



MY Academy

Regular Meeting of the Board of Directors

Published on September 7, 2024 at 8:05 PM PDT

Date and Time

Thursday September 12, 2024 at 10:14 AM PDT

Location

This meeting will be held virtually.

Join Zoom Meeting

<https://us06web.zoom.us/j/6224484724>

Teleconference Locations:

1545 Apache Drive Unit A, Chula Vista, CA 91910

39251 Camino Las Hoyas, Indio, CA 92203

25 Kingston Court East, Coronado, CA 92118

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

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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

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:14 AM
A. Call the Meeting to Order		Board President	1 m
B. Record Attendance		Board President	1 m
Roll Call:			
William Hall, President			
Michael Humphrey, Vice President			
Steve Fraire, Clerk			
Peter Matz, Member			
Larry Alvarado, Member			
II. Pledge of Allegiance			10:16 AM
A. Led by Board President or designee		Board President	1 m
III. Land Acknowledgement			10:17 AM
A. Land Acknowledgment		Bill Dobson	1 m
IV. Approve/Adopt Agenda			10:18 AM
A. Approve Agenda	Vote	Board President	1 m
It is recommended the Board of Directors adopt the agenda for the Regular Board meeting of September 12, 2024, as presented			
Roll Call Vote:			
William Hall			
Michael Humphrey			

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

V. Approve Minutes 10:19 AM

A. Minutes of the Regular Meeting of the Board of Directors that was held on August 8, 2024	Approve Minutes	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 _____

VI. Public Comment - Closed Session

The public has a right to comment on any items of the closed session agenda. Members of the public will be permitted to comment on any other item within the Board’s jurisdiction under Public Comments/Recognition/Reports.

VII. Adjourn to Closed Session 10:20 AM

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

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

A. Closed Session	Discuss	Board President	15 m
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	Purpose	Presenter	Time
1. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION (Gov. Code Section 54956.9(d)(1))			
a. YL v. The Collaborative Charter Services Organization, et al.			
VIII. Reconvene Regular Meeting			10:35 AM
A.	Report out any action taken in closed session	Discuss	Board President
			1 m
IX. Public Comments/Recognition/Reports	<p>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.</p>		
X. Correspondence/Proposals/Reports			10:36 AM
A.	Board Highlights, Presented by Bill Dobson, Interim Director and CEO, Motivated Youth Academy	FYI	Bill Dobson
			3 m
B.	2023-24 Student Achievement Data and Local Assessment Data, Interim Director and CEO, Motivated Youth Academy	FYI	Bill Dobson
			4 m
XI. Consent			10:43 AM
<p>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.</p>			
A.	Consent - Business/Financial Services		1 m
	1. Check Register - August 2024		
B.	Consent - Education/Student Services		1 m
	1. Approval of 2024-2025 Master Plan for English Learners		

	Purpose	Presenter	Time
	2. Approval of Keyn Solutions - Cyber Security Awareness Training Program		
	3. Approval of 2024-2025 Memorandum of Understanding (MOU) with Jewish Family Service		
C.	Consent - Personnel Services		1 m
	1. Approval of Classified Personnel Report		
	2. Approval of Certificated Personnel Report		

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

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

XII. Business/Financial Services 10:46 AM

A.	Approval of 2023-2024 Unaudited Actuals Financial Report	Vote	Roger Castillo	5 m
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It is recommended the Board approve the 2023-2024 Unaudited Actuals Financial Report for Motivated Youth Academy (#1628).

Fiscal Impact: None

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

B.	Approval of 2024-2025 Consolidated Application and Reporting System (CARS)	Vote	Roger Castillo	3 m
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It is recommended the Board approve the 2024 - 2025 Consolidated Application and Reporting System (CARS) for Motivated Youth Academy (#1628).

Purpose Presenter Time

Fiscal Impact: None

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

- C. Approval of Chase Bank Signature Authorization for Motivated Youth Academy Bill Dobson 2 m

It is recommended the Board approve a letter to Chase Bank to make changes to signature authority 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 _____

XIII. Education/Student Services 10:56 AM

- A. Approval of eDynamic Learning Curriculum Vote Bill Dobson 2 m

It is recommended that the Board approve the eDynamic Learning Curriculum service agreement for Motivated Youth Academy (#1628).

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

	Purpose	Presenter	Time
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XIV. Calendar

The next scheduled meeting of the Board of Directors will be held on October 8, 2024.

XV. Comments

10:58 AM

- | | | | |
|---|---------|-----------------|-----|
| A. Board Comments | Discuss | Board President | 3 m |
| B. Interim Director and CEO Comments | Discuss | Bill Dobson | 1 m |

XVI. Closing Items

11:02 AM

- | | | | |
|---------------------------|------|-----------------|-----|
| A. Adjourn Meeting | Vote | Board President | 1 m |
|---------------------------|------|-----------------|-----|

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

FOR MORE INFORMATION

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

Coversheet

Land Acknowledgment

Section: III. Land Acknowledgement
Item: A. Land Acknowledgment
Purpose:
Submitted by:
Related Material: Land Acknowledgement v3.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 August 8, 2024

Section: V. Approve Minutes
Item: A. Minutes of the Regular Meeting of the Board of Directors that was held on August 8, 2024
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Regular Meeting of the Board of Directors on August 8, 2024

APPROVED



MY Academy

Minutes

Regular Meeting of the Board of Directors

Date and Time

Thursday August 8, 2024 at 7:30 AM

Location

This meeting will be held virtually.

Join Zoom Meeting

<https://us06web.zoom.us/j/6224484724>

Meeting ID: 622 448 4724

One tap mobile

+13462487799,,6224484724# US (Houston)

+16694449171,,6224484724# US

Teleconference Locations:

1545 Apache Drive

Chula Vista, CA 91910

1185 Calle Dulce

Chula Vista, CA 91910

1160 Cuyamaca Avenue

Chula Vista, CA 91911

25 Kingston Court E.

Coronado CA 92118

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Directors Present

L. Alvarado (remote), M. Humphrey (remote), W. Hall (remote)

Directors Absent

P. Matz, S. Fraire

Guests Present

B. Dobson (remote), G. Lenz (remote), M. Jones (remote), T. DeJesus (remote)

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of MY Academy to order on Thursday Aug 8, 2024 at 7:31 AM.

B. Record Attendance

II. Approve Minutes

A.

Minutes of the Regular Meeting of the Board of Directors that was held on July 11, 2024

M. Humphrey made a motion to approve the minutes from William Hall Regular Meeting of the Board of Directors on 07-11-24.

L. Alvarado seconded the motion.

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

B. Minutes of the Board of Directors Study Session that was held on July 11, 2024

M. Humphrey made a motion to approve the minutes from William Hall Board of Directors Study Session on 07-11-24.

L. Alvarado seconded the motion.

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

III. Consent

A. Consent - Business/Financial Services

W. Hall made a motion to approve consent agenda items A through D.

L. Alvarado seconded the motion.

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

Roll Call

S. Fraire Absent

L. Alvarado Aye

W. Hall Aye

M. Humphrey Aye

P. Matz Absent

B. Consent - Education/Student Services

C. Consent - Personnel Services

D. Consent - Policy Development

IV. Education/Student Services

A. Approval of 2024-2025 Memorandum of Understanding (MOU) between Access Inc, KRA Corporation and Motivated Youth Academy

W. Hall made a motion to approved the 2024-2025 Memorandum of Understanding (MOU) between Access Inc, KRA Corporation and Motivated Youth Academy.

L. Alvarado seconded the motion.

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

Roll Call

L. Alvarado Aye

Roll Call

P. Matz Absent
W. Hall Aye
M. Humphrey Aye
S. Fraire Absent

B. Approval of 2024-2025 Memorandum of Understanding (MOU) between Southern California American Indian Resource Center, Inc (SCAIR) and Motivated Youth Academy

W. Hall made a motion to approved the 2024-2025 Memorandum of Understanding (MOU) between Southern California American Indian Resource Center, Inc (SCAIR) and Motivated Youth Academy.

L. Alvarado seconded the motion.

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

Roll Call

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

V. Comments

A. Board Comments

Board member Larry Alvarado confirmed that the meeting times will be changing starting with the 2024-2025 school year.

Vice President Mike Humphrey expressed his gratitude to the MYA staff for their excellent organization of the agenda and materials, which facilitated a smooth meeting.

President William Hall thanked the MY Academy leadership for their ongoing efforts in securing partnerships with organizations and agencies that will assist students with post-high school readiness.

B. Interim Director and CEO Comments

As we prepare to start the new school year, MYA is well-positioned for success. Our staff is enthusiastic and ready for Kickoff Week, eagerly anticipating a week of training and collaboration.

VI. 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 7:42 AM.

Respectfully Submitted,
G. Lenz

Documents used during the meeting

None

FOR MORE INFORMATION

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

Coversheet

Board Highlights, Presented by Bill Dobson, Interim Director and CEO, Motivated Youth Academy

Section: X. Correspondence/Proposals/Reports
Item: A. Board Highlights, Presented by Bill Dobson, Interim Director and CEO, Motivated Youth Academy
Purpose: FYI
Submitted by:
Related Material: Board Highlights - 2024.09.12.pdf



Enrollment

2024-2025 Enrollment (as of 08/31/2024)

Total Enrolled - 218

Track E - July 1, 2024 - March 28, 2025

- 18 Enrolled
 - 0 - Imperial County
 - 2 - Orange County
 - 2 - Riverside County
 - 14 - San Diego County

Track F - August 26, 2024 - June 2, 2025

- 200 Enrolled
 - 11 - Imperial County
 - 14 - Orange County
 - 41 - Riverside County
 - 134 - San Diego County

The Motivated Youth Academy (MY Academy) (MYA) School Highlights are aligned with the ACS WASC/CDE School Criteria. This will guide MYA as the school continues to:

- **develop the engagement of Educational Partners in Continuous School Improvement**
- **monitor progress on the implementation of the Schoolwide Action Plan**
- **review the action plan frequently during the school year**
- **celebrate all that has been accomplished**

Organization for Student Learning:

Vision and Purpose, Governance, Leadership, Staff, & Resources

Curriculum

Teaching and Learning

Shared by Assistant Director, Mrs. Lato:

During kickoff week, MY Academy staff participated in collaborative learning opportunities that encouraged them to think differently and outside of the box. Staff learned from each other and facilitators from MY Academy, San Diego County Office of Education, as well as other organizations.





Submitted by Teacher, Ms. Strauss:

Two students did a debate over which video game is better, Minecraft or Roblox, while the TOR and another student scored the debate. Each student wrote out points of arguments before the debate. It was a cordial and intense debate. This was a project for their English class that involved being organized, making an argument, supporting it with evidence through research, learning about the other side and their weaknesses as well as public speaking. Both students were nervous but did a wonderful job.

Introduction:

Minecraft and Roblox are two of the most popular sandbox video games, each with its own dedicated fan base and unique gameplay experience. While both games offer players creative freedom and opportunities for social interaction, there are distinct differences that make one game stand out as superior. In this debate, I will argue that Minecraft is the better video game due to its depth of gameplay, creativity, and longevity. Additionally, I will address common arguments in favor of Roblox as the best video game, as well as criticisms of Minecraft.

Argument for Minecraft:

Minecraft's success can be attributed to its limitless creativity and expansive gameplay possibilities. The game allows players to explore procedurally generated worlds, gather resources, and build anything their imagination can conceive. The survival mode challenges players to thrive in a hostile environment, while the creative mode provides an open canvas for building magnificent structures. With constant updates introducing new features and content, Minecraft has maintained its relevance and captivated players for over a decade. According to a report by Statista, Minecraft boasts over 140 million monthly active players as of 2020, a testament to its enduring popularity and widespread appeal.

Argument against Roblox:

While Roblox offers a similar sandbox experience, its focus on user-generated content and microtransactions can detract from the overall gaming experience. The platform is inundated with low-quality games and exploitative monetization practices, often targeting younger players. Additionally, the reliance on user-generated content can result in inconsistent quality and lack of polish compared to professionally developed games like Minecraft. Critics argue that Roblox prioritizes profit over gameplay, leading to a proliferation of pay-to-win mechanics and shallow experiences.

Why some consider Roblox the best video game:

Despite its shortcomings, Roblox has garnered a dedicated following due to its social aspects and vast library of user-created games. The platform encourages collaboration and creativity, allowing players to design their own games and share them with the community. Moreover, Roblox's accessibility and free-to-play model make it appealing to a wide audience, particularly younger players. For many, the ability to create and play

games with friends in a single platform is the defining feature that sets Roblox apart from other video games.

Criticism of Minecraft:

Critics of Minecraft often cite its simplistic graphics and lack of structured gameplay as reasons why it may not be the best video game. Some argue that the game's open-ended nature can lead to aimless wandering and boredom, especially for those who prefer more structured experiences. Additionally, Minecraft's survival mode, while challenging, may not offer enough depth for players seeking complex narratives or competitive gameplay. However, proponents of Minecraft counter these criticisms by emphasizing the game's emphasis on creativity and freedom, which allow players to craft their own unique experiences.

Conclusion:

In conclusion, while both Minecraft and Roblox offer compelling sandbox experiences, Minecraft stands out as the better video game due to its depth, creativity, and longevity. While Roblox has its merits, including its social features and user-generated content, it falls short in terms of overall polish and gameplay depth. Ultimately, the choice between Minecraft and Roblox comes down to personal preference, but for those seeking a rich and immersive gaming experience, Minecraft reigns supreme.

Assessment and Accountability

Shared by Teacher, Ms. Ochs:

MYA student, Lily, completed her Diagnostics and her scores were exceptional. It doesn't get much better than this! I shared the scores with her family and they were very proud of her... as am I. :)

Lillian

Current Grade: 11th

OVERVIEW MATHEMATICS READING LANGUAGE ARTS

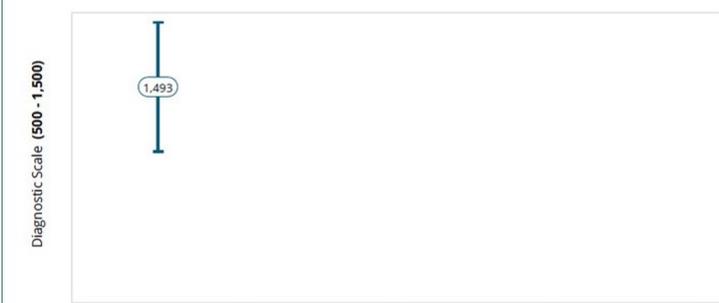
Current/Most Recent Scores

Diagnostic 1: Jul 1, 2024 to Nov 10, 2024

 Mathematics For Testing Window 1 1,493 National Percentile Rank (Fall): 99th	 Reading For Testing Window 1 1,331 National Percentile Rank (Fall): 88th	 Language Arts For Testing Window 1 1,377 National Percentile Rank (Fall): 99th
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Diagnostic Score Trends

See diagnostic scores, growth, and national percentile ranks (NPR) for all subjects. Select a diagnostic to see more.

 Mathematics		Academic Year 2024-2025	
 <p>The chart shows a single data point for Diagnostic 1 (Sep 2, 2024) with a score of 1,493. The y-axis is labeled 'Diagnostic Scale (500 - 1,500)'. A vertical error bar is shown around the score.</p>			
Diagnostic 1 Sep 2, 2024	Diagnostic 2	Diagnostic 3	Diagnostic 4
Score (SEM): 1,493 +/-29 Growth: n/a NPR (Fall): 99th	Not Scheduled	Not Scheduled	Not Scheduled
 Reading		Academic Year 2024-2025	

School Culture and Support

for Student Personal, Social-Emotional, and Academic Growth

Shared by Interim Director, Mr. Dobson:

On Sunday, August 11, 2024, Bill Dobson, Dee Georgeson, Melissa Blitzstein and Ryan Rayos manned a space at the KOBE Swap Meet in San Diego. It was a beautiful day and the group was inspired connecting with the community.



Shared by Teacher, Ms. Ganje:

I met with a new MYA student at a Starbucks near her house. We completed school work and walked to the Mercado in the same shopping center. We enjoyed checking out the fresh food,

interesting shops, and lively music. It was an easy and fun way to get to know her better by spending time with her in her community.



Shared by Interim Assistant Director, Ms. Lato:

MY Academy staff participated in the Imperial Beach National Night Out. We made connections in the community with other organizations and engaged children and families with an activity to build a structure out of marshmallows and toothpicks. It was a great opportunity to engage and connect with a community we serve.



Shared by Teacher, Ms. Ochs:

It's Back to School Week - First meeting of the new school year (and group selfie) at the Sun City Library with Lily! Lily was enrolled with MYA last year and should be graduating this year :)



Get Social with us!

STAY UP TO DATE ON MY ACADEMY



@MYACADEMYCA





Contact Us

Email: info@myacademy.org

Website: 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

2023-24 Student Achievement Data and Local Assessment Data, Interim Director and CEO, Motivated Youth Academy

Section: X. Correspondence/Proposals/Reports
Item: B. 2023-24 Student Achievement Data and Local Assessment Data,
Interim Director and CEO, Motivated Youth Academy
Purpose: FYI
Submitted by:
Related Material: 2023-2024 Student Achievement Board Update .pdf



Student Achievement at MY Academy

2023-2024 School Year



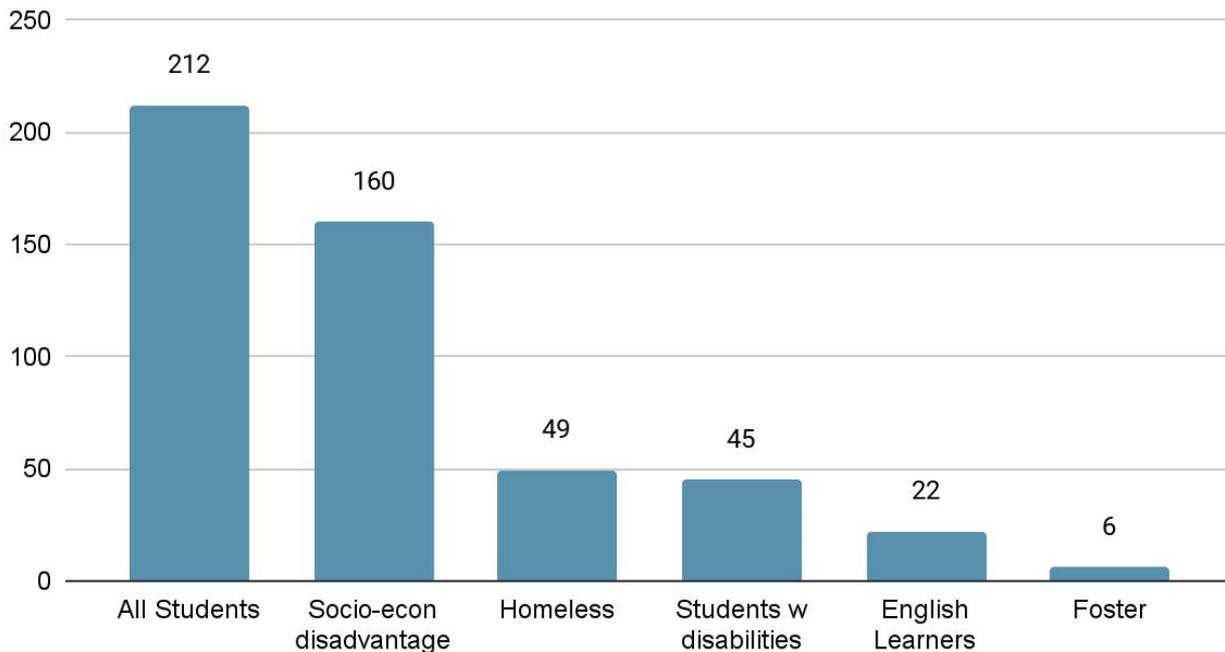
Presented

September 2024



Who was MY Academy on census day 2023?

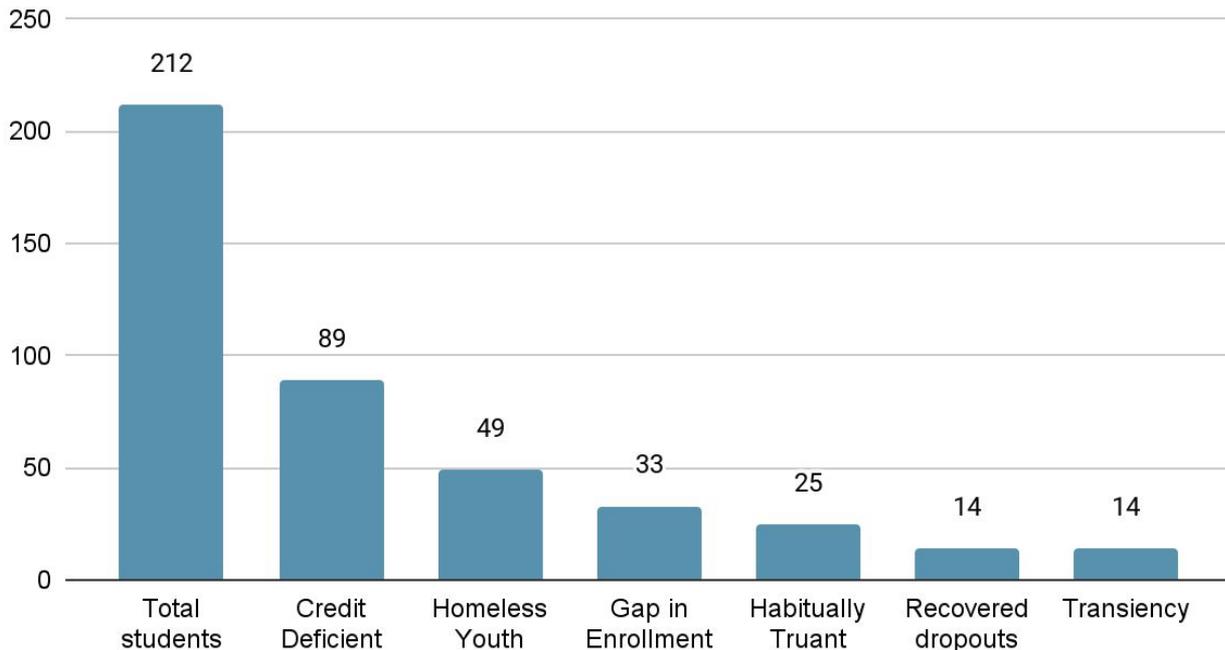
Enrollment by Student Group on Census Day





Who was MY Academy on census day 2023 according to Dashboard Alternative School Status?

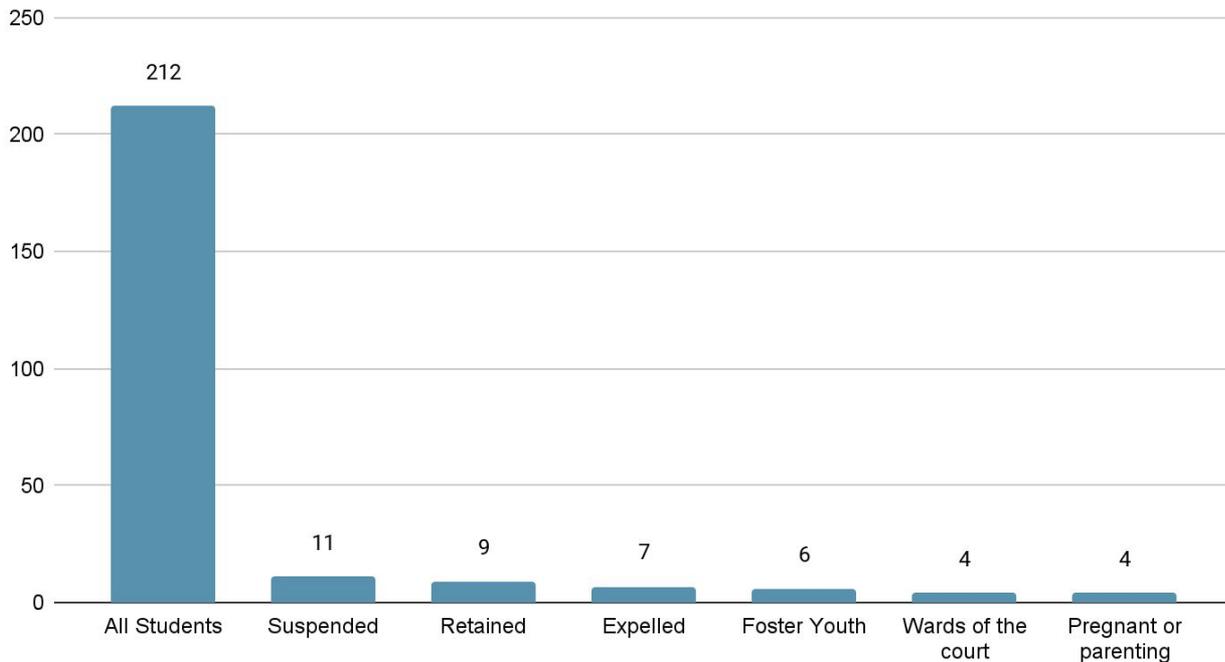
Enrollment by DASS Indicator





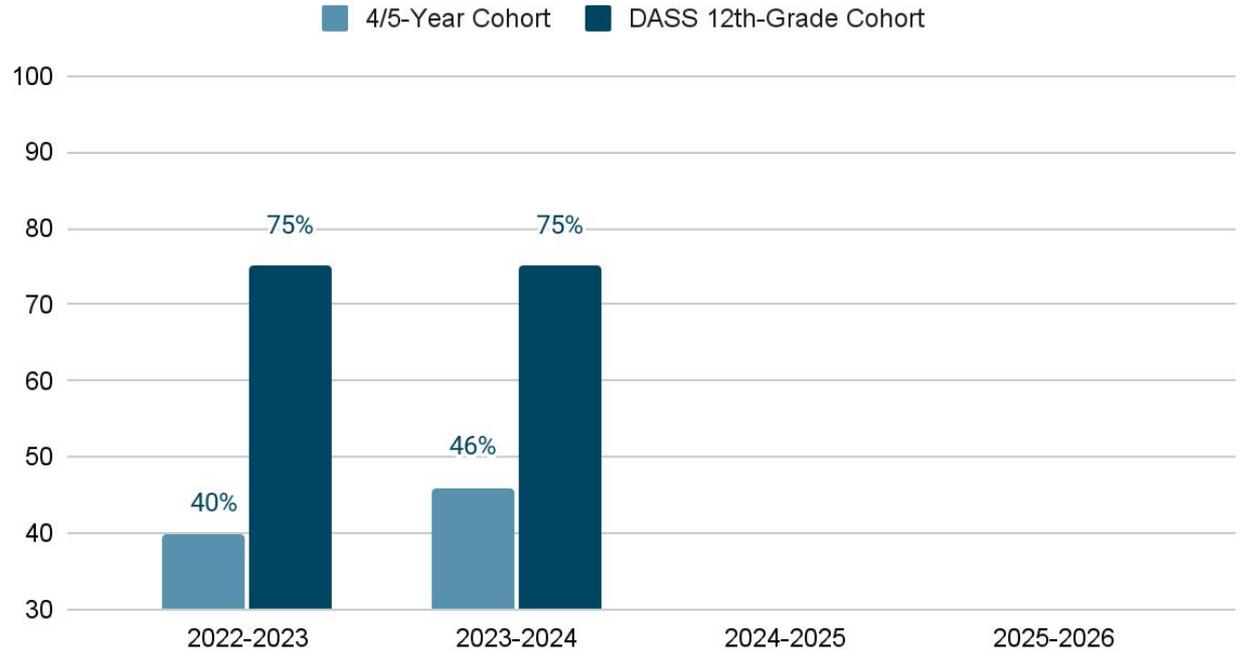
Who was MY Academy on census day 2023 according to Dashboard Alternative School Status?

Enrollment by DASS Indicator (cont)



Goal: MYA shall maintain an average graduation rate of 85% or higher for adult-aged students and 90% or higher for school-aged students

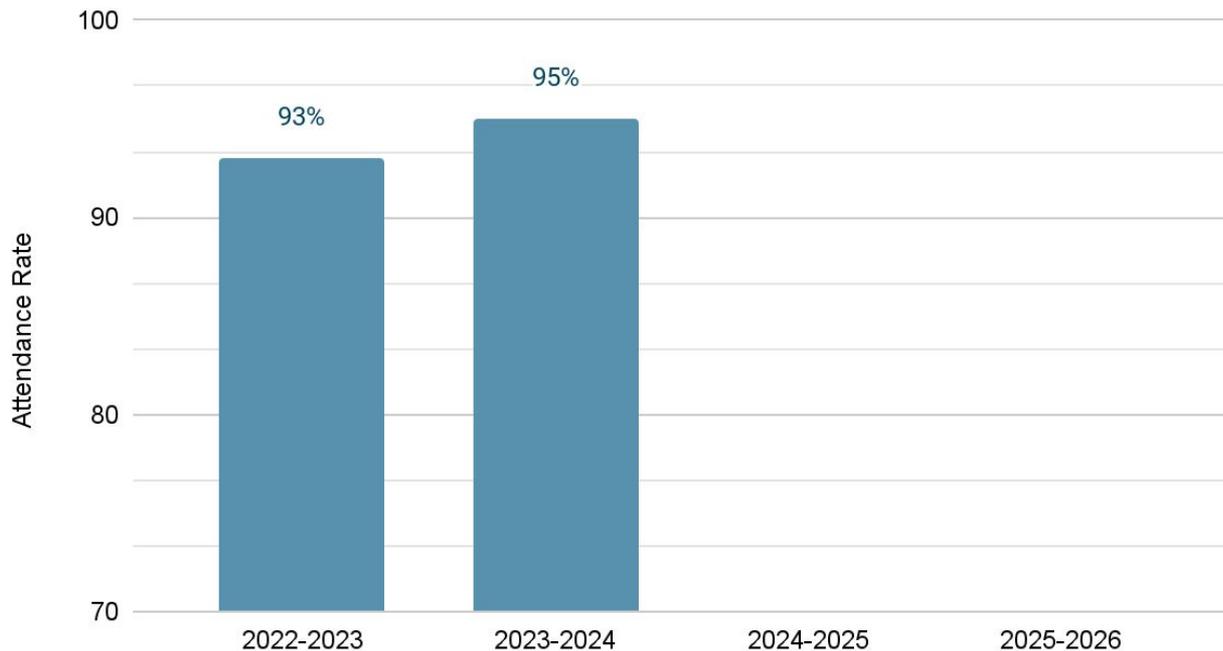
Graduation Rate





Goal: MYA shall maintain an attendance rate of 85% or higher for adult-aged students and for school-aged students

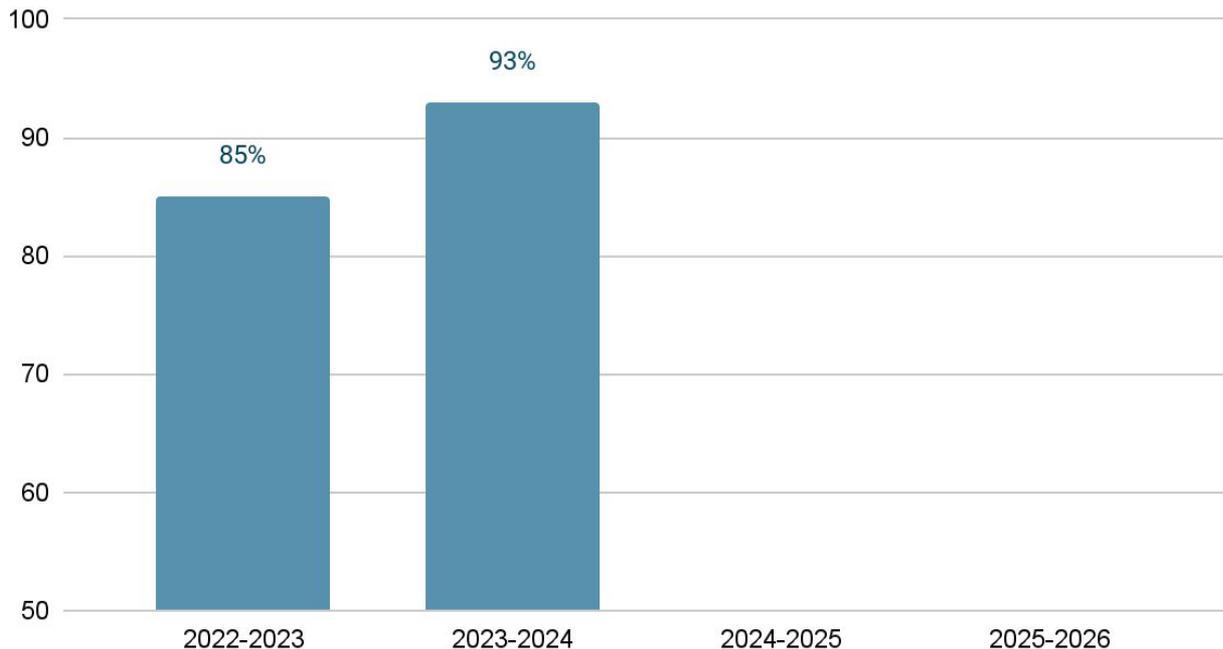
Attendance Rate





Goal: MYA shall maintain a course completion rate of 85% or higher for adult-aged students and for school-aged students

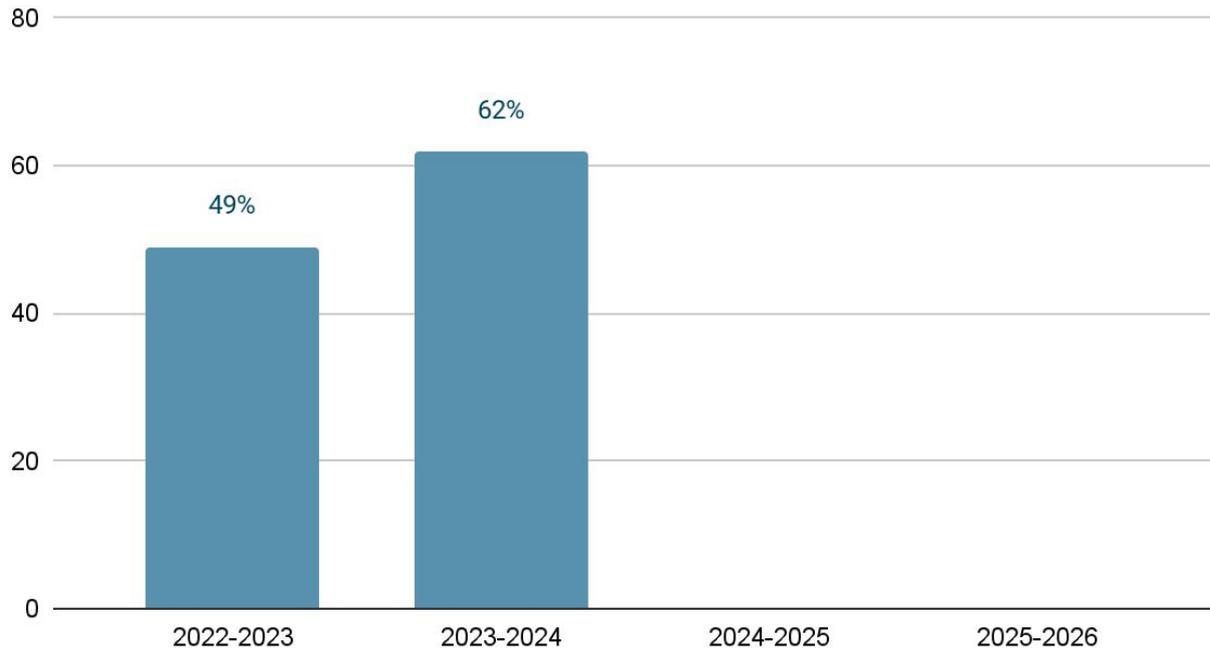
Course Completion Rate





Goal: MYA shall monitor Workforce Innovation and Opportunity Act (WIOA) students' postsecondary internships and employment opportunities

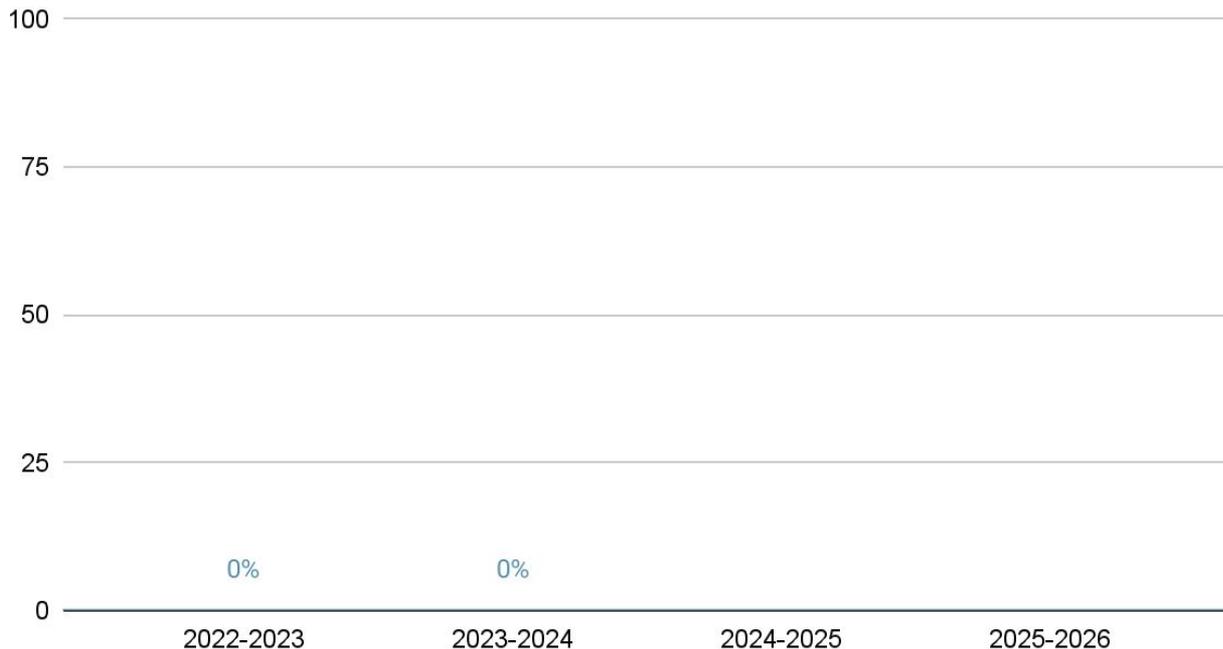
Postsecondary Internships and Employment Opportunities





Goal: MYA shall maintain an average suspension and expulsion rate of 5% or less for adult-aged students and for school-aged students.

Suspension and Expulsion Rates





To make sure MY Academy meets its goals for the 2024-2025 school year, we will continue to focus on the following questions:

1. To improve attendance rate, we will?
2. To improve graduation rate, we will?
3. To improve course completion rate, we will?
4. To improve participation in CCI Indicator/WIOA, we will?
5. To improve MYA's DASS enrollment, we will?





Questions?

- *MY Academy* -

Where all students are welcome.



Coversheet

Consent - Business/Financial Services

Section: XI. Consent
Item: A. Consent - Business/Financial Services
Purpose:
Submitted by:
Related Material: Check Register - August 2024.pdf

Motivated Youth Academy

Check Register

For the Month Ending August 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Amount
20863	CHAR000--Charter Impact LLC	Business Management - 08/24	8/2/2024	\$ 7,854.00
20864	LAKE001--Lakehouse Hotel & Resort	Kickoff Training Deposit - 08/19/24 - 08/22/24	8/2/2024	18,610.29
20865	SECU000--Securian Life Insurance Company	Life Ins. - 08/24	8/2/2024	866.29
322271620000100	GHAT000--GHA Technologies, Inc.	License (100)	8/2/2024	3,191.00
322271620000101	AMAZ000--Amazon Capital Services	Office Supplies	8/2/2024	396.42
E080224-01	PAYL000--Paylocity	Payroll Taxes PPE: 080224S	8/2/2024	158.59
Voided - 322271620000095	LAKE001--Lakehouse Hotel & Resort	Kickoff Training Deposit - 08/19/24 - 08/22/24	8/2/2024	(18,610.29)
E080524-02	CHAS000--Chase	Service Charges	8/5/2024	20.00
20866	ALPH000--Alpha Vision, Inc.	License (1)	8/7/2024	50.00
20867	PROC000--Procopio General	Legal Svcs - 06/24	8/7/2024	3,627.00
20868	VERI001--Verizon Wireless	Communication Svcs - 06/02/24 - 07/01/24	8/7/2024	3,945.79
20869	VERI2788--Verizon Wireless	Communication Svcs - 06/06/24 - 07/05/24	8/7/2024	309.84
322271620000102	GHAT000--GHA Technologies, Inc.	Levono Notebook (1) - Credit	8/7/2024	1,981.45
322271620000103	AMAZ000--Amazon Capital Services	Office Supplies	8/7/2024	1,949.15
E080824-01	PAYL000--Paylocity	Payroll Taxes PPE: 080924	8/8/2024	5,850.32
20870	CHAR000--Charter Impact LLC	Payroll Svcs - 07/24	8/15/2024	3,478.50
20871	CORO000--Corodata Records Management, Inc.	Record Storage - 07/24	8/15/2024	63.28
20872	FORT000--Forth and Sons	Consulting Svcs - Digital Business Card Design	8/15/2024	100.00
20873	PROC000--Procopio General	Legal Svcs	8/15/2024	2,175.00
20874	RBCO000--R&B Communications	Communication Svcs - 07/24	8/15/2024	1,003.00
20875	SAND004--San Diego County Office of Education	Fingerprints (1) - 07/24	8/15/2024	154.00
20876	VERI001--Verizon Wireless	Communication Svcs - 07/02/24 - 08/01/24	8/15/2024	3,897.06
20877	VERI2788--Verizon Wireless	Communication Svcs - 07/06/24 - 08/05/24	8/15/2024	309.84
322271620000104	MATZ000--Peter Matz	Stipend - 08/24	8/15/2024	650.00
322271620000105	HALL000--William W. Hall	Stipend - 08/24 - Additional	8/15/2024	1,100.00
322271620000106	FRAI000--Steve Fraire	Stipend - 08/24	8/15/2024	650.00
322271620000107	HUMP000--Michael P. Humphrey	Stipend - 08/24 - Additional	8/15/2024	1,100.00
322271620000108	AMAZ000--Amazon Capital Services	Office Supplies	8/15/2024	2,611.79
322271620000109	ALVA000--Larry Albert Alvarado	Stipend - 08/24	8/15/2024	650.00
E081624-01	ONEB000--OneBridge FSA	Admin Fees & Minimum Adjustment	8/16/2024	50.00
20878	CSDC000--2024 CSDC Conference Registration	Professional Development	8/23/2024	1,797.00
20879	ACAC000--Acacia HR Solutions	Consulting Svcs - 09/24	8/23/2024	4,800.00
20880	LAWO000--Law Office of Young, Minney & Corr. LLP	Legal Svcs - 08/24	8/23/2024	525.00
20881	SCHO0061--School Pathways LLC	License (112) - 07/01/23 - 06/30/24	8/23/2024	552.29
20882	YMCA002--YMCA of San Diego County	Membership - 08/13/24 - 02/13/25	8/23/2024	462.00
322271620000110	LAKE001--Lakehouse Hotel & Resort	Annual Kick Off - 08/19/24 - 08/22/24	8/23/2024	14,049.97
322271620000111	KEYN000--Keyn Group, LLC	IT Svcs	8/23/2024	4,720.44
322271620000112	AMAZ000--Amazon Capital Services	Office Supplies	8/23/2024	794.55
E082324-01	PAYL000--Paylocity	Payroll Taxes PPE: 082324	8/23/2024	35,281.33
E082324-04	PHIL4197--Philadelphia Insurance Companies	Health Ins. 8/24	8/23/2024	2,110.18
E082824-01	PAYL000--Paylocity	Payroll Taxes PPE: 082824S	8/28/2024	918.36
20883	AMAZ000--Amazon Capital Services	Office Supplies	8/29/2024	398.74
20884	CALI013--California Schools VEBA	Health Ins. - 09/24	8/29/2024	34,324.89
20886	INST000--Instructure, Inc.	Subscription - 07/05/24 - 07/04/25	8/29/2024	919.00
20887	JDLE000--JD Learning Partners	Pro. Dev. - Radical Dreaming Year 2	8/29/2024	12,148.29
20888	KELV000--Kelvin Education	Family Pulse Subscription - 07/01/24 - 06/30/25	8/29/2024	1,500.00
20889	PROI000--Pro Imprint	Office Supplies	8/29/2024	4,000.20
20890	SECU000--Securian Life Insurance Company	Life Ins - 09/24	8/29/2024	878.29
20891	GHAT000--GHA Technologies, Inc.	Tablet (2) & ThinkBook (2)	8/29/2024	1,751.75
Voided - 20885	GHAT000--GHA Technologies, Inc.	Tablet (2) & ThinkBook (2)	8/29/2024	0.00
Total Disbursements Issued in March				\$ 170,124.60

Coversheet

Consent - Education/Student Services

Section: XI. Consent
Item: B. Consent - Education/Student Services

Purpose:
Submitted by:

Related Material:

MYA 2023-2024 English Learner Master Plan - Redlined - 2024.09.06.pdf
MYA 2023-2024 English Learner Master Plan - for board approval - 2024.09.06.pdf
Cyber Security Awareness Program brochure 2024.9.12.pdf
2024-2025 MOU between Jewish Family Services and Motivated Youth Academy 2024.9.12.pdf

BACKGROUND:

Keyn Solutions - Cybersecurity Awareness Training Program

With the rise in cyber threats targeting educational institutions, it is crucial that our school staff is equipped with the necessary knowledge and skills to protect our digital environment. Keyn Solutions, current IT Service Provider, has developed a Cyber Security Awareness Training Program specifically tailored to the needs of MYA. This program is designed to enhance our staff's understanding of cybersecurity best practices, reduce the risk of cyber incidents, and protect sensitive data.

Implementing a cybersecurity awareness program, tailored by Keyn Solutions, will significantly enhance our organization's security posture. Through specialized training, we can reduce the risk of cybersecurity incidents, ultimately leading to lower cybersecurity insurance premiums and better protection against potential breaches. Additionally, the program will ensure compliance with legal and regulatory requirements, offering greater legal protection. By fostering a culture of cybersecurity awareness, we empower employees to be the first line of defense, creating a safer and more secure workplace for everyone.

Jewish Family Service - Memorandum of Understanding

To establish a collaborative relationship between Jewish Family Service and Motivated Youth Academy that will enable students and parents to benefit from the California Department of Public Health Adolescent Family Life Program Contract [Contract #20-10482].

Jewish family Service Adolescent Family Life Program (AFLP) is a strengths-based case management program designed to support and empower expectant and parenting youth who are 21 years old and younger. The program emphasizes building resilience to help youth thrive during and after they exit the program. Case managers meet one-on-one with youth to establish caring relationships, identify the youth's needs and interests, and offer support with accessing services, setting goals and planning for the future. AFLP was developed with a youth-centered, strengths-based approach for the program called the AFLP Positive Youth Development (PYD) Model. This approach recognizes that all youth have strengths, benefit from high expectations and supportive relationships, and are able to make meaningful contributions to their lives, families and

communities. The PYD Model turns these values into activities so youth develop and use their strengths and skills to help navigate life's challenges, build healthy and supportive connections, and identify and work toward personal goals.

RECOMMENDATION:

It is recommended that the board approve the implementation of the Cyber Security Awareness Training Program developed by Keyn Solutions.

Fiscal Impact: \$2,388

It is recommended the Board approve this 2024-2025 Memorandum of Understanding (MOU) between Jewish Family Service and Motivated Youth Academy (#1628).

Fiscal Impact: None



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~~2023-2024~~

MASTER PLAN for ENGLISH LEARNERS



Motivated Youth Academy Board of Directors

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

Motivated Youth Academy Administration

Bill Dobson, Interim Director
Melissa Blitzstein, Interim Assistant Director

EL Master Plan Committee Members:

Melissa Blitzstein
Bill Dobson
Daniel Espinoza



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Mission

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

Core Values

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

Vision

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

Goals and Vision for English Learner Master Plan

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

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



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

The ultimate goal of the Motivated Youth Academy English Learner Program is to embrace the Federal case law and support each English learner. The school's Master Plan for English Learners serves as a standard for consistent program implementation and evaluation of services for English Learners. With a common staff understanding of the goals and procedures, English Learners will receive consistent high-quality services designed to meet their academic and linguistic needs by:

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

Home Language Survey

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



change the student's identification. While cumulative student records are in transit for a student transferring from another California School District, CALPADS shall be used to determine whether a student has a history of being an English Language Learner.

If a student has a history of being an English Learner, s/he will be given an annual Summative ELPAC assessment during the February 1st through May 31st test window.

If a student is new to the California Public School System and answers any of the first three questions of the Home Language Survey (HLS) with a language other than English, further research will be done to determine if s/he will be given an Initial ELPAC assessment within 30 days of enrollment.

ELPAC Testing

State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English Learners (ELs), as a summative assessment. For California's public school students, this test is the ELPAC.

The Initial ELPAC has one purpose:

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

The Summative ELPAC has two purposes:

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

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



Using Initial and Summative Assessment Results

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

ELPAC results are not used to measure academic achievement. The Initial ELPAC results are used to identify ELs who need to develop their skills in listening, speaking, reading, and writing in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The Initial ELPAC results also are used to identify students who are IFEP and are able to participate in the regular (core) academic program without further English language supports. The Summative ELPAC results are used to see how well ELs are progressing annually toward ELP. (English Language Proficiency) This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form one of four criteria used to determine whether ELs are ready to be classified as RFEP on the basis of the reclassification process developed by the LEA, in accordance with state law.

Initial ELPAC Student Score Reports

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



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

The Initial ELPAC report includes the following information:

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

Initial ELPAC Performance Level Descriptors are:

- Initial Fluent English Proficient (IFEP): Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).
- Intermediate English Learner: Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial to moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards.



- Novice English Learner: Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards.

Summative ELPAC Student Score Reports

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

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

- An Overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

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

The Summative ELPAC Performance Level Descriptors are:

- Level 4: English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may



need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

- Level 3: English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
- Level 2: English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
- Level 1: English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

English Language Development (ELD) Standards

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students’ development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students



should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. When students attain the early advanced proficiency level, they are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

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

Link to ELD Standards:

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

English Language Mainstream Program

English Learners in Motivated Youth Academy will be placed in an English Language Mainstream Program. This instructional program is designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. In the mainstream English program, English is the language of instruction for all subjects with no primary language support. Students in an English Language Mainstream Program will be supported by their primary instructor through the use of SDAIE strategies. Students may also be concurrently enrolled in an ELD support class. English Learners in the English Language Mainstream Program will receive ELD instruction until they are reclassified as English proficient. In the English Language Mainstream Program of Motivated Youth Academy:

- Core instruction in language arts, math, science and social science is taught in English using charter approved curriculum and SDAIE methodology



- English Language Learners receive ELD instruction which addresses the ELD standards in listening, speaking, reading and writing.
- Teachers working with EL students will be appropriately authorized, i.e. CLAD or equivalent.

SDAIE (Specially Designed Academic Instruction in English)

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

SDAIE Strategies:

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

English Language Development (ELD) Instruction

English Learners in the Motivated Youth Academy participate in an instructional program that supports their acquisition of informal English and teaches them the patterns of formal academic English. The instruction is designed to provide for student experiences with English that are understandable and meaningful, enable the students to communicate with peers and adults, and thereby participate fully in the academic



program. Motivated Youth Academy will create a personalized pathway of ELD instruction to build skills in English Language Arts (ELA). Students will take a diagnostic assessment at the beginning of the course to identify skill gaps. These students will have a targeted approach to building the specific skills that they need. Additionally, students may receive tutoring support services.

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

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

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

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

The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they amplify (magnify and make clear) areas of English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. They



promote the notion of supporting English Learners to develop awareness that different languages and variations of English exist and that their home languages and cultures are valuable resources in their own right and useful for building proficiency in English.

Key Themes of ELA/Literacy and ELD Instruction

Instruction focuses on...

Meaning Making

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



Language Development

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

Effective Expression

Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes attention to effective expression. Students learn to examine the author’s craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.

Content Knowledge

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

Foundational Skills

Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary



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

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

Parent Notification of Programs

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

Monitoring of Long Term English Learners

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

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

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



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

Meeting the Needs of Long Term English Learners

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

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

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

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

- English Language Development/English as a Second Language: Dedicated, daily, and standards-based ELD/ESL programs address the specific needs of students at each fluency level and support instruction with quality materials that focus on all four language domains—with a major emphasis on building a strong oral language foundation; using language for interaction and meaning-making; and developing complex, precise, and academic language.
- Home language development: Programs that develop students’ home language (oral and literacy) to threshold levels are a strong foundation for developing English literacy and academic success (at least through third grade, more



powerfully through fifth grade, and optimally, ongoing throughout a students' education). Teaching students to read in their first language promotes higher levels of reading achievement in English and provides students the benefits of bilingualism.

- Use curriculum, instruction, and strategies. Use resources that promote transfer between English and the home language.
- Enriched oral language development: Emphasize oral language throughout the curriculum.
- Modified instructional strategies and supplemental materials provide access to academic content.
- Program coherence and consistency: Provide coherence and consistency of program across grades, including, wherever possible, articulation and alignment with preschool.
- High-quality literature: Provide students/LTEs with exposure to high-quality literature and complex and expressive language.

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

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

- Urgency: Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.
- Distinct needs: Recognize that the needs of LTEs are distinct and cannot adequately be addressed within a “struggling reader” paradigm or a generic “English Language Learner” approach, but require an explicit LTEL approach.
- Language, literacy, and academics: Provide LTEs with language development, literacy development, and a program that addresses the academic gaps they have accrued.
- Home language: Affirm the crucial role of home language in a student’s life and learning, and provide home language development whenever possible.
- Three R’s: rigor, relevance, and relationships: Provide LTEs with rigorous and relevant curriculum and relationships with supportive adults (along with the supports to succeed).



- Integration: End the ESL ghetto, cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTEL supports.
- Active engagement: Invite, support, and insist that LTELs become active participants in their own education.

Instructional Support System

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

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

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

1. All English Learners are held to the same Charter-adopted curriculum and performance standards in the core curricular areas as all other students.
2. All English Learners participate in a program of curriculum and instruction that is aligned to state content standards, and designed to reduce all language barriers.
 - The English Learner program is designed to assure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible.
 - Components of this program include: ELD, grade-level core curriculum and assessment.
3. The Instructional Support System for English Learners includes an assessment and reporting process of student academic achievement for all students, including English



Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data are integral components of the Charter assessment and reporting process and recorded on the EL Master Tracking Spreadsheet.

4. The performance of EL and RFEP students are monitored:

- Students identified in need of interventions are provided the appropriate intervention aimed at filling in gaps in content knowledge so that ELs can gain full access to grade-level core content instruction in a reasonable period of time.
- Any areas of deficiency are noted and appropriate modifications in instructional programs or student support systems are identified.

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

1. Adopted Curriculum Standards

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

2. Curriculum and Instruction Aligned with Adopted Standards

Motivated Youth Academy supports each English Learner in his/her appropriate level of language development in the core courses. Each English Learner participates in an instructional program with state adopted materials that are aligned to charter and state standards. Staff members, through articulation meetings, discuss and interpret data on English Learner students to address the issues surrounding English Learners who may have been in the educational system for some time and seem to be unable to move beyond this level.



3. Assessment and Reporting

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

4. Monitoring and Intervention.

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

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

Staffing Authorizations

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

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



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

Professional Development

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

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

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

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

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified Fluent English Proficient (RFEP).



Motivated Youth Academy recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

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

Reclassification Criteria

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

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

Reclassification Process

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

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

Monitoring of Reclassified Students

The No Child Left Behind Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The school's Lead, teachers, parents, and the assessment Lead supervise the process of monitoring



reclassified students. School staff will use the Smarter Balanced assessment, local multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than four (4) years after reclassification. Student performance shall be reviewed at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of RFEP students is recorded on the EL Master Tracking Spreadsheet.

English Learners in Special Education

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

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

Role of the IEP Team

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

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELPAC assessment (ED, July 2014, FAQ #4).



- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).
- Ensuring that all ELs, including those with disabilities, participate in the annual state ELPAC assessment, with or without universal tools, designated supports, and accommodations or take the Alternate ELPAC, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7).

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



whose IEP indicates that instructional services will be provided through an Alternative Program.

SpEd: Assessment

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

SpEd: Classification

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

Needs of English Learners

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

Student Information:

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



Present Levels:

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

Special Factors:

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

Annual Goals:

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



Services:

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

Writing Linguistically Appropriate Goals and Benchmarks-

- Based on the most recent ELPAC results and other information on the Present Levels page, identify the "Areas of Need" that the IEP goals will address in listening, speaking, reading and writing.
- In the *Baseline* section, describe what the student is currently able to do in the skill area of need and indicate the ELPAC proficiency level in parenthesis.
 - For example: Area of Need: Writing, *Baseline*: Student is able to write simple sentences with some errors in grammar and syntax (ELPAC Writing - Level 1)
- Write (or modify from a goal bank selection) an annual goal to ensure that it is linguistically appropriate and includes the words "in English."
 - For example: By (*date*), following teacher-led prewriting activities, (*student name*) will compose a single paragraph in English including a topic sentence, three supporting sentences and a concluding paragraph with ___% accuracy in ___ of ___ trials as measured by student work samples.

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

Check the "Linguistically Appropriate" box to indicate the goal is linguistically appropriate to meet the student's English language development needs.

Special Education EL Reclassification

In some cases, an IEP team may find that it is the disability that interferes with a student's ability to demonstrate English fluency due to Communication Disorders and/or Cognitive Disabilities. In these cases, the IEP team assesses student progress



and considers reclassification of the student to RFEP status. Ideally, this should be done as early as possible; as soon as one to two summative test administrations, or as soon as there is reasonable evidence that it is a student's disability that is prohibiting English Language Acquisition.

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

Avoid:

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

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



agreed upon, the IEP team must ensure that the IEP continues to address the needs of the student who remains classified as an English learning student.

Parent Advisory Committees

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

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

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

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

Legal References

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



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

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

Accountability and Evaluation

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

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

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

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



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

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



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2024-2025 MASTER PLAN for ENGLISH LEARNERS



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Mission

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

Core Values

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

Vision

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

Goals and Vision for English Learner Master Plan

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

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

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

The ultimate goal of the Motivated Youth Academy English Learner Program is to embrace the Federal case law and support each English learner. The school's Master Plan for English Learners serves as a standard for consistent program implementation and evaluation of services for English Learners. With a common staff understanding of the goals and procedures, English Learners will receive consistent high-quality services designed to meet their academic and linguistic needs by:

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

Home Language Survey

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



change the student's identification. While cumulative student records are in transit for a student transferring from another California School District, CALPADS shall be used to determine whether a student has a history of being an English Language Learner.

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

ELPAC Testing

State law (California Education Code [EC] sections 313 and 60810) and federal law (Titles I and III of the Every Student Succeeds Act [ESSA], the reauthorization of the Elementary and Secondary Education Act [ESEA]) require that LEAs administer a state test of English language proficiency (ELP) and develop an English Learner Progress Indicator (ELPI) for (1) newly enrolled students whose primary language is not English, as an initial assessment; and (2) students who are English Learners (ELs), as a summative assessment. For California's public school students, this test is the ELPAC.

The Initial ELPAC has one purpose:

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

The Summative ELPAC has two purposes:

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

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



Using Initial and Summative Assessment Results

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

ELPAC results are not used to measure academic achievement. The Initial ELPAC results are used to identify ELs who need to develop their skills in listening, speaking, reading, and writing in English. This information, used with other local assessments, assists LEAs and schools when making placement decisions for new students who are identified as ELs. The Initial ELPAC results also are used to identify students who are IFEP and are able to participate in the regular (core) academic program without further English language supports. The Summative ELPAC results are used to see how well ELs are progressing annually toward ELP. (English Language Proficiency) This information is used to assist LEAs and schools in the ongoing process of program monitoring and evaluation. The Summative ELPAC results also form one of four criteria used to determine whether ELs are ready to be classified as RFEP on the basis of the reclassification process developed by the LEA, in accordance with state law.

Initial ELPAC Student Score Reports

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



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

The Initial ELPAC report includes the following information:

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

Initial ELPAC Performance Level Descriptors are:

- Initial Fluent English Proficient (IFEP): Students at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).
- Intermediate English Learner: Students at this level have somewhat developed to moderately developed oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial to moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the entire “Expanding” proficiency level and to the lower range of the “Bridging” proficiency level as described in the 2012 ELD Standards.



- Novice English Learner: Students at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the 2012 ELD Standards.

Summative ELPAC Student Score Reports

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

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

- An Overall performance level and scale score
- A performance level and scale score for each composite tested (Oral and Written Language)
- A performance level for each domain tested (Listening, Speaking, Reading, and Writing)

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

The Summative ELPAC Performance Level Descriptors are:

- Level 4: English Learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may



need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

- Level 3: English Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
- Level 2: English Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
- Level 1: English Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

English Language Development (ELD) Standards

The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students’ development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students



should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade level English Language Arts Standards and serves as a measure for determining a student's progress toward meeting the English Language Arts Standards. When students attain the early advanced proficiency level, they are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master.

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

Link to ELD Standards:

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

English Language Mainstream Program

English Learners in Motivated Youth Academy will be placed in an English Language Mainstream Program. This instructional program is designed to promote the acquisition of high levels of English language proficiency, as well as access to the core curriculum. In the mainstream English program, English is the language of instruction for all subjects with no primary language support. Students in an English Language Mainstream Program will be supported by their primary instructor through the use of SDAIE strategies. Students may also be concurrently enrolled in an ELD support class. English Learners in the English Language Mainstream Program will receive ELD instruction until they are reclassified as English proficient. In the English Language Mainstream Program of Motivated Youth Academy:

- Core instruction in language arts, math, science and social science is taught in English using charter approved curriculum and SDAIE methodology



- English Language Learners receive ELD instruction which addresses the ELD standards in listening, speaking, reading and writing.
- Teachers working with EL students will be appropriately authorized, i.e. CLAD or equivalent.

SDAIE (Specially Designed Academic Instruction in English)

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

SDAIE Strategies:

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

English Language Development (ELD) Instruction

English Learners in the Motivated Youth Academy participate in an instructional program that supports their acquisition of informal English and teaches them the patterns of formal academic English. The instruction is designed to provide for student experiences with English that are understandable and meaningful, enable the students to communicate with peers and adults, and thereby participate fully in the academic



program. Motivated Youth Academy will create a personalized pathway of ELD instruction to build skills in English Language Arts (ELA). Students will take a diagnostic assessment at the beginning of the course to identify skill gaps. These students will have a targeted approach to building the specific skills that they need. Additionally, students may receive tutoring support services.

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

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

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

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

The CA ELD Standards are aligned to the CA CCSS for ELA/Literacy as they amplify (magnify and make clear) areas of English language development that are crucial for academic learning. The standards emphasize language learning as a social process and language itself as a complex and dynamic meaning-making resource. They



promote the notion of supporting English Learners to develop awareness that different languages and variations of English exist and that their home languages and cultures are valuable resources in their own right and useful for building proficiency in English.

Key Themes of ELA/Literacy and ELD Instruction

Instruction focuses on...

Meaning Making

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



Language Development

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

Effective Expression

Each strand of the CA CCSS for ELA/Literacy and each part of the CA ELD Standards includes attention to effective expression. Students learn to examine the author’s craft as they read, analyzing how authors use language, text structure, and images to convey information, influence their readers, and evoke responses. Students learn to effectively express themselves as writers, discussion partners, and presenters, and they use digital media and visual displays to enhance their expression. They gain command over the conventions of written and spoken English, and they learn to communicate in ways appropriate for the context and task.

Content Knowledge

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

Foundational Skills

Acquisition of the foundational skills enables students to independently read and use written language to learn about the world and themselves; experience extraordinary



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

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

Parent Notification of Programs

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

Monitoring of Long Term English Learners

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

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

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



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

Meeting the Needs of Long Term English Learners

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

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

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

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

- English Language Development/English as a Second Language: Dedicated, daily, and standards-based ELD/ESL programs address the specific needs of students at each fluency level and support instruction with quality materials that focus on all four language domains—with a major emphasis on building a strong oral language foundation; using language for interaction and meaning-making; and developing complex, precise, and academic language.
- Home language development: Programs that develop students’ home language (oral and literacy) to threshold levels are a strong foundation for developing English literacy and academic success (at least through third grade, more



powerfully through fifth grade, and optimally, ongoing throughout a students' education). Teaching students to read in their first language promotes higher levels of reading achievement in English and provides students the benefits of bilingualism.

- Use curriculum, instruction, and strategies. Use resources that promote transfer between English and the home language.
- Enriched oral language development: Emphasize oral language throughout the curriculum.
- Modified instructional strategies and supplemental materials provide access to academic content.
- Program coherence and consistency: Provide coherence and consistency of program across grades, including, wherever possible, articulation and alignment with preschool.
- High-quality literature: Provide students/LTEs with exposure to high-quality literature and complex and expressive language.

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

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

- Urgency: Focus urgently on accelerating LTEL progress towards attaining English proficiency and closing academic gaps.
- Distinct needs: Recognize that the needs of LTEs are distinct and cannot adequately be addressed within a “struggling reader” paradigm or a generic “English Language Learner” approach, but require an explicit LTEL approach.
- Language, literacy, and academics: Provide LTEs with language development, literacy development, and a program that addresses the academic gaps they have accrued.
- Home language: Affirm the crucial role of home language in a student’s life and learning, and provide home language development whenever possible.
- Three R’s: rigor, relevance, and relationships: Provide LTEs with rigorous and relevant curriculum and relationships with supportive adults (along with the supports to succeed).



- Integration: End the ESL ghetto, cease the sink-or-swim approach, and provide maximum integration without sacrificing access to LTEL supports.
- Active engagement: Invite, support, and insist that LTELs become active participants in their own education.

Instructional Support System

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

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

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

1. All English Learners are held to the same Charter-adopted curriculum and performance standards in the core curricular areas as all other students.
2. All English Learners participate in a program of curriculum and instruction that is aligned to state content standards, and designed to reduce all language barriers.
 - The English Learner program is designed to assure that participating EL students acquire English and learn grade-level academic content simultaneously and to the greatest extent possible.
 - Components of this program include: ELD, grade-level core curriculum and assessment.
3. The Instructional Support System for English Learners includes an assessment and reporting process of student academic achievement for all students, including English



Learners. The use of multiple measures, the disaggregating of student achievement data, and the regular reporting of student achievement data are integral components of the Charter assessment and reporting process and recorded on the EL Master Tracking Spreadsheet.

4. The performance of EL and RFEP students are monitored:

- Students identified in need of interventions are provided the appropriate intervention aimed at filling in gaps in content knowledge so that ELs can gain full access to grade-level core content instruction in a reasonable period of time.
- Any areas of deficiency are noted and appropriate modifications in instructional programs or student support systems are identified.

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

1. Adopted Curriculum Standards

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

2. Curriculum and Instruction Aligned with Adopted Standards

Motivated Youth Academy supports each English Learner in his/her appropriate level of language development in the core courses. Each English Learner participates in an instructional program with state adopted materials that are aligned to charter and state standards. Staff members, through articulation meetings, discuss and interpret data on English Learner students to address the issues surrounding English Learners who may have been in the educational system for some time and seem to be unable to move beyond this level.



3. Assessment and Reporting

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

4. Monitoring and Intervention.

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

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

Staffing Authorizations

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

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



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

Professional Development

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

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

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

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

Reclassification

California Education Code (EC) Section 313 and the California Code of Regulations (5CCR) Section 11308 require that each English Learner who 1) has demonstrated English language proficiency comparable to that of the average native English speaker and 2) who can participate effectively in a curriculum designed for pupils of the same age whose native language is English be Reclassified Fluent English Proficient (RFEP).



Motivated Youth Academy recognizes the importance and irreversibility of this item and has established the following criteria and process to fully address this obligation.

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

Reclassification Criteria

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

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

Reclassification Process

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

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

Monitoring of Reclassified Students

The No Child Left Behind Act of 2001, Title III requires that reclassified students be monitored for a period of at least 24 months following reclassification. The school's Lead, teachers, parents, and the assessment Lead supervise the process of monitoring



reclassified students. School staff will use the Smarter Balanced assessment, local multiple measure scores, and teacher assessments and observations to semi-annually monitor the progress of RFEP students for a period no less than four (4) years after reclassification. Student performance shall be reviewed at each progress reporting period. Those students found to be regressing in their academic performance will be referred to receive an academic intervention in the specific area of need. This monitoring of RFEP students is recorded on the EL Master Tracking Spreadsheet.

English Learners in Special Education

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

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

Role of the IEP Team

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

- Making decisions about the content of a student's IEP, including whether a student must take a regular state assessment (in this case, the ELPAC assessment), with or without appropriate universal tools, designated supports and/or accommodations, or an alternate assessment in lieu of the regular ELPAC assessment (ED, July 2014, FAQ #4).



- Developing an IEP for each student with a disability, including each EL with a disability, at an IEP team meeting, which includes school officials and the child's parents/guardians. The Individuals with Disabilities Education Act (IDEA) regulation in Code of Federal Regulations, Title 34, (34 CFR) Section 300.321(a) specifies the participants to be included on each child's IEP team. It is essential that IEP teams for ELs with disabilities include persons with expertise in English language acquisition and other professionals, such as speech-language pathologists, who understand how to differentiate between English proficiency development and a disability (ED, July 2014, FAQ #5).
- Ensuring that ELs' parents or guardians understand and are able to meaningfully participate in IEP team meetings at which the child's participation in the annual state ELP assessment is discussed. If a parent whose primary language is other than English is participating in IEP meetings, the IDEA regulations require each public agency to take whatever action necessary to ensure that the parent understands the proceedings of the IEP team meeting, including arranging for an interpreter (34 CFR Section 300.322[e]). When parents themselves are ELs, Title VI of the Civil Rights Act of 1964 also requires that the LEA effectively communicate with parents in a manner and form they can understand, such as by providing free interpretation and/or translation services (ED, July 2014, FAQ #6).
- Ensuring that all ELs, including those with disabilities, participate in the annual state ELPAC assessment, with or without universal tools, designated supports, and accommodations or take the Alternate ELPAC, if necessary (ESSA Section 1119[b][7] and IDEA Section 612[a][16][A]). An IEP team cannot determine that a particular EL with a disability should not participate in the annual state ELP assessment (ED, July 2014, FAQ #7).

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



whose IEP indicates that instructional services will be provided through an Alternative Program.

SpEd: Assessment

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

SpEd: Classification

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

Needs of English Learners

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

Student Information:

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



Present Levels:

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

Special Factors:

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

Annual Goals:

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



Services:

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

Writing Linguistically Appropriate Goals and Benchmarks-

- Based on the most recent ELPAC results and other information on the Present Levels page, identify the "Areas of Need" that the IEP goals will address in listening, speaking, reading and writing.
- In the *Baseline* section, describe what the student is currently able to do in the skill area of need and indicate the ELPAC proficiency level in parenthesis.
 - For example: Area of Need: Writing, *Baseline*: Student is able to write simple sentences with some errors in grammar and syntax (ELPAC Writing - Level 1)
- Write (or modify from a goal bank selection) an annual goal to ensure that it is linguistically appropriate and includes the words "in English."
 - For example: By (*date*), following teacher-led prewriting activities, (*student name*) will compose a single paragraph in English including a topic sentence, three supporting sentences and a concluding paragraph with ___% accuracy in ___ of ___ trials as measured by student work samples.

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

Check the "Linguistically Appropriate" box to indicate the goal is linguistically appropriate to meet the student's English language development needs.

Special Education EL Reclassification

In some cases, an IEP team may find that it is the disability that interferes with a student's ability to demonstrate English fluency due to Communication Disorders and/or Cognitive Disabilities. In these cases, the IEP team assesses student progress



and considers reclassification of the student to RFEP status. Ideally, this should be done as early as possible; as soon as one to two summative test administrations, or as soon as there is reasonable evidence that it is a student's disability that is prohibiting English Language Acquisition.

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

Avoid:

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

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



agreed upon, the IEP team must ensure that the IEP continues to address the needs of the student who remains classified as an English learning student.

Parent Advisory Committees

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

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

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

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

Legal References

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



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

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

Accountability and Evaluation

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

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

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

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



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

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



CyberSecurity Awareness

- Security Health Check
- Monthly Online Training
- Reporting & Monitoring
- Awareness Posters
- Phishing Simulations

Key Benefits

- Enhanced Security Posture
- Meet regulatory compliance and increase trust
- Build a culture of security awareness and staff empowerment
- Mitigate financial losses and potential insurance savings

Only \$199/month

Additional Information on Services and Benefits

Comprehensive Cybersecurity Training:

Engaging Online Training: High-quality, interactive online training sessions based on real-life incidents, ensuring that all staff members—from administrative personnel to teachers—understand cybersecurity basics and best practices.

Awareness Posters/Printouts: Access to a resource library for material you can use with staff to build a culture of security awareness.

Measure and Report Progress: Continually monitor and report on progress to showcase meaningful reductions in human risk, ensuring you can track cybersecurity improvements.

Regular Updates: Continuous education on emerging threats and evolving cyber attack techniques, keeping your staff informed about the latest security trends.

Phishing Simulation:

Realistic Phishing Attacks: Simulated phishing emails that mimic real-world attacks, testing your staff's ability to identify and avoid phishing attempts.

Performance Tracking: Detailed reports on simulation results, highlighting areas of strength and opportunities for improvement.

Targeted Training: Customized follow-up training for staff members who need additional support, based on their performance in the simulations.

Key Benefits

Enhanced Security Posture

Reduced Risk of Data Breaches: By training your staff to recognize and avoid phishing attempts, you significantly lower the chances of unauthorized access to sensitive data.

Improved Incident Response:

Educated staff can quickly identify and respond to security incidents, minimizing potential damage.

Compliance and Trust

Regulatory Compliance: Ensure your organization meets industry regulations and standards related to data security and privacy.

Increased Trust: Demonstrating a commitment to cybersecurity builds trust with students, parents, and stakeholders, showing that you prioritize the safety of their information.

Cost Savings

Prevent Financial Losses: Avoid the significant costs associated with data breaches, including legal fees, fines, and loss of reputation.

Efficient Resource Allocation: By preventing cyber incidents, your IT team can focus on strategic initiatives rather than remediation efforts.

Cybersecurity Insurance Savings: Implementing robust cybersecurity measures can lead to reduced premiums on cybersecurity insurance, providing additional financial relief for your organization.

Empowered Staff

Increased Awareness: Staff members become more vigilant and proactive in identifying potential threats, creating a culture of cybersecurity awareness.

Boosted Confidence: Employees gain the knowledge and skills to navigate the digital landscape securely, fostering a sense of confidence and competence.

Investing in our Cybersecurity Training and Phishing Simulation Services is a proactive step towards safeguarding your educational organization. Equip your team with the tools and knowledge they need to protect against cyber threats and ensure a secure environment for your students and staff. Contact us today to learn more about how we can help strengthen your cybersecurity defenses.

MEMORANDUM OF UNDERSTANDING

Between **JEWISH FAMILY SERVICE** and **MOTIVATED YOUTH ACADEMY**

Parties: This Memorandum of Understanding is between Jewish Family Service [JFS] and MOTIVATED YOUTH ACADEMY (MY Academy / MYA).

Purpose: To establish a collaborative relationship between Jewish Family Service and MOTIVATED YOUTH ACADEMY that will enable students and parents to benefit from the California Department of Public Health Adolescent Family Life Program Contract [Contract #20-10482] .

Background: Jewish family Service Adolescent Family Life Program (AFLP) is a strengths-based case management program designed to support and empower expectant and parenting youth who are 21 years old and younger. The program emphasizes building resilience to help youth thrive during and after they exit the program. Case managers meet one-on-one with youth to establish caring relationships, identify the youth's needs and interests, and offer support with accessing services, setting goals and planning for the future. AFLP was developed with a youth-centered, strengths-based approach for the program called the AFLP Positive Youth Development (PYD) Model. This approach recognizes that all youth have strengths, benefit from high expectations and supportive relationships, and are able to make meaningful contributions to their lives, families and communities. The PYD Model turns these values into activities so youth develop and use their strengths and skills to help navigate life's challenges, build healthy and supportive connections, and identify and work toward personal goals.

Background: MOTIVATED YOUTH ACADEMY is a California public school authorized to deliver instruction in grades K-12, including 18-24 year olds. The school provides WASC accredited 9-12th grade education and skills development to credit-deficient adults to earn their high school diploma as they become empowered and prepare for postsecondary success, viable employment, and lifelong learning. MYA offers a high school diploma to students meeting state and charter school graduation requirements depending on their enrollment qualifications. Students who qualify for WIOA also qualify for a reduced credit requirement per the charter. MYA students enjoy a flexible, self-paced schedule, geared to the adult learner

Responsibilities of Parties: In order to achieve the purpose, set out above, the parties will perform the following activities:

Jewish Family Service will:

- JFS will partner with MOTIVATED YOUTH ACADEMY to provide services through the Adolescent Family Life Program to the students enrolled in MOTIVATED YOUTH ACADEMY programs.
- JFS will provide incentives and program materials to participants.
- JFS will provide referral services and information to both participants and program staff without breaking the confidentiality of the participants.
- If the option of in-person visitation is not allowed due to COVID-19 CDHP/SD County/Center guidelines, AFLP Case Managers will meet with participants utilizing Telehealth platforms.
-

MOTIVATED YOUTH ACADEMY will:

- MOTIVATED YOUTH ACADEMY staff will engage JFS in partnership to implement AFLP to students enrolled.

- MOTIVATED YOUTH ACADEMY will provide referrals and information regarding AFLP to students, families, and program staff.
- MYA will provide a laptop and Wi-Fi device to all enrolled students.
- MOTIVATED YOUTH ACADEMY will provide all its students in the service area with information about the Jewish Family Service [JFS] and the Adolescent Family Life Program.
- MOTIVATED YOUTH ACADEMY will work closely with JFS to ensure that the program reaches and serves as many student parents as possible that request AFLP, through MYA.

General Terms of the Agreement: Both Jewish Family Service Adolescent Family Life Program and MOTIVATED YOUTH ACADEMY agree to work cooperatively during the term of the agreement to achieve the purposes set out above. Parties will abide by necessary requirements of program confidentiality and agree to indemnify, defend and hold harmless each other against any and all potential penalties incurred in the event that they violate any portion of this agreement. This agreement does not create a legal partnership or contract between the parties. **The initial term of this agreement is September 1, 2024, to June 30, 2025.**

JEWISH FAMILY SERVICE

MOTIVATED YOUTH ACADEMY

Signed: _____

Signed: _____

Name: Gina Mittal

Name: Bill Dobson

Title: Sr. Director, Family and Community Svcs

Title: Interim Director

Date: _____

Date: _____

For further information, please contact:

Gina Mittal (858) 637-3000
 8804 Balboa Avenue
 San Diego, CA 92123

Address:

Bill Dobson (619) 343-2048
 500 La Terraza Blvd. Suite #150
 Escondido, CA 92025

Coversheet

Approval of 2023-2024 Unaudited Actuals Financial Report

Section: XII. Business/Financial Services
Item: A. Approval of 2023-2024 Unaudited Actuals Financial Report
Purpose: Vote
Submitted by:
Related Material: FY2024 MYA Unaudited Actuals Report (UAR) Submission 2024.9.12.pdf
June UAR Board Presentation 2024.9.12 - .pdf
FY23-24 MYA Education Protection Account (EPA) Actuals 2024.9.12.pdf

Motivated Youth Academy
Mountain Empire Unified
San Diego County

2023-24 Unaudited Actuals
Charter School Alternative Form
Certification

37 68213 0129668
Form ALT
E8AGRHSXZY(2023-24)

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

CHARTER SCHOOL CERTIFICATION

Charter School Name: Motivated Youth Academy
CDS #: 37-68213-0129668
Charter Approving Entity: Mountain Empire Unified
County: San Diego
Charter #: 1628

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

Table with 3 columns: For County Fiscal Contact, For Approving Entity, For Charter School. Rows include Name, Title, Telephone, and Email address for Roxanna Travers, Rustie Phillips, and Roger Castillo.

To the entity that approved the charter school:

X 2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: [Signature] Date: [Date]
Charter School Official
(Original signature required)
Printed Name: Bill Dobson Title: Interim Director

To the County Superintendent of Schools:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: [Signature] Date: [Date]
Authorized Representative of
Charter Approving Entity
(Original signature required)
Printed Name: [Name] Title: [Title]

To the Superintendent of Public Instruction:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: [Signature] Date: [Date]
County Superintendent/Designee
(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

Charter School Name: Motivated Youth Academy
CDS #: 37-68213-0129668
Charter Approving Entity: Mountain Empire Unified
County: San Diego
Charter #: 1628

This charter school uses the following basis of accounting:
(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**
- Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)**

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	2,943,499.00		2,943,499.00
Education Protection Account State Aid - Current Year	8012	46,382.00		46,382.00
State Aid - Prior Years	8019	(1,039.00)		(1,039.00)
Transfers to Charter Schools in Lieu of Property Taxes	8096	534,137.00		534,137.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,522,979.00	0.00	3,522,979.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		43,186.00	43,186.00
Special Education - Federal	8181, 8182		29,914.00	29,914.00
Child Nutrition - Federal	8220			0.00
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		192,103.00	192,103.00
Total, Federal Revenues		0.00	265,203.00	265,203.00
3. Other State Revenues				
Special Education - State	StateRev SE		189,533.00	189,533.00
All Other State Revenues	StateRev AO	58,223.00	53,877.00	112,100.00
Total, Other State Revenues		58,223.00	243,410.00	301,633.00
4. Other Local Revenues				
All Other Local Revenues	LocalRev AO	9,719.00		9,719.00
Total, Local Revenues		9,719.00	0.00	9,719.00
5. TOTAL REVENUES				
		3,590,921.00	508,613.00	4,099,534.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	953,121.00	287,447.00	1,240,568.00
Certificated Pupil Support Salaries	1200	193,394.00	45,265.00	238,659.00
Certificated Supervisors' and Administrators' Salaries	1300	256,403.00		256,403.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		1,402,918.00	332,712.00	1,735,630.00
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	116,747.00		116,747.00
Noncertificated Support Salaries	2200	230,830.00	31,070.00	261,900.00
Noncertificated Supervisors' and Administrators' Salaries	2300	4,846.00		4,846.00
Clerical, Technical and Office Salaries	2400	44,131.00	2,624.00	46,755.00
Other Noncertificated Salaries	2900			0.00
Total, Noncertificated Salaries		396,554.00	33,694.00	430,248.00
3. Employee Benefits				
STRS	3101-3102	243,112.00	52,478.44	295,590.44
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	45,983.00	9,405.37	55,388.37

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Health and Welfare Benefits	3401-3402	330,152.00	(1,863.00)	328,289.00
Unemployment Insurance	3501-3502	5,021.00	2,221.00	7,242.00
Workers' Compensation Insurance	3601-3602	23,100.00		23,100.00
OPEB, Allocated	3701-3702			0.00
OPEB, Active Employees	3751-3752			0.00
Other Employee Benefits	3901-3902	33,452.00	2,980.00	36,432.00
Total, Employee Benefits		680,820.00	65,221.81	746,041.81
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100			0.00
Books and Other Reference Materials	4200			0.00
Materials and Supplies	4300	192,387.00	34,996.00	227,383.00
Noncapitalized Equipment	4400	104,161.00		104,161.00
Food	4700	4,008.00		4,008.00
Total, Books and Supplies		300,556.00	34,996.00	335,552.00
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	127,377.00	32,513.00	159,890.00
Travel and Conferences	5200	44,925.00		44,925.00
Dues and Memberships	5300	13,571.00		13,571.00
Insurance	5400	28,946.00		28,946.00
Operations and Housekeeping Services	5500			0.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	51,937.00		51,937.00
Transfers of Direct Costs	5700-5799	4,596.81	(4,596.81)	0.00
Professional/Consulting Services and Operating Expend.	5800	489,906.00	13,493.00	503,399.00
Communications	5900	67,828.00		67,828.00
Total, Services and Other Operating Expenditures		829,086.81	41,409.19	870,496.00
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170			0.00
Buildings and Improvements of Buildings	6200			0.00
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300			0.00
Equipment	6400			0.00
Equipment Replacement	6500			0.00
Lease Assets	6600			0.00
Subscription Assets	6700			0.00
Depreciation Expense (accrual basis only)	6900			0.00
Amortization Expense - Lease Assets	6910			0.00
Amortization Expense - Subscription Assets	6920			0.00
Total, Capital Outlay		0.00	0.00	0.00
7. Other Outgo				
Tuition to Other Schools	7110-7143			0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
All Other Transfers	7281-7299			0.00
Transfers of Indirect Costs	7300-7399	(580.00)	580.00	0.00
Debt Service:				
Interest	7438			0.00
Principal (for modified accrual basis only)	7439			0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		(580.00)	580.00	0.00
8. TOTAL EXPENDITURES		3,609,354.81	508,613.00	4,117,967.81
Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(18,433.81)	0.00	(18,433.81)
D. OTHER FINANCING SOURCES / USES				

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1.	Other Sources	8930-8979			0.00
	Less:				
2.	Other Uses	7630-7699			0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E.	NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)		(18,433.81)	0.00	(18,433.81)
F.	FUND BALANCE / NET POSITION				
1.	Beginning Fund Balance/Net Position				
a.	As of July 1	9791	1,391,432.41		1,391,432.41
b.	Adjustments/Restatements	9793, 9795	(208,183.41)		(208,183.41)
c.	Adjusted Beginning Fund Balance /Net Position		1,183,249.00	0.00	1,183,249.00
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		1,164,815.19	0.00	1,164,815.19
	Components of Ending Fund Balance (Modified Accrual Basis only)				
a.	Nonspendable				
1.	Revolving Cash (equals Object 9130)	9711			0.00
2.	Stores (equals Object 9320)	9712			0.00
3.	Prepaid Expenditures (equals Object 9330)	9713			0.00
4.	All Others	9719			0.00
b.	Restricted	9740			0.00
c.	Committed				
1.	Stabilization Arrangements	9750			0.00
2.	Other Commitments	9760			0.00
d.	Assigned	9780			0.00
e.	Unassigned/Unappropriated				
1.	Reserve for Economic Uncertainties	9789			0.00
2.	Unassigned/Unappropriated Amount	9790M			0.00
3.	Components of Ending Net Position (Accrual Basis only)				
a.	Net Investment in Capital Assets	9796			0.00
b.	Restricted Net Position	9797			0.00
c.	Unrestricted Net Position	9790A	1,164,815.19	0.00	1,164,815.19
	Description	Object Code	Unrestricted	Restricted	Total
G.	ASSETS				
1.	Cash				
	In County Treasury	9110	615,733.02		615,733.02
	Fair Value Adjustment to Cash in County Treasury	9111			0.00
	In Banks	9120	813,556.25		813,556.25
	In Revolving Fund	9130			0.00
	With Fiscal Agent/Trustee	9135			0.00
	Collections Awaiting Deposit	9140			0.00
2.	Investments	9150			0.00
3.	Accounts Receivable	9200	100,129.11		100,129.11
4.	Due from Grantor Governments	9290	241,713.00		241,713.00
5.	Stores	9320			0.00
6.	Prepaid Expenditures (Expenses)	9330	137,463.48		137,463.48
7.	Other Current Assets	9340			0.00
8.	Lease Receivable	9380			0.00
9.	Capital Assets (accrual basis only)	9400-9489			0.00
10.	TOTAL ASSETS		1,908,594.86	0.00	1,908,594.86
H.	DEFERRED OUTFLOWS OF RESOURCES				
1.	Deferred Outflows of Resources	9490			0.00
2.	TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I.	LIABILITIES				
1.	Accounts Payable	9500	148,553.46		148,553.46
2.	Due to Grantor Governments	9590			0.00
3.	Current Loans	9640			0.00

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4.	Unearned Revenue	9650	595,226.21	595,226.21
5.	Long-Term Liabilities (accrual basis only)	9660-9669		0.00
6.	TOTAL LIABILITIES		743,779.67	743,779.67
J. DEFERRED INFLOWS OF RESOURCES				
1.	Deferred Inflows of Resources	9690		0.00
2.	TOTAL DEFERRED INFLOWS		0.00	0.00
K. FUND BALANCE /NET POSITION				
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)				
(must agree with Line F2)			1,164,815.19	1,164,815.19

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. NONE	\$ 0.00	0.00	0.00
b. _____			0.00
c. _____			0.00
d. _____			0.00
e. _____			0.00
f. _____			0.00
g. _____			0.00
h. _____			0.00
i. _____			0.00
j. _____			0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits 3000-3999	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	0.00
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Date of Presidential Disaster Declaration	Brief Description (If no amounts, indicate "None")	Amount
a. _____	None	0.00
b. _____		
c. _____		
d. _____		
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2022-23 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2025-26.

a. Total Expenditures (B8)	4,117,967.81
b. Less Federal Expenditures (Total A2)	
[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	265,203.00
c. Subtotal of State & Local Expenditures	3,852,764.81
[a minus b]	
d. Less Community Services	0.00
[L2 Total]	
e. Less Capital Outlay & Debt Service	0.00
[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f. Less Supplemental Expenditures made as the result of a Presidentially	0.00

Motivated Youth Academy
Mountain Empire Unified
San Diego County

2023-24 Unaudited Actuals
Charter School Alternative Form

37 68213 0129668
Form ALT
E8AGRHSXZY(2023-24)

Declared Disaster

TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE

[c minus d minus e minus f]

\$ 3,852,764.81



Motivated Youth Academy

June 2024 Financials

Unaudited Actuals

9/12/2024 Board Meeting

Highlights

- Financials will match the UAR report due to MEUSD by 9.16.24 and will be electronically submitted via the SACS software.
- Attendance ADA remains at 231.91 as reported at P-2, but the UPP did increase.
- The Days Cash on Hand is projecting to end the fiscal year at 127 days.
- Revenues are forecasting at \$4.10M and have been increased by \$180K.
- Expenses have increased by \$40K and are expected to be at \$4.11M at year-end.
- The year-end deficit decreased by \$140K and is forecasting at a \$13K deficit.
- MYA is forecasted to meet the 40/80 spending requirement, but we need to re-assess once the Paylocity Payroll details are available for review & analysis.

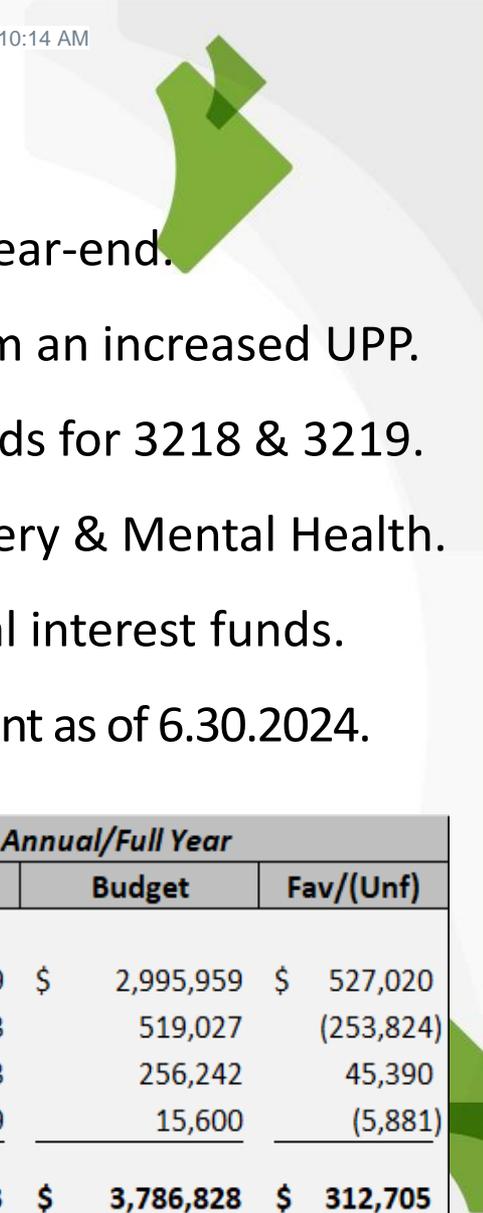
Compliance and Reporting

- 12.88 : 1 Pupil to Teacher – compliant
- 40/80 supports a 100% funding determination: FY23-24 is a funding determination year and MYA is meeting the metric by a small margin.

Pupil:Teacher Ratio	
12.88 : 1	

Cert.	Instr.
57.4%	80.1%
714,210	4,962

Revenue



- Revenues are projecting at \$4.10M for the UAR reporting at year-end.
- LCFF revenues increased by \$158K in concentration funds from an increased UPP.
- Federal Revenues are at \$265K and added \$4K from ELOG funds for 3218 & 3219.
- Other State Revenues are at \$302K with \$17K more from Lottery & Mental Health.
- Other Local Revenue is at \$10K and added \$1K from additional interest funds.
- The full award for the FY22-23 CSI grant of \$178K has been fully spent as of 6.30.2024.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	\$ 3,522,979	\$ 2,728,976	\$ 794,003	\$ 3,522,979	\$ 2,995,959	\$ 527,020
Federal Revenue	265,203	401,565	(136,363)	265,203	519,027	(253,824)
Other State Revenue	301,633	213,530	88,103	301,633	256,242	45,390
Other Local Revenue	9,719	15,600	(5,881)	9,719	15,600	(5,881)
Total Revenue	\$ 4,099,533	\$ 3,359,671	\$ 739,862	\$ 4,099,533	\$ 3,786,828	\$ 312,705

Expenses

- Expenses increased by \$40K and are forecasted at \$4.11M for year-end.
- Personnel costs are \$25K more and projecting at \$2.91M but are expected to deviate once the detailed payroll data is available from Paylocity.
- Operational costs are \$15K higher with notable variances as follows:
 - \$20K more in Non-Capitalized Equipment for Laptops from GHA Tech.
 - \$11K more in Audit and Taxes from CLA.
 - \$8K more from JD-Learning Partners Professional Development costs.
 - \$25K less in Other Educational Consultants savings.

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 1,735,629	\$ 1,614,396	\$ (121,233)	\$ 1,735,629	\$ 1,614,396	\$ (121,233)
Classified Salaries	430,248	302,507	(127,741)	430,248	302,507	(127,741)
Benefits	746,041	634,308	(111,734)	746,041	634,308	(111,734)
Books and Supplies	335,551	241,221	(94,330)	335,551	241,221	(94,330)
Subagreement Services	159,891	323,406	163,516	159,891	323,406	163,516
Operations	155,270	119,900	(35,370)	155,270	119,900	(35,370)
Facilities	51,936	29,096	(22,840)	51,936	29,096	(22,840)
Professional Services	503,400	517,543	14,144	503,400	520,606	17,206
Total Expenses	\$ 4,117,966	\$ 3,782,377	\$ (335,589)	\$ 4,117,966	\$ 3,785,440	\$ (332,526)



Fund Balance

- Forecasted year-end deficit of \$18K is -0.4% of total expenses.
- The year-end fund balance is projecting at 28.3% of annual expenses.
- The fund balance for MYA remains at a healthy level for year-end.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (18,433)	\$ (422,706)	\$ 404,273	\$ (18,433)	\$ 1,388	\$ (19,821)
Beginning Fund Balance	<u>1,183,249</u>	<u>1,183,249</u>		<u>1,183,249</u>	<u>1,183,249</u>	
Ending Fund Balance	<u>\$ 1,164,816</u>	<u>\$ 760,543</u>		<u>\$ 1,164,816</u>	<u>\$ 1,184,637</u>	
<i>As a % of Annual Expenses</i>	28.3%	20.1%		28.3%	31.3%	

Appendices

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

Motivated Youth Academy
Monthly Cash Forecast FY23-24
 9/4/2024



ADA = 231.91

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Annual Forecast	Original Budget Total	Favorable / (Unfav.)	
Revenues																
State Aid - Revenue Limit																
8011	LCFF State Aid	123,916	123,916	223,049	223,049	223,049	223,049	266,855	266,855	266,855	266,855	266,855	513,002	2,943,499	2,516,947	426,552
8012	Education Protection Account	-	-	10,387	-	-	10,387	-	11,162	-	-	-	14,446	46,382	41,478	4,904
8019	State Aid - Prior Year	-	2,391	-	-	-	-	-	(985)	(489)	(489)	(1,467)	(1,039)	-	(1,039)	
8096	In Lieu of Property Taxes	-	28,410	56,821	37,881	40,114	40,114	40,114	71,173	36,665	42,803	99,929	534,137	437,534	96,603	
		123,916	154,717	290,257	260,930	263,163	273,550	306,969	348,205	303,031	309,169	625,910	3,522,979	2,995,959	527,020	
Federal Revenue																
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	29,914	29,914	25,924	3,990	
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	12,790	-	-	-	-	24,709	37,499	28,149	9,350	
8291	Title II, Part A - Teacher Quality	-	-	-	-	-	-	1,388	-	1,388	-	2,911	5,687	4,422	1,265	
8296	Other Federal Revenue	-	-	-	75	-	2,500	-	-	-	-	189,528	192,103	460,532	(268,429)	
		-	-	-	75	-	15,290	1,388	-	1,388	-	247,062	265,203	519,027	(253,824)	
Other State Revenue																
8311	State Special Education	-	-	-	-	-	-	-	-	-	-	189,533	189,533	184,038	5,495	
8550	Mandated Cost	-	-	-	-	9,803	-	-	-	-	-	-	9,803	9,821	(18)	
8560	State Lottery	-	-	-	-	-	19,837	-	17,717	-	-	25,925	63,479	49,151	14,327	
8598	Prior Year Revenue	-	-	(1)	(205)	615	-	9,161	(489)	(489)	-	-	8,592	-	8,592	
8599	Other State Revenue	2,000	-	-	-	-	-	6,515	6,515	(13,030)	-	28,226	30,226	13,233	16,994	
		2,000	-	(1)	(205)	10,418	-	28,998	6,026	23,743	(13,030)	-	301,633	256,242	45,390	
Other Local Revenue																
8660	Interest Revenue	878	-	1,448	348	-	1,588	795	-	1,338	741	-	1,876	9,011	2,600	6,411
8699	School Fundraising	-	-	-	-	190	(0)	-	281	-	-	-	237	708	-	708
8980	Contributions, Unrestricted	-	-	-	-	-	-	-	-	-	-	-	-	-	13,000	(13,000)
		878	-	1,448	348	190	1,587	795	281	1,338	741	-	2,113	9,719	15,600	(5,881)
Total Revenue		126,794	154,717	291,704	261,147	273,771	275,137	308,246	314,664	373,286	292,130	309,169	1,118,768	4,099,533	3,786,828	312,705
Expenses																
Certificated Salaries																
1100	Teachers' Salaries	42,340	70,692	104,510	88,930	85,318	234,440	45,282	105,130	104,885	105,007	105,007	104,885	1,196,428	962,862	(233,566)
1175	Teachers' Extra Duty/Stipends	1,352	2,489	3,354	3,776	3,837	4,383	4,663	3,808	4,067	4,185	4,160	4,067	44,139	100,325	56,186
1200	Pupil Support Salaries	25,357	25,063	56,213	42,737	43,279	(91,106)	37,965	19,475	19,783	20,054	20,054	19,783	238,659	208,217	(30,442)
1300	Administrators' Salaries	25,455	21,393	21,557	22,298	21,774	124	41,094	20,542	20,542	20,542	20,542	20,542	256,402	342,992	86,590
		94,504	119,637	185,634	157,741	154,208	147,842	129,004	148,954	149,277	149,788	149,763	149,277	1,735,629	1,614,396	(121,233)
Classified Salaries																
2100	Instructional Salaries	6,490	3,770	3,941	3,427	9,910	13,628	11,586	11,613	12,634	13,556	13,556	12,634	116,747	92,388	(24,359)
2200	Support Salaries	15,847	16,507	37,945	20,178	25,374	23,341	32,215	24,288	16,165	18,194	15,680	16,165	261,899	193,781	(68,119)
2300	Classified Administrators' Salaries	-	-	-	-	1,609	(1,609)	686	-	-	2,080	2,080	-	4,847	-	(4,847)
2400	Clerical and Office Staff Salaries	13,816	10,032	(7,385)	8,584	1,250	(6,525)	1,095	1,651	5,875	6,243	6,243	5,875	46,754	16,338	(30,416)
		36,153	30,309	34,501	32,190	38,143	28,836	45,583	37,553	34,674	40,073	37,559	34,674	430,248	302,507	(127,741)
Benefits																
3101	STRS	12,933	20,524	27,885	21,890	26,202	24,520	25,398	27,030	27,263	27,341	27,341	27,263	295,590	308,350	12,760
3301	OASDI	2,505	1,994	3,938	2,421	2,763	2,477	2,453	2,699	2,520	2,848	2,703	(4,720)	24,602	18,755	(5,846)
3311	Medicare	1,854	2,131	3,148	2,708	2,745	2,518	2,457	2,639	2,614	2,697	2,663	2,614	30,787	27,795	(2,992)
3401	Health and Welfare	21,913	30,365	29,970	22,191	25,858	28,993	33,974	30,732	26,918	25,964	27,472	23,943	328,290	210,480	(117,810)
3501	State Unemployment	164	249	1,958	88	102	399	2,504	707	275	260	260	275	7,242	21,490	14,248
3601	Workers' Compensation	4,308	-	13,815	-	-	4,976	-	-	-	-	-	-	23,099	26,837	3,737
3901	Other Benefits	1,164	1,064	1,304	1,545	8,538	3,430	3,239	3,687	3,037	3,324	3,062	3,037	36,432	20,601	(15,831)
		44,841	56,328	82,019	50,844	66,207	67,312	70,024	67,493	62,627	62,433	63,501	52,413	746,041	634,308	(111,734)
Books and Supplies																
4100	Textbooks and Core Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	20,000	20,000
4302	School Supplies	-	-	274	-	-	42	609	303	22	57	806	1,128	3,241	16,471	13,231
4305	Software	44,097	5,885	7,453	11,082	9,839	2,871	12,983	12,546	7,755	2,455	13,967	5,078	136,010	96,500	(39,510)
4310	Office Expense	348	6,666	13,953	6,198	5,612	3,305	6,514	10,276	4,348	6,095	4,743	10,198	78,256	26,800	(51,456)
4311	Business Meals	-	-	-	-	788	2,322	-	2,521	982	-	-	3,264	9,877	4,000	(5,877)
4400	Noncapitalized Equipment	1,098	317	16,819	2,383	5,553	172	20,665	(4,479)	11,125	1,850	7,426	41,229	104,160	75,450	(28,710)
4700	Food Services	-	-	-	-	-	-	-	-	3,095	-	914	-	4,008	2,000	(2,008)
		45,543	12,868	38,498	19,662	21,792	8,712	40,772	21,167	27,327	10,456	27,856	60,897	335,551	241,221	(94,330)

Motivated Youth Academy
Monthly Cash Forecast FY23-24
 9/4/2024



ADA = 231.91

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Subagreement Services															
5102 Special Education	-	2,085	1,380	1,493	3,643	1,231	4,137	3,352	1,968	3,849	2,162	7,214	32,513	46,300	13,787
5104 Transportation	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
5106 Other Educational Consultants	7,750	-	12,972	5,966	-	-	-	-	(309)	64,001	-	36,997	127,378	262,106	134,729
	7,750	2,085	14,352	7,459	3,643	1,231	4,137	3,352	1,659	67,850	2,162	44,211	159,891	323,406	163,516
Operations and Housekeeping															
5201 Auto and Travel	973	160	1,017	428	2,310	3,490	7,401	13,994	6,160	-	-	8,993	44,926	13,400	(31,526)
5300 Dues & Memberships	2,910	-	1,329	912	(264)	3,153	1,367	539	779	570	-	2,276	13,571	11,400	(2,171)
5400 Insurance	5,142	6,994	1,838	-	3,564	1,769	1,769	-	2,612	842	854	3,561	28,946	24,900	(4,046)
5516 Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	15,000	15,000
5900 Communications	-	2,214	3,229	-	10,881	4,743	6,038	8,782	8,620	4,082	-	12,276	60,867	49,600	(11,267)
5901 Postage and Shipping	-	-	-	-	1,359	141	45	3,515	944	120	87	751	6,961	5,600	(1,361)
	9,026	9,369	7,414	1,340	17,849	13,296	16,621	26,830	19,115	5,615	941	27,856	155,270	119,900	(35,370)
Facilities, Repairs and Other Leases															
5601 Rent	1,761	1,761	1,761	1,761	3,700	2,465	2,399	21,185	5,976	-	(5,284)	10,070	47,556	22,000	(25,556)
5602 Additional Rent	-	-	-	-	588	294	294	2,244	-	-	-	-	3,420	3,096	(324)
5604 Other Leases	-	-	-	-	-	-	-	-	-	-	-	960	960	4,000	3,040
	1,761	1,761	1,761	1,761	4,288	2,759	2,693	23,429	5,976	-	(5,284)	11,030	51,936	29,096	(22,840)
Professional/Consulting Services															
5801 IT	-	4,304	5,668	5,723	5,236	5,371	14,140	3,046	14,274	1,508	1,483	5,497	66,248	45,500	(20,748)
5802 Audit & Taxes	1,575	-	2,835	-	3,570	5,775	6,972	-	-	9,013	1,733	-	31,473	12,200	(19,273)
5803 Legal	2,800	1,333	2,050	7,954	3,928	392	855	3,569	93	566	1,086	7,517	32,142	114,900	82,758
5804 Professional Development	2,950	1,656	30,980	1,133	11,889	12,475	910	1,425	2,448	(25,000)	15,000	(551)	55,314	39,300	(16,014)
5805 General Consulting	6,000	25,984	(3,234)	9,600	17,523	17,310	17,929	14,151	15,436	(19,725)	20,282	9,149	130,404	133,300	2,896
5806 Special Activities/Field Trips	-	-	-	1,500	-	630	-	3,758	450	-	285	3,617	10,241	17,973	7,732
5807 Bank Charges	15	18	83	85	220	74	33	15	3	25	93	26	689	700	11
5808 Printing	-	-	-	-	-	-	-	-	-	-	-	721	721	-	(721)
5809 Other taxes and fees	36	12	32	180	4	49	140	1,644	158	15	-	102	2,373	6,000	3,627
5810 Payroll Service Fee	1,714	2,892	3,281	2,379	1,671	3,688	2,412	1,737	1,797	3,534	3,311	2,602	31,019	23,700	(7,319)
5811 Management Fee	6,311	6,611	9,339	10,789	3,262	7,059	13,942	75	487	7,303	21,727	7,652	94,556	71,621	(22,934)
5812 District Oversight Fee	-	-	-	5,986	3,028	3,028	3,028	3,028	3,571	3,571	3,760	3,743	32,743	26,964	(5,779)
5813 County Fees	-	2,100	-	-	-	-	2,271	-	-	-	-	-	4,371	-	(4,371)
5814 SPED Encroachment	-	-	-	-	-	-	-	-	-	-	-	-	-	7,349	7,349
5815 Public Relations/Recruitment	-	-	-	6,855	-	391	500	-	-	-	3,360	-	11,107	21,100	9,993
	21,401	44,910	51,032	52,184	50,331	56,242	63,132	32,448	38,715	(19,190)	72,120	40,075	503,400	520,606	17,206
Depreciation															
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest															
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	260,980	277,267	415,211	323,180	356,462	326,229	371,966	361,225	339,370	317,026	348,618	420,433	4,117,966	3,785,440	(332,526)
Monthly Surplus (Deficit)	(134,187)	(122,550)	(123,507)	(62,032)	(82,690)	(51,092)	(63,719)	(46,561)	33,916	(24,896)	(39,449)	698,335	(18,433)	1,388	(19,821)
													-0.4%		
Cash Flow Adjustments															
Monthly Surplus (Deficit)	(134,187)	(122,550)	(123,507)	(62,032)	(82,690)	(51,092)	(63,719)	(46,561)	33,916	(24,896)	(39,449)	698,335	(18,433)		
Cash flows from operating activities															
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	-	-	-	15,810	-	-	-	-	-	-	-	(240,495)	(224,685)		
Grants and Contributions Rec.	29,352	841	83,324	-	2,000	-	4,000	-	(1,345)	(23,440)	-	1,149	95,882		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	54,725	-	-	-	-	-	-	-	(37,231)	(5,928)	(10,301)	(84,004)	(82,739)		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(65,096)	(12,717)	(215)	(21)	-	4,920	32,941	(26,125)	(8,430)	(2,402)	2,308	22,118	(52,720)		
Accrued Expenses	(19,863)	7,000	26,001	(210,559)	(7,791)	3,829	4,062	57,320	11,028	4,692	(11,325)	28,827	(106,780)		
Other Liabilities	-	-	3,195	14,311	1,513	1,513	1,513	1,545	1,545	21,090	135,832	(182,487)	(430)		
Cash flows from investing activities															
Purchases of Prop. And Equip.	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities															
Total Change in Cash	(135,069)	(127,426)	(11,202)	(242,492)	(86,969)	(40,830)	(21,204)	(13,821)	(518)	(30,884)	77,065	243,444	# Days Cash		
													127		
Cash, Beginning of Month	1,819,193	1,684,124	1,556,698	1,545,496	1,303,004	1,216,036	1,175,206	1,154,002	1,140,181	1,139,663	1,108,780	1,185,845			
Cash, End of Month	1,684,124	1,556,698	1,545,496	1,303,004	1,216,036	1,175,206	1,154,002	1,140,181	1,139,663	1,108,780	1,185,845	1,429,289			

Cert.	Instr.
57.4%	80.1%
714,210	4,962

Pupil:Teacher Ratio
12.88 : 1

MY Academy Charter

Budget vs Actual

For the period ended June 30, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Revenues							
State Aid - Revenue Limit							
LCFF State Aid	\$ 513,002	\$ 452,116	\$ 60,886	\$ 2,943,499	\$2,516,947	\$ 426,552	\$2,516,947
Education Protection Account	14,446	10,370	4,077	46,382	41,478	4,904	41,478
State Aid - Prior Year	(1,467)	-	(1,467)	(1,039)	-	(1,039)	-
In Lieu of Property Taxes	99,929	61,112	38,817	534,137	437,534	96,603	437,534
Total State Aid - Revenue Limit	625,910	523,598	102,312	3,522,979	2,995,959	527,020	2,995,959
Federal Revenue							
Special Education - Entitlement	29,914	4,657	25,257	29,914	25,924	3,990	25,924
Title I, Part A - Basic Low Income	24,709	-	24,709	37,499	28,149	9,350	28,149
Title II, Part A - Teacher Quality	2,911	-	2,911	5,687	4,422	1,265	4,422
Other Federal Revenue	189,528	115,133	74,395	192,103	460,532	(268,429)	460,532
Total Federal Revenue	247,062	119,790	127,272	265,203	519,027	(253,824)	519,027
Other State Revenue							
State Special Education	189,533	33,058	156,475	189,533	184,038	5,495	184,038
Mandated Cost	-	-	-	9,803	9,821	(18)	9,821
State Lottery	25,925	24,534	1,390	63,479	49,151	14,327	49,151
Prior Year Revenue	-	-	-	8,592	-	8,592	-
Other State Revenue	28,226	2,582	25,644	30,226	13,233	16,993	13,233
Total Other State Revenue	243,684	60,175	183,509	301,633	256,242	45,390	256,242
Other Local Revenue							
Interest Revenue	1,876	217	1,659	9,011	2,600	6,410	2,600
School Fundraising	237	-	237	708	-	708	-
Contributions, Unrestricted	-	1,083	(1,083)	-	13,000	(13,000)	13,000
Total Other Local Revenue	2,113	1,300	813	9,719	15,600	(5,881)	15,600
Total Revenues	1,118,768	704,862	413,906	4,099,533	3,786,828	312,705	3,786,828
Expenses							
Certificated Salaries				1,735,629			
Teachers' Salaries	104,885	15,294	(89,592)	1,196,428	962,862	(233,566)	962,862
Teachers' Extra Duty/Stipends	4,067	5,946	1,879	44,139	100,325	56,186	100,325
Pupil Support Salaries	19,783	17,351	(2,432)	238,659	208,217	(30,442)	208,217
Administrators' Salaries	20,542	28,583	8,041	256,402	342,992	86,590	342,992
Other Certificated Salaries	-	-	-	-	-	-	-
Total Certificated Salaries	149,277	67,174	(82,103)	1,735,629	1,614,396	(121,233)	1,614,396
Classified Salaries				430,248			
Instructional Salaries	12,634	7,699	(4,935)	116,747	92,388	(24,359)	92,388
Support Salaries	16,165	11,130	(5,035)	261,899	193,781	(68,119)	193,781
Supervisors' and Administrators' Salaries	-	-	-	4,847	-	(4,847)	-
Clerical and Office Staff Salaries	5,875	1,361	(4,513)	46,754	16,338	(30,416)	16,338
Total Classified Salaries	34,674	20,190	(14,484)	430,248	302,507	(127,741)	302,507
Benefits				746,041			
State Teachers' Retirement System, certificated positions	27,263	12,830	(14,433)	295,589	308,350	12,760	308,350
OASDI/Medicare/Alternative, certificated positions	(4,720)	1,252	5,971	24,602	18,755	(5,846)	18,755
Medicare/Alternative, certificated positions	2,614	1,267	(1,347)	30,787	27,795	(2,992)	27,795
Health and Welfare Benefits, certificated positions	23,943	17,540	(6,403)	328,290	210,480	(117,810)	210,480
State Unemployment Insurance, certificated positions	275	1,075	799	7,242	21,490	14,248	21,490
Workers' Compensation Insurance, certificated positions	-	1,223	1,223	23,099	26,837	3,737	26,837
Other Benefits, certificated positions	3,037	939	(2,098)	36,432	20,601	(15,831)	20,601
Total Benefits	52,413	36,125	(16,287)	746,041	634,307	(111,734)	634,307
Books & Supplies							
Textbooks and Core Materials	-	1,667	1,667	-	20,000	20,000	20,000
School Supplies	1,128	2,034	906	3,241	16,471	13,231	16,471
Software	5,078	8,042	2,963	136,010	96,500	(39,510)	96,500
Office Expense	10,198	2,233	(7,964)	78,256	26,800	(51,456)	26,800
Business Meals	3,264	333	(2,931)	9,877	4,000	(5,877)	4,000
Noncapitalized Equipment	41,229	9,316	(31,912)	104,160	75,450	(28,710)	75,450
Food Services	-	167	167	4,008	2,000	(2,008)	2,000
Total Books & Supplies	60,897	23,792	(37,105)	335,551	241,221	(94,330)	241,221
Subagreement Services							
Special Education	7,214	3,858	(3,356)	32,513	46,300	13,787	46,300
Transportation	-	1,250	1,250	-	15,000	15,000	15,000

MY Academy Charter**Budget vs Actual**

For the period ended June 30, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Other Educational Consultants	36,997	32,364	(4,633)	127,378	262,106	134,729	262,106
Total Subagreement Services	44,211	37,473	(6,739)	159,891	323,406	163,516	323,406
Operations & Housekeeping							
Auto and Travel	8,993	1,117	(7,876)	44,926	13,400	(31,526)	13,400
Dues & Memberships	2,276	950	(1,326)	13,571	11,400	(2,171)	11,400
Insurance	3,561	2,075	(1,486)	28,946	24,900	(4,046)	24,900
Miscellaneous Expense	-	1,250	1,250	-	15,000	15,000	15,000
Communications	12,276	4,133	(8,143)	60,867	49,600	(11,267)	49,600
Postage and Shipping	751	467	(284)	6,961	5,600	(1,361)	5,600
Total Operations & Housekeeping	27,856	9,992	(17,865)	155,270	119,900	(35,370)	119,900
Facilities, Repairs & Other Leases							
Rent	10,070	1,833	(8,237)	47,556	22,000	(25,556)	22,000
Additional Rent	-	258	258	3,420	3,096	(324)	3,096
Other Leases	960	333	(627)	960	4,000	3,040	4,000
Total Facilities, Repairs & Other Leases	11,030	2,425	(8,605)	51,936	29,096	(22,840)	29,096
Professional/Consulting Services							
IT	5,497	3,792	(1,705)	66,248	45,500	(20,748)	45,500
Audit & Taxes	-	-	-	31,473	12,200	(19,273)	12,200
Legal	7,517	9,575	2,058	32,142	114,900	82,758	114,900
Professional Development	(551)	3,275	3,826	55,314	39,300	(16,014)	39,300
General Consulting	9,149	11,108	1,959	130,404	133,300	2,896	133,300
Special Activities/Field Trips	3,617	2,219	(1,398)	10,241	17,973	7,732	17,973
Bank Charges	26	58	32	689	700	11	700
Printing	721	-	(721)	721	-	(721)	-
Other Taxes and Fees	102	500	398	2,373	6,000	3,627	6,000
Payroll Service Fee	2,602	1,975	(627)	31,019	23,700	(7,319)	23,700
Management Fee	7,652	5,968	(1,683)	94,556	71,622	(22,934)	71,622
District Oversight Fee	3,743	4,712	969	32,743	26,964	(5,779)	26,964
County Fees	-	-	-	4,371	-	(4,371)	-
SPED Encroachment	-	1,320	1,320	-	7,349	7,349	7,349
Public Relations/Recruitment	-	1,758	1,758	11,107	21,100	9,993	21,100
Total Professional/Consulting Services	40,075	46,262	6,187	503,400	520,606	17,206	520,606
Total Expenses	420,433	243,432	(177,001)	4,117,966	3,785,439	(332,527)	3,785,439
Change in Net Assets	698,336	461,430	236,905	(18,433)	1,389	(19,821)	1,389
Net Assets, Beginning of Period	466,611			1,183,379			
Net Assets, End of Period	\$ 1,164,947			\$ 1,164,947			

MY Academy Charter**Statement of Financial Position**

June 30, 2024

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 1,429,289	\$ 1,819,193	\$ (389,904)	-21%
Cash & Cash Equivalents	1,429,289	1,819,193	(389,904)	-21%
Accounts Receivable	100,129	211,821	(111,692)	-53%
Public Funding Receivables	241,713	1,218	240,495	19742%
Prepaid Expenses	137,463	54,725	82,739	151%
Total Current Assets	1,908,595	2,086,957	(178,362)	-9%
Total Assets	\$ 1,908,595	\$ 2,086,957	\$ (178,362)	-9%
Liabilities				
Current Liabilities				
Accounts Payable	\$ 27,822	\$ 78,285	\$ (50,463)	-64%
Accrued Liabilities	120,600	229,636	(109,037)	-47%
Deferred Revenue	595,226	595,656	(430)	0%
Total Current Liabilities	743,648	903,578	(159,930)	-18%
Total Liabilities	743,648	903,578	(159,930)	-18%
Total Net Assets	1,164,947	1,183,379	(18,433)	-2%
Total Liabilities and Net Assets	\$ 1,908,595	\$ 2,086,957	\$ (178,362)	-9%

MY Academy Charter**Statement of Cash Flows**

For the period ended June 30, 2024

	Month Ended 06/30/24	YTD Ended 06/30/24
Cash Flows from Operating Activities		
Change in Net Assets	\$ 698,336	\$ (18,433)
Adjustments to reconcile change in net assets to net cash flows from operating activities:		
Decrease/(Increase) in Operating Assets:		
Public Funding Receivables	(240,495)	(240,495)
Grants, Contributions & Pledges Receivable	1,149	111,692
Prepaid Expenses	(84,004)	(82,739)
(Decrease)/Increase in Operating Liabilities:	-	
Accounts Payable	22,118	(50,463)
Accrued Expenses	28,827	(109,037)
Deferred Revenue	(182,487)	(430)
Total Cash Flows from Operating Activities	243,444	(389,904)
Change in Cash & Cash Equivalents	243,444	(389,904)
Cash & Cash Equivalents, Beginning of Period	1,185,845	1,819,193
Cash and Cash Equivalents, End of Period	\$ 1,429,289	\$ 1,429,289

MY Academy Charter**Check Register**

For the period ended June 30, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20771	SchoolsFirst Plan Administration LLC	MYA 403b/457b 4/10/24	6/4/2024	Void
20809	SchoolsFirst Plan Administration LLC	MYA 403b/457b 4/10/24	6/12/2024	Void
20806	Charter Impact LLC	Charter Impact LLC	6/3/2024	7,715.00
20807	Edmentum	Edmentum	6/3/2024	41,605.34
20808	School Pathways LLC	School Pathways LLC	6/3/2024	5,671.94
20810	CA County Superintendents	CA County Superintendents	6/7/2024	725.00
20811	California Schools VEBA	California Schools VEBA	6/7/2024	28,813.59
20812	Campo Cafe	Campo Cafe	6/7/2024	1,068.88
20813	Charter Impact LLC	Charter Impact LLC	6/7/2024	445.75
20814	Pro Imprint	Pro Imprint	6/7/2024	2,065.38
20815	TSW Therapy, Inc.	TSW Therapy, Inc.	6/7/2024	2,395.50
20816	Verizon Wireless	Verizon Wireless	6/7/2024	4,877.09
20817	Alpha Vision, Inc.	Alpha Vision, Inc.	6/12/2024	70.00
20818	Amtrust North America	Amtrust North America	6/12/2024	13,287.00
20819	Charter Schools Development Center	Charter Schools Development Center	6/12/2024	4,850.00
20820	Corodata Records Management, Inc.	Corodata Records Management, Inc.	6/12/2024	63.28
20821	Hatch & Cesario, Attorneys	Hatch & Cesario, Attorneys	6/12/2024	3,179.00
20822	R&B Communications	R&B Communications	6/12/2024	1,153.00
20823	APLUS+	APLUS+	6/21/2024	7,750.00
20824	Document Tracking Services	Document Tracking Services	6/21/2024	275.00
20825	JD Learning Partners	JD Learning Partners	6/21/2024	10,000.00
20826	KRA Corporation	KRA Corporation	6/21/2024	6,036.09
20827	Craig Harmon	Craig Harmon	6/21/2024	800.00
20828	TSW Therapy, Inc.	TSW Therapy, Inc.	6/21/2024	1,774.50
20829	Acacia HR Solutions	Acacia HR Solutions	6/28/2024	4,800.00
20830	Alpha Vision, Inc.	Alpha Vision, Inc.	6/28/2024	125.00
20831	APLUS+	APLUS+	6/28/2024	749.00
20832	California Charter Schools Association	California Charter Schools Association	6/28/2024	3,286.00
20833	Pro Imprint	Pro Imprint	6/28/2024	297.05
20834	Securian Life Insurance Company	Securian Life Insurance Company	6/28/2024	854.29
20835	Specialized Therapy Services, Inc.	Specialized Therapy Services, Inc.	6/28/2024	2,629.88
20836	Uplift Desk	Uplift Desk	6/28/2024	3,146.30
20837	Verizon Wireless	Verizon Wireless	6/28/2024	619.56
20838	Verizon Wireless	Verizon Wireless	6/28/2024	3,967.31
20839	YMCA of San Diego County	YMCA of San Diego County	6/28/2024	1,374.00
20840	YMCA of San Diego County	YMCA of San Diego County	6/28/2024	402.00
20841	Amazon Capital Services	Amazon Capital Services	6/28/2024	81.19
20842	GHA Technologies, Inc.	GHA Technologies, Inc.	6/28/2024	33,288.53
20843	Keyn Group, LLC	Keyn Group, LLC	6/28/2024	14,270.85
20844	YellowFolder	YellowFolder	6/28/2024	7,440.00
322271620000069	Keyn Group, LLC	Keyn Group, LLC	6/7/2024	797.34
322271620000070	Amazon Capital Services	Amazon Capital Services	6/7/2024	350.81
322271620000071	Amazon Capital Services	Amazon Capital Services	6/12/2024	109.43
322271620000072	SchoolsFirst Plan Administration LLC	SchoolsFirst Plan Administration LLC	6/13/2024	2,359.17
322271620000073	SchoolsFirst Plan Administration LLC	SchoolsFirst Plan Administration LLC	6/13/2024	4,100.50
322271620000074	Michael P. Humphrey	Michael P. Humphrey	6/21/2024	450.00
322271620000075	William W. Hall	William W. Hall	6/21/2024	450.00
322271620000076	Amazon Capital Services	Amazon Capital Services	6/21/2024	198.98
E060524-01	Chase	Chase	6/5/2024	26.05
E060724-01	Paylocity	Paylocity	6/7/2024	6,072.49
E060724-02	Paylocity	Paylocity	6/7/2024	22,953.06
E061724-01	OneBridge FSA	OneBridge FSA	6/17/2024	50.00
E062024-01	Chase	Chase	6/20/2024	18,020.93
E062124-01	Chase	Chase	6/21/2024	506.78
E062524-01	Paylocity	Paylocity	6/25/2024	27,254.39
E062524-03	Paylocity	Paylocity	6/25/2024	97,667.95
E062524-04	Paylocity	Paylocity	6/25/2024	4,316.95
E062524-05	Paylocity	Paylocity	6/25/2024	17,095.15
E062624-01	Chase	Chase	6/26/2024	1,484.03
E062824-01	Chase	Chase	6/28/2024	850.58
E062824-02	Philadelphia Insurance Companies	Philadelphia Insurance Companies	6/28/2024	22.00

Total Disbursements Issued in June \$ 427,088.89

MY Academy Charter

Accounts Payable Aging

June 30, 2024

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
Larry Albert Alvarado	INV0060	6/21/2024	6/21/2024	650	-	-	-	-	\$ 650
Amazon Capital Services	1JRG-KRKY-CN6J	5/9/2024	6/8/2024	124	-	-	-	-	124
Arbitech LLC	CMA150782	9/21/2023	10/21/2023	-	-	(204)	-	-	(204)
Charter Impact LLC	PR063024	7/3/2024	8/2/2024	360	-	-	-	-	360
Charter Schools Development Center	24483	6/28/2024	7/28/2024	2,950	-	-	-	-	2,950
Corodata Records Management, Inc.	RS5028375	6/30/2024	7/30/2024	63	-	-	-	-	63
Steve Fraire	INV0059	6/21/2024	6/21/2024	650	-	-	-	-	650
William W. Hall	INV0057	6/21/2024	6/21/2024	650	-	-	-	-	650
Hatch & Cesario, Attorneys-at-Law	16238	6/28/2024	7/28/2024	864	-	-	-	-	864
Michael P. Humphrey	INV0056	6/21/2024	6/21/2024	650	-	-	-	-	650
Instructure, Inc.	INV602035	6/5/2024	7/5/2024	-	919	-	-	-	919
Keyn Group, LLC	1033	6/28/2024	6/28/2024	2,286	-	-	-	-	2,286
Keyn Group, LLC	1034	7/2/2024	7/2/2024	1,190	-	-	-	-	1,190
KRA Corporation	KRA-49	7/10/2024	8/9/2024	5,961	-	-	-	-	5,961
Peter Matz	INV0058	6/21/2024	6/21/2024	650	-	-	-	-	650
Procopio General	894714	7/3/2024	8/2/2024	467	-	-	-	-	467
Procopio General	890702	5/24/2024	6/23/2024	832	-	-	-	-	832
Procopio General	PROC072924	7/29/2024	8/28/2024	536	-	-	-	-	536
Procopio General	PROC080124	8/1/2024	8/1/2024	1,639	-	-	-	-	1,639
R&B Communications	16261	6/30/2024	7/15/2024	1,183	-	-	-	-	1,183
San Diego County Office of Education	099-046480	7/3/2024	8/2/2024	77	-	-	-	-	77
TSW Therapy, Inc.	3244	7/1/2024	7/31/2024	414	-	-	-	-	414
Uplift Desk	EST162212	6/27/2024	6/27/2024	4675	0	0	-	-	4,675
Total Outstanding Inv				\$ 26,871	\$ 919	\$ (204)	\$ -	\$ -	\$ 27,586

Motivated Youth Academy
Actual Expenditures: July 1, 2023 to June 30, 2024
Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	46,382.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		46,382.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	37,951.60
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	8,430.40
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
Other Outgo (excluding Direct Support/Indirect Costs)	7100-7299	
Direct Support/Indirect Costs	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		46,382.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Coversheet

Approval of 2024-2025 Consolidated Application and Reporting System (CARS)

Section: XII. Business/Financial Services
Item: B. Approval of 2024-2025 Consolidated Application and Reporting System (CARS)
Purpose: Vote
Submitted by:
Related Material: FY2024 MYA Consolidated Application and Reporting Services(CARS) 2024.9.12.pdf

Motivated Youth Academy (37 68213 0129668)

Status: Certified
 Saved by: charter impact
 Date: 6/10/2024 10:04 AM

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Bill Dobson
Authorized Representative's Signature	
Authorized Representative's Title	Interim Director
Authorized Representative's Signature Date	06/07/2024

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Motivated Youth Academy (37 68213 0129668)

Status: Draft
 Saved by: charter impact
 Date: 6/10/2024 10:04 AM

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Bill Dobson
Authorized Representative's Title	Interim Director
Authorized Representative's Signature Date	06/07/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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Motivated Youth Academy (37 68213 0129668)

Status: Draft
 Saved by: charter impact
 Date: 6/10/2024 10:04 AM

2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/23/2022
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Bill Dobson
Authorized Representative's Title	Interim Director

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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Motivated Youth Academy (37 68213 0129668)

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 Date: 6/7/2024 7:25 PM

2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	\$5,553
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$5,553

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$0
2023–24 Unspent funds	\$5,553

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Motivated Youth Academy (37 68213 0129668)

Status: Draft
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 Date: 6/10/2024 4:06 AM

2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Stacie
Homeless liaison last name	Sevcik
Homeless liaison title	School Counselor
Homeless liaison email address (Format: abc@xyz.zyx)	ssevcik@myacademy.org
Homeless liaison telephone number (Format: 999-999-9999)	619-663-4339
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

Homeless Liaison Training Information

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Motivated Youth Academy (37 68213 0129668)

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA’s homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA’s board approved the homeless education policy	02/10/2022
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	\$37,280
2023–24 Title I, Part A direct or indirect services to homeless children reservation	\$1,000

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$1,000
Homeless services provided (Maximum 500 characters)	Counselor support to students experiencing homelessness including linkages to community resources to provide basic needs including food security, housing security, health security, and a safe learning environment.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636
 Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	\$4,470
Transferred–in amount	\$0
Transferred–out amount	\$0
2022–23 Total allocation	\$4,470

Professional Development Expenditures

Professional development for teachers	\$4,470
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$4,470
2022–23 Unspent funds	\$0

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Coversheet

Approval of Chase Bank Signature Authorization for Motivated Youth Academy

Section: XII. Business/Financial Services
Item: C. Approval of Chase Bank Signature Authorization for Motivated Youth Academy
Purpose:
Submitted by:
Related Material: Chase Bank Account Signer 2024.09.12.pdf

BACKGROUND:

Authorization of Signatures is an item which is routinely updated to reflect changes in personnel and to comply with the requirement of the policies of the Board and internal control procedures. The signatures are applicable to Motivated Youth Academy's Chase Bank Accounts which are approved by the Board of Directors and in compliance with state and federal laws.

Motivated Youth Academy wishes to designate certain persons, in addition to Bill Dobson, who are employed by the Charter School, to sign MY Academy Chase Account documents on its behalf.

These individuals are:

Melissa Lato, Assistant Director

Gigi Lenz, Operations and Program Manager

Additionally, Motivated Youth Academy wishes to remove the following individuals with signature authority from all Motivated Youth Academy Chase Accounts.

Kurt Madden

Corrie Amador

Dawn Zwibel

Yvette Spendler

RECOMMENDATION:

It is recommended the Board approve a letter to Chase Bank to make changes to signature authority for Motivated Youth Academy (#1628).

Fiscal Impact: None



Motivated Youth Academy
500 La Terraza Blvd, Suite 150
Escondido, CA 92025
(619) 343-3048

9/13/2024

Attn: JPMorgan Chase Bank, N.A.

The authorized representative which is appointed to open and close accounts and make signer changes on all of the bank accounts for Motivated Youth Academy is Bill Dobson who is the organization's CEO. Please make this change effective on our accounts.

Also, the following changes need to be made to the accounts.

Account #132893808

Add the following signers.

1. Gigi Lenz, 500 La Terraza Blvd. Escondido, CA 92025 (619) 343-2048 glenz@myacademy.org
2. Melissa Lato, 500 La Terraza Blvd. Escondido, CA 92025 (619) 343-2048 mlato@myacademy.org

Remove the following signers.

1. Kurt Madden
2. Corrie Amador
3. Dawn Zwibel
4. Yvette Spendler

Account #660079556

Add the following signers.

1. Gigi Lenz, 500 La Terraza Blvd. Escondido, CA 92025 (619) 343-2048 glenz@myacademy.org
2. Melissa Lato, 500 La Terraza Blvd. Escondido, CA 92025 (619) 343-2048 mlato@myacademy.org

Remove the following signers.

1. Kurt Madden
2. Corrie Amador
3. Dawn Zwibel
4. Yvette Spendler

Thank you,

Bill Dobson
CEO
Motivated Youth Academy

Coversheet

Approval of eDynamic Learning Curriculum

Section: XIII. Education/Student Services
Item: A. Approval of eDynamic Learning Curriculum
Purpose: Vote
Submitted by:
Related Material: eDynamic_Proposal 2024.9.12.pdf

BACKGROUND:

MY Academy is seeking approval to enter into a contract with eDynamic Learning for the provision of instructional services. This agreement will cover the period from September 30, 2024, to September 29, 2025. The service includes the use of eDynamic Learning's Hosted LMS (Buzz) to facilitate asynchronous instruction for students. eDynamic Learning will provide a certified teacher to deliver instruction for our courses, with the cost structured on a per-course enrollment basis.

eDynamic Learning will provide certified teachers to deliver asynchronous instruction, ensuring that students receive high-quality, accredited education tailored to their individual needs. The hosted LMS (Buzz) allows students to access course materials and instruction at their own pace, fostering a flexible learning environment that accommodates diverse learning styles and schedules. The contract includes the cost of course content, ensuring that students have access to a wide range of subjects that align with educational standards and the school's curriculum.

RECOMMENDATION:

It is recommended that the board approve the contract with eDynamic Learning for the period of September 30, 2024, to September 29, 2025, for Motivated Youth Academy.

Fiscal Impact: \$3,000 for 10 enrollments



Price Quote

Contract Start Date	9/30/2024	Payment Terms	Pre-Pay
Contract End Date	9/29/2025	Billing Frequency	Annual
LMS	Buzz	LMS Type	Hosted LMS

Prepared for:

Account Name	Motivated Youth Academy (MY Academy)	Created Date	9/6/2024
Billing Address	500 La Terraza Blvd #150 Escondido, California 92025 United States	Quote Number	00034508
Contact Name	Bill Dobson	Email	bdobson@myacademy.org
Title	Interim Director/CEO	Phone	(619) 343 2048

Regional Sales Manager

Prepared By	David Reasoner	Email	david.reasoner@edynamiclearning.com
Title	VP of Sales - West		

Pricing Line Item	Quantity	Sales Price	Line Item Description	Total Price
Instructional Services	10.00	\$300.00	eDynamic Learning will provide a certified teacher to provide asynchronous instruction for our courses. Usage is based on an individual single course enrollment. Cost includes the course content and instructor.	\$3,000.00
Grand Total				\$3,000.00

This is a price quote only.