grateful you are here and grateful for the opportunity to partner in your educational journey.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	1
Grade 6	10
Grade 7	15
Grade 8	16
Grade 9	39
Grade 10	37
Grade 11	36
Grade 12	40
Total Enrollment	194

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9%
Male	54.1%
American Indian or Alaska Native	4.6%
Asian	1%
Black or African American	3.1%
Filipino	2.6%
Hispanic or Latino	57.7%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	7.7%
White	22.7%
English Learners	8.2%
Foster Youth	0.5%
Homeless	32.5%
Socioeconomically Disadvantaged	75.3%
Students with Disabilities	20.1%

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	1.20	17.77	131.90	60.46	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.70	0.34	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	11.50	5.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.70	82.09	54.10	24.82	12115.80	4.41
<b>Unknown</b>	0.00	0.00	19.80	9.10	18854.30	6.86
<b>Total Teaching Positions</b>	6.90	100.00	218.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	0.80	13.50	135.90	58.44	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.90	0.86	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	10.60	4.59	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	4.40	74.33	64.70	27.82	11953.10	4.28
<b>Unknown</b>	0.70	12.00	19.20	8.28	15831.90	5.67
<b>Total Teaching Positions</b>	6.00	100.00	232.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)**

Authorization/Assignment	2020-21	2021-22
<b>Permits and Waivers</b>	0.00	0.00
<b>Misassignments</b>	0.00	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

**Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)**

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	5.70	4.40
<b>Total Out-of-Field Teachers</b>	5.70	4.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

**Class Assignments**

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

**2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials**

Motivated Youth Academy is a Non-Classroom-Based Charter School offering traditional Independent Study. MYA's learning environment is an Enriched Virtual Model of Blended Learning in which students get the flexibility of virtual learning combined with personalized 1:1 support from a credentialed teacher. MYA utilizes a blend of online curriculum and teacher-created curricula to ensure students' individual needs are met.

The base curriculum at Motivated Youth Academy is provided through Edmentum Courseware for students in grades 6-12. Edmentum Courseware is A-G approved and aligned with Common Core Standards. Additional curriculum resources include Ed Options Academy, Exact Path, Thrively, and Pathful Connect. All curricula resources are board-approved.

<b>Year and month in which the data were collected</b>	November 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Edmentum Courseware, Ed Options Academy, Exact Path, Thrively, Pathful Connect	Yes	0%
<b>Mathematics</b>	Edmentum Courseware, Ed Options Academy, Exact Path, Thrively, Pathful Connect	Yes	0%
<b>Science</b>	Edmentum Courseware, Ed Options Academy, Exact Path, Thrively, Pathful Connect	Yes	0%
<b>History-Social Science</b>	Edmentum Courseware, Ed Options Academy, Exact Path, Thrively, Pathful Connect	Yes	0%
<b>Foreign Language</b>	Edmentum Courseware, Ed Options Academy, Exact Path, Thrively, Pathful Connect	Yes	0%
<b>Health</b>	Edmentum Courseware, Ed Options Academy, Exact Path, Thrively, Pathful Connect	Yes	0%
<b>Visual and Performing Arts</b>	Edmentum Courseware, Ed Options Academy, Exact Path, Thrively, Pathful Connect	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0%

### School Facility Conditions and Planned Improvements

Motivated Youth Academy Charter School is a Non-Classroom Based Charter School. Therefore, the administrative office is the only facility. No student meetings occur at the schools administrative office.

**Year and month of the most recent FIT report**

N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer				N/A
<b>Interior:</b> Interior Surfaces				N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation				N/A
<b>Electrical</b>				N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains				N/A
<b>Safety:</b> Fire Safety, Hazardous Materials				N/A
<b>Structural:</b> Structural Damage, Roofs				N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A

### Overall Facility Rate

Exemplary	Good	Fair	Poor
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	31		40		47	
<b>Mathematics</b> (grades 3-8 and 11)	16		25		33	

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	20.48		16.48		29.47	

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

## 2022-23 Career Technical Education Programs

Career Technical Education opportunities are available to prepare students for the 21st-century workforce and global competencies; and, opportunities for high school/young adults to connect with community resources and agencies. Courses are delivered using Edmentum Courseware, Thrively, and Pathful Connect curricula.

Motivated Youth Academy Charter School offers introductory and accelerator courses. Capstone courses are available through dual enrollment at community colleges.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	58.3%	58.3%	54.2%	50%	58.3%
Grade 9	42.6%	41%	41%	42.6%	41%



**C. Engagement****State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

**2023-24 Opportunities for Parental Involvement**

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

Support and collaboration with the Assistant Director and Instructional Assistant occurs weekly on Tuesdays at 1:00 p.m.

SPSA/LCAP Input Survey 11/09/23 - 12/08/23

Educational Partner Advisory Committee Input Meeting: 01/18/24

SPSA Staff Meeting: 11/27/23

SSC SPSA input, review, and approval of SPSA: 11/16/23

School Board Meeting to review and approve the SPSA: 12/14/23

Support with the alignment of the Title I plan, the SPSA and the LCAP is provided by the Director, Assistant Director and Instructional Assistant, on Tuesdays at 1:00 p.m.

**C. Engagement****State Priority: Pupil Engagement**

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	7.0	42.2		17.0	17.8		9.4	7.8	
<b>Graduation Rate</b>	67.4	39.1		73.5	76.7		83.6	87.0	

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions									

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

## 2023-24 School Safety Plan

The purpose of the CSSP is to provide specific guidelines and procedures:

For all school personnel to use in responding to emergency situations and to ensure that school personnel will be prepared to respond to any disaster or emergency in an orderly and effective manner.

For developing supplementary plans.

For emergency response training for all employees and students.

For the equipment and supplies to have available prior to a disaster as applicable.

MYA is a Non-Classroom Based Independent Study program. MYA does not own or lease facilities. Organized school activities occur at mutually agreed upon public locations. In the event that students are in the care of MYA staff in an official school activity during any disaster (including earthquakes, fire, natural disaster, harmful threat, etc.), school personnel will follow the established safety protocol and procedures of the facility in use.

If an MYA staff member becomes involved in an emergency, after ensuring their own safety and the safety of others, including MYA students in their charge, the MYA staff member will contact the Interim Director, or their designee to inform them of the situation. This information should include the following:

The name(s) of MYA staff involved

The name(s) of MYA students involved

The location of the incident

The agency and name of the person in charge

Provide a brief description of the event.

\*All MYA staff will be trained annually on disaster procedures.

The MYA disaster plan has been prepared in compliance with California Administrative Code Title 5, Education Code Section

## 2023-24 School Safety Plan

32282 and the California Government Code 8607 California Standardized Emergency Management System (SEMS). Section 8607 of the California Government Code requires that state and local governments including special districts (i.e., schools) be prepared to respond to emergencies using the SEMS. SEMS must also be used for school planning and training.

Revised and Approved by Board of Directors  
February 9, 2023

Reviewed  
MYA Staff August 28, 2023  
SSC September 21, 2023  
EPAC October 19, 2023

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	5		
1	3	5		
2	1	5		
3	3	5		
5	4	5		
6	2	22		

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	1	5		
4	1	5		
5	2	16		
6	2	30		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	64		
Mathematics	1	55		
Science	2	38		
Social Science	1	82		

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	74		
Mathematics	2	51		
Science	2	46		
Social Science	2	64		

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$12,388	\$2,433	\$9,955	\$69,820
<b>District</b>	N/A	N/A	\$	\$66,006
<b>Percent Difference - School Site and District</b>	N/A	N/A		-10.4
<b>State</b>	N/A	N/A	\$7,607	\$81,984
<b>Percent Difference - School Site and State</b>	N/A	N/A	69.0	-36.0

## Fiscal Year 2022-23 Types of Services Funded

The school counselor was one of the architects of MYA's efforts to improve the monitoring of at-risk students so early warning indicators would be identified. The process developed was comprehensive and included assigning an administrative professional whose duties included the maintenance of student records, grades, and transfer information and a school counselor to provide an ongoing review of this information and share it with MYA staff supporting individual student success. This process led to a recommendation to purchase Thrively, a strengths-based learning platform that helps develop a thriving student. Thrively has enabled MYA Teachers and Staff to guide students as they embark on a strengths-based journey that develops the whole child. The learner-centered platform offers personalized learning through an interdisciplinary approach that bridges the learning gap, develops student agency, and enables learners to acquire 21st-Century skills for success.

The expanded roles of two Student Success Coordinators reinforced MY Academy as a critical hub for connecting students and families with their community. Food resources, housing, health services, social-emotional services, and employment services were among the many wrap-around community resources the MY Academy staff, including the Assistant Director, School Counselor, Student Success Coordinators and teachers, connected students and families with.

The school counselor began to develop a comprehensive College and Career readiness program including increasing CTE opportunities and connecting students to community resources and agencies. A process for student postgraduate success is being built into each student's personalized Motivated Youth Personal Learning Adventure Now (MY PLAN). Each individual MY PLAN included additional data to ensure all students, including the unduplicated, were progressing toward and on track to graduate. The impact of assigning the school counselor to monitor students was significant. Analyzing student data, identifying students who were struggling in courses, missing school, and exhibiting signs of falling off track, allowed the MYA staff to collaborate in creating individualized interventions which resulted in students getting back on track.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$47,377	\$50,875
<b>Mid-Range Teacher Salary</b>	\$60,494	\$79,761
<b>Highest Teacher Salary</b>	\$93,474	\$103,045
<b>Average Principal Salary (Elementary)</b>	\$123,311	\$128,154
<b>Average Principal Salary (Middle)</b>	\$131,847	\$131,774
<b>Average Principal Salary (High)</b>	\$132,214	\$142,676
<b>Superintendent Salary</b>	\$165,600	\$211,462
<b>Percent of Budget for Teacher Salaries</b>	27.99%	30.11%
<b>Percent of Budget for Administrative Salaries</b>	4.73%	5.49%



## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

### Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	

## Professional Development

Teachers are provided with Professional Development growth opportunities throughout the school year. During MYA's annual school year Kickoff Week, all staff participates in twenty hours of professional development. In addition, one hour of professional development is provided at each of the ten monthly staff meetings. Professional Development ensures that all staff are current with research-based best practices and kept up to date on district, county, state, and federal requirements.

Annual virtual trainings required of all employees include Mandated Reporter: Child Abuse and Neglect, Youth Suicide: Awareness, Prevention and Postvention, Bullying Recognition & Prevention Training, Sexual Harassment Prevention, Active Shooter, Bloodborne Pathogen Exposure Prevention, and Medication Administration: Epinephrine Auto-Injectors.

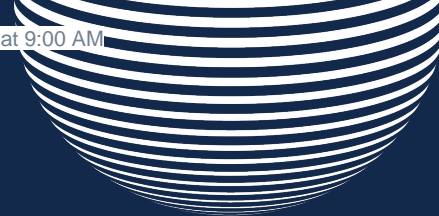
During Kickoff Week, trainings covered Special Education (SPED) Best Practices, SDCOE's essential skills (Emotional Intelligence, Communication, Creative and Critical Thinking, Collaboration, and Dependability), Realizing Students' Radical Dreams with Dr. Jamila Dugan, SMART Goal Design, Building Relationships with Students, Families, and Colleagues, FERPA Compliance, and implementing new technology resources.

Throughout the school year Professional Development is delivered for one hour at monthly Learning Period meetings. Topics focus on contemporary Social- Emotional-Related fields including Re-entry, Human Trafficking, Internet Crimes Against Children, Fentanyl Awareness, Immigration and Refugee Issues, Domestic Violence Awareness, and Racial Understanding.

Additional Professional Development is provided in each of MYA's ten Learning Period Assessment and Accountability meetings and ten bi-weekly core subject area instructional workshops for teachers, case managers, and instructional aides to ensure assessment and accountability are embedded into MYA's work.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	20	20	20



# Motivated Youth Academy's School Accountability Report Card (SARC)

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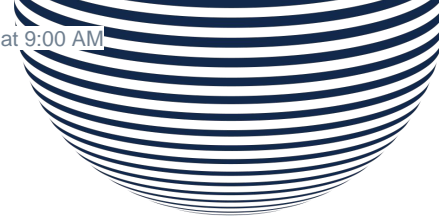
January 2024

Presented by Melissa Blitzstein  
Interim Assistant Director



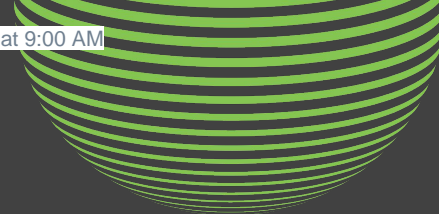
# SARC Timeline

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday January 11, 2024 at 9:00 AM



Mid Nov	Dec/Jan	Feb 1, 2024
<b>SARC Updates</b>  My Academy updates SARC narratives and data with information from the previous year.	<b>Review Data</b>  State releases data accumulated via CalPads, CTC and State Testing to populate the SARC. Approval of SARC documented by Board	<b>SARC Posted</b>  My Academy posts the SARC to the CDE web application by deadline.

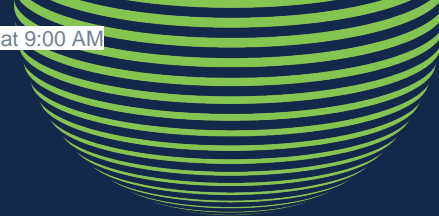




# MY Academy SARC Highlights

- 100% fully credentialed teachers
- No teacher misassignments
- Enrollment continues to increase
- Opportunities for educational partner input
- Equity based instruction for all students
- Growth on CAASPP data and participation
- PFT Participation
- 0% Suspension and 0% Expulsion Rates





# Questions?

*MY Academy- Celebrating the  
small things each day.*

