



MY Academy

Regular Meeting of the Board of Directors

Published on December 6, 2024 at 10:36 AM PST

Date and Time

Thursday December 12, 2024 at 10:14 AM PST

Location

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

Join by telephone or via Zoom conferencing link below:

Dial by your location

+16694449171,,6224484724# US

+12532158782,,6224484724# US (Tacoma)

Meeting ID: 622 448 4724

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

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 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		Sarina Laff	2 m
Teacher of Record Sarina Laff will introduce 11th grade student Ethan Rodriguez, who will read the Land Acknowledgment.			
IV. Approve/Adopt Agenda			10:19 AM
A. Approve Agenda	Vote	Board President	1 m

	Purpose	Presenter	Time
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It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of December 12, 2024.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

V. Approve Minutes

10:20 AM

- | | | | | |
|-----------|---|-----------------|-----------------|-----|
| A. | Minutes of the Regular Meeting of the Board of Directors that was held on October 8, 2024 | Approve Minutes | Board President | 1 m |
|-----------|---|-----------------|-----------------|-----|

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

- | | | | | |
|-----------|---|-----------------|-----------------|-----|
| B. | Minutes of the Study Session of the Board of Directors that was held on November 14, 2024 | Approve Minutes | Board President | 1 m |
|-----------|---|-----------------|-----------------|-----|

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

VI. Public Comments/Recognition/Reports

	Purpose	Presenter	Time
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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.

VII. Correspondence/Proposals/Reports			10:22 AM
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- | | | | |
|---|-----|-------------|-----|
| A. 2024-2025 School Goals Update for Motivated Youth Academy, Presented by Bill Dobson, Interim Director | FYI | Bill Dobson | 4 m |
| B. School Highlights, Presented by Bill Dobson, Interim Director | FYI | Bill Dobson | 4 m |

VIII. Consent			10:30 AM
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Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent upon the request of any member of the Board, discussed, and acted upon separately.

- | | | | |
|--|------|-----------------|-----|
| A. Consent - Business/Financial Services | Vote | Board President | 1 m |
| 1. Check Register - October 2024
2. Check Register - November 2024
3. Approval of School Pathways and Clever Bridge
4. Approval of Services Agreement with EdJoin.org (Renewal) | | | |
| B. Consent - Education/Student Services | Vote | Board President | 1 m |
| 1. Approval of 2024-2025 Memorandum of Understanding (MOU) between Manzanita Band of Diegueno Mission Indians and Motivated Youth Academy | | | |
| C. Consent - Personnel Services | Vote | Board President | 1 m |
| 1. Approval of Classified Personnel Report
2. Approval of Motivated Youth Academy Employee Handbook Revisions | | | |
| D. Consent - Policy Development | Vote | Board President | 1 m |

	Purpose	Presenter	Time
Approval of existing board policies revised, reviewed, and eliminated by staff for the 2024-2025 school year			

Board Policies Reviewed:

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

5000 Series - Student Services

- MYA 5035 - Student Freedom of Speech and Expression Policy
- MYA 5045 - Acceptable Use Policy
- MYA 5050 - Academic Integrity Policy
- MYA 5060 - Acceleration Policy
- MYA 5085 - Communicable, Contagious, or Infectious Disease Prevention Policy
- MYA 5110 - Cell Phones, Pagers, & Other Electronic Signaling Devices Policy

Board Policies Revised:

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

5000 Series - Student Services

- MYA 5000 - Concepts and Roles
- MYA 5010 - Educational Records and Student Information Policy
- MYA 5015 - Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy
- MYA 5020 - Suicide Prevention Policy
- MYA 5030 - Immunization Policy
- MYA 5070 - Transgender and Gender Nonconforming Student Nondiscrimination Policy
- MYA 5075 - Transcripts from Non-Accredited Schools Policy

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

- Roll Call Vote:
- William Hall
 - Michael Humphrey
 - Steve Fraire
 - Peter Matz
 - Larry Alvarado

	Purpose	Presenter	Time
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

IX. Business/Financial Services

10:34 AM

- | | | | |
|--|------|----------------|------|
| A. Approval of 2024-2025 First Interim Financial Report | Vote | Roger Castillo | 12 m |
|--|------|----------------|------|

It is recommended the Board approve the 2024-2025 First Interim 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 Annual Independent Auditors' Report for Motivated Youth Academy, Year Ended June 30, 2024 (Draft) - Prepared by CliftonLarsonAllen (CLA) | Vote | Lili Huang | 12 m |
|--|------|------------|------|

It is recommended the Board approve the Annual Independent Auditors' Report - Year Ended June 30, 2024 (Draft) as presented, for Motivated Youth Academy (#1628).

Fiscal Impact: None.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

	Purpose	Presenter	Time
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X.	Education/Student Services		10:58 AM
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- | | | | | |
|-----------|--|------|-------------|-----|
| A. | Approval of 2024-2025 School Plan for Student Achievement (SPSA) | Vote | Bill Dobson | 3 m |
|-----------|--|------|-------------|-----|

It is recommended the Board approve the 2024-2025 School Plan for Student Achievement (SPSA) for Motivated Youth Academy (#1628).

Fiscal Impact: None.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

XI.	Organizational Structure - Annual Meeting of the Board		11:01 AM
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- | | | | | |
|-----------|--|------|-----------------|-----|
| A. | Annual Organizational Structure of the Board of Directors - Election of Officers | Vote | Board President | 3 m |
|-----------|--|------|-----------------|-----|

The Board will take action to elect a new Board President.

Elections:

Board President: _____

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

- | | | | | |
|-----------|--|------|-----------------|-----|
| B. | Annual Organizational Structure of the Board of Directors - Election of Officers | Vote | Board President | 3 m |
|-----------|--|------|-----------------|-----|

	Purpose	Presenter	Time
	The Board will take action to elect a new Board Vice President.		
	Elections:		
	Board Vice President: _____		
	Roll Call Vote:		
	William Hall		
	Michael Humphrey		
	Steve Fraire		
	Peter Matz		
	Larry Alvarado		
	Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____		
C.	Annual Organizational Structure of the Board of Directors - Election of Officers	Vote Board President	3 m
	The Board will take action to elect a new Board Clerk.		
	Elections:		
	Board Clerk: _____		
	Roll Call Vote:		
	William Hall		
	Michael Humphrey		
	Steve Fraire		
	Peter Matz		
	Larry Alvarado		
	Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____		
D.	Full Board Action In Lieu of Audit Committee, Fiscal Year 2024-2025	Vote Bill Dobson	1 m
	An annual independent financial audit of the books and records of Motivated Youth Academy will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m).		
	It is recommended the Motivated Youth Academy Governing Board oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs as a full Board for Motivated Youth Academy (#1628).		

	Purpose	Presenter	Time
Roll Call Vote: William Hall Michael Humphrey Steve Fraire Peter Matz Larry Alvarado Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
E.	Approval of Motivated Youth Academy Board of Directors Manual Revisions	Vote Bill Dobson	1 m

It is recommended the Board approve the revisions to the Board of Directors Manual as presented 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 _____

XII. Calendar

The next scheduled meeting of the Board of Directors will be held on:

- January 9, 2025 - Board of Directors Regular Meeting

XIII.	Comments			11:12 AM
A.	Board Comments	Discuss	Board President	5 m
B.	Interim Director and CEO Comments	Discuss	Bill Dobson	2 m
XIV.	Closing Items			11:19 AM
A.	Adjourn Meeting	Vote	Board President	3 m

Roll Call Vote:

	Purpose	Presenter	Time
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 v1.jpg



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 are historically the traditional homelands 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 Luiseño, Cahuilla, Cupeño, Kumeyaay, Northern Diegueño tribes and all the American Indian and Indigenous peoples and communities who have been and continue to be part of these homelands in California.

Coversheet

Minutes of the Regular Meeting of the Board of Directors that was held on October 8, 2024

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

APPROVED



MY Academy

Minutes

Regular Meeting of the Board of Directors

Date and Time

Tuesday October 8, 2024 at 10:22 AM

Location

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

MISSION STATEMENT

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meeting of the Governing Board may request assistance by contacting Motivated Youth Academy.

Directors Present

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

Directors Absent

None

Guests Present

B. Dobson, G. Lenz (remote), M. Jones, Rcastillo@charterimpact.com (remote), Tammam Tautou, mlato@myacademy.org (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 Tuesday Oct 8, 2024 at 10:25 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Approve Agenda

P. Matz made a motion to Approve the Agenda.

L. Alvarado seconded the motion.

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

Roll Call

W. Hall Aye

M. Humphrey Aye

S. Fraire Aye

L. Alvarado Aye

P. Matz Aye

III. Approve Minutes

A. Minutes of the Regular Meeting of the Board of Directors that was held on September 12, 2024

M. Humphrey made a motion to approve the minutes from Regular Meeting of the Board of Directors on 09-12-24.

S. Fraire seconded the motion.

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

IV. Consent

A. Consent - Business/Financial Services

B. Consent - Education/Student Services

C. Consent - Personnel Services

D. Consent - Policy Development

P. Matz made a motion to Approve Consent Items A through D.

L. Alvarado seconded the motion.

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

Roll Call

M. Humphrey Aye

W. Hall Aye

L. Alvarado Aye

P. Matz Aye

S. Fraire Aye

V. Education/Student Services

A. Approval of Bring Change 2 Mind Service Agreement

S. Fraire made a motion to Approve.

M. Humphrey seconded the motion.

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

Roll Call

P. Matz Aye

L. Alvarado Aye

M. Humphrey Aye

S. Fraire Aye

W. Hall Aye

B. Approval of 2024-2025 Student and Educational Rights Holder Handbook

L. Alvarado made a motion to Approve.

S. Fraire seconded the motion.

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

Roll Call

L. Alvarado Aye

M. Humphrey Aye

S. Fraire Aye

P. Matz Aye

Roll Call

W. Hall Aye

VI. Policy Development

A. Approval of New Policy

S. Fraire made a motion to Approved.

M. Humphrey seconded the motion.

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

Roll Call

M. Humphrey Aye

P. Matz Aye

L. Alvarado Aye

W. Hall Aye

S. Fraire Aye

VII. Comments

A. Board Comments

The Board of Directors congratulates the MYA team for their outstanding growth and exemplary leadership.

B. Interim Director and CEO Comments

The Interim Director acknowledges and appreciates the dedicated efforts of all MYA staff in maintaining their focus on student wellness and well-being.

VIII. 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 11:04 PM.

Respectfully Submitted,

G. Lenz

FOR MORE INFORMATION

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

Coversheet

Minutes of the Study Session of the Board of Directors that was held on November 14, 2024

Section:	V. Approve Minutes
Item:	B. Minutes of the Study Session of the Board of Directors that was held on November 14, 2024
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board of Directors Study Session on November 14, 2024

APPROVED



MY Academy

Minutes

Board of Directors Study Session

Date and Time

Thursday November 14, 2024 at 9:47 AM

Location

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

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Motivated Youth Academy Board of Directors Manual Review

The Board Manual was reviewed, with attention drawn to the key revisions.

IV. Closing Items

A. Adjourn Meeting

L. Alvarado made a motion to Adjourn.

M. Humphrey seconded the motion.

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

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:05 AM.

Respectfully Submitted,
G. Lenz

FOR MORE INFORMATION

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Coversheet

2024-2025 School Goals Update for Motivated Youth Academy, Presented by Bill Dobson, Interim Director

Section: VII. Correspondence/Proposals/Reports
Item: A. 2024-2025 School Goals Update for Motivated Youth Academy,
Presented by Bill Dobson, Interim Director
Purpose: FYI
Submitted by:
Related Material: 2024-2025 School Goals for Motivated Youth Academy.pdf



Goal #1

We will collaborate with the Board, Charter Impact representatives, and Educational Partners to ensure Motivated Youth Academy is working toward maintaining good fiscal health, which includes a balanced budget with no deficit spending, cash flow of no less than 15 days per month, and a projected fund balance of 10%, being attentive to the implications of possible state deferrals, while meeting the academic needs of MYA students and the social/emotional needs of all Educational Partners.

No deficit Spending 15 Day Cash Flow 10% Fund Balance

	7/23	8/23	9/23	10/23	11/23	12/23	1/24	2/24	3/24	4/24	5/24	6/24
No Deficit Spending	Y	Y	Y	Y	Y							
15 Day Cash Flow	Y	Y	Y	Y	Y							
10% Fund Balance	Y	Y	Y	Y	Y							



Goal #2

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

Average attendance rate of 85% or higher

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

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

College/Career Indicators for WIOA Students

	7/26	8/25	9/22	10/20	11/23	12/23	1/24	2/24	3/24	4/17	5/24	6/24
<i>Attendance %</i>	86.35	85.93	95.53	93.86	92.85							
<i>Graduation %</i>	N/A	N/A	N/A	N/A	N/A							
<i>Course Completion %</i>	N/A	N/A	N/A	N/A	N/A							
<i>CCI / WIOA %</i>	N/A	N/A	N/A	N/A	N/A							



Goal #3

Increase student enrollment by 10%, focusing on high-risk student groups having Dashboard Alternative School Status (DASS)

Increase student enrollment by 10%

	7/23	8/23	9/23	10/23	11/23	12/23	1/24	2/24	3/24	4/24	5/24	6/24
<i>Enrolled SY 22-23</i>	36	170	194	200	214	227	233	246	257	260	260	N/A
<i>Enrolled SY 23-24</i>	27	19	204	230	243	254	257	273	280	280	285	N/A
<i>Enrolled SY 24-25</i>	29	15	243	265	279							
% Change Enrolled	7%	-21%	19.1	15.2	14.8							

Coversheet

School Highlights, Presented by Bill Dobson, Interim Director

Section:	VII. Correspondence/Proposals/Reports
Item:	B. School Highlights, Presented by Bill Dobson, Interim Director
Purpose:	FYI
Submitted by:	
Related Material:	School Highlights - 2024.12.12.pdf



Enrollment

2024-2025 Enrollment (as of 11/30/2024)

Total Enrolled - 279

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

- 15 Enrolled
 - 0 - Imperial County
 - 2 - Orange County
 - 2 - Riverside County
 - 11 - San Diego County

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

- 264 Enrolled
 - 11 - Imperial County
 - 17 - Orange County
 - 50 - Riverside County
 - 186 - 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

MY Academy staff participated in:

Hosted by the California Charter School Association (CCSA)

- First Fridays with Myrna [Virtual]
- Statewide Non Classroom Based Convening [Virtual]

Hosted by the California Department of Education (CDE)

- Charter Authorizer Support Initiative (CASI)
- Charter Renewals 2.0: Emerging Insights From the Field [Virtual]
- Charter Chats [Virtual]

Hosted by the Charter School Development Center (CSDC)

- Advocacy Affinity Group [Virtual]
- Personalized Learning School Leaders Collaboration [Virtual]
- Statewide Conference [In Person]

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

- Community of Alternative Education Leaders (CAEL) [Virtual]
- 2024-25 Legislation Impacting Charter Schools [Virtual]

Hosted by Young, Minney & Corr

- New Laws and Cases 2025 Edition [Virtual]

Curriculum

MY Academy staff participated in:

Hosted by the California Association of Leaders for Career Preparation (CALCP) and The Association of Career and College Readiness Organizations (CAROCP)

- CTE Conference [In Person]

Shared by Content Area Specialist, Ms. Chromicz:

Joining a Country-Wide Collaborative Mural Project with Global Roots

Students joined the Global Roots (GR) America Together collaborative mural project by painting a tile that GR artists will use to create a mural that will be displayed somewhere in the United States in Spring. It was an opportunity to paint whatever contribution each wanted to make. Students can follow the progress of the mural online. The site will be chosen soon, and it will be unveiled sometime in Spring 2025. The students enjoyed learning about the process, knowing that they could be part of something bigger, and being able to explore the mural as tiles are being added.

MURAL MOSAIC'S GLOBAL ROOTS



Kathleen Chromicz 2024

- Experience the **power of art and connection** with Mural Mosaic's Global Roots Project.
- This groundbreaking initiative is **bringing communities together, one painted tile, one tree, and one country at a time.**
- Led by acclaimed artist Lewis Lavoie, we are creating stunning **mural mosaics that symbolize unity and connection.**
- Imagine being part of a **global art movement that transcends borders and connects people from all walks of life.**
- **With each tile beautifully painted by individuals like you, we are weaving together stories, cultures, and emotions into one breathtaking masterpiece.**



Shared by Teacher, Ms. Ochs:

This student created a very informative and interesting slide presentation that incorporates her 8th-grade science unit on evolution and anatomy with her My Plan interest in fish and a possible career in Marine Biology.



Teaching and Learning

Submitted by Teacher, Ms. Channell:

MYA student Axel expressed interest in understanding the stock market and how to invest. After discovering the Investopedia Simulator website, he was able to gain knowledge about various aspects of the stock market and use \$100,000 of virtual money to invest in stocks of his choosing. He researched some stocks he was interested in, as well as others, made trades, and even sold some stocks. The picture below shows his progress after just a few days of trading.

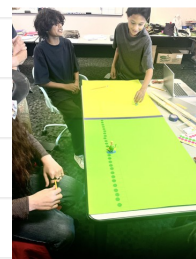
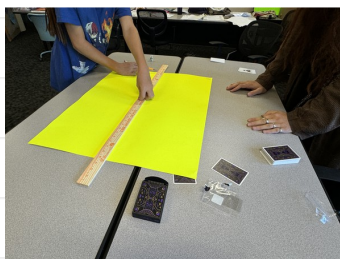
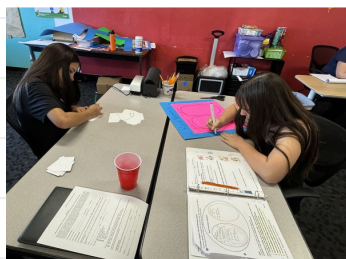
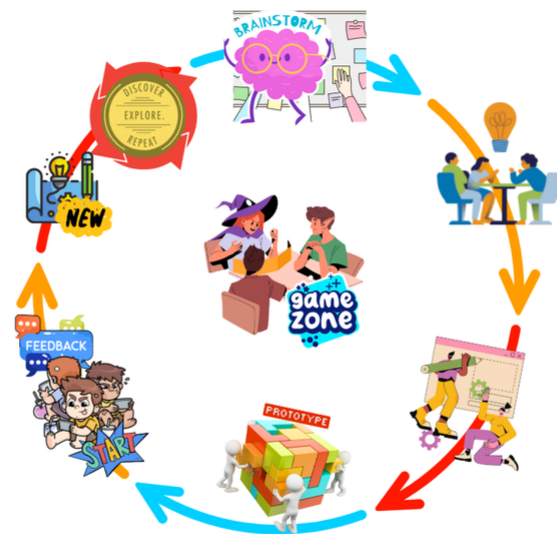
The screenshot shows a web browser window with the URL 'investopedia.com/simulator/portfolio'. The page displays a table of stocks in a simulated portfolio. Each row includes the stock ticker, company name, current price, change in price, percentage change, quantity, total value, and a 'Buy More' or 'Sell' button. The stocks listed are DOW, INTC, LCID, LLY, META, MRNA, NKE, NVDA, PEGY, PEP, PRME, and HANOVER.

Ticker	Company Name	Current Price	Change	% Change	Quantity	Total Value	Change	% Change	Buttons
DOW	Dow Inc	\$55.34	\$0.00	(0.00%)	5	\$276.70	\$4.05	(1.49%)	+ Buy More - Sell
INTC	Intel Corp.	\$22.59	\$0.00	(0.00%)	50	\$1,129.50	\$20.75	(1.87%)	+ Buy More - Sell
LCID	Lucid Group Inc	\$3.34	\$0.00	(0.00%)	500	\$1,670.00	\$0.00	(0.00%)	+ Buy More - Sell
LLY	Lilly(Eli) & Co	\$887.16	\$0.00	(0.00%)	5	\$4,435.80	\$11.40	(0.26%)	+ Buy More - Sell
META	Meta Platforms Inc - Ordinary Shares - Class A	\$595.94	\$0.00	(0.00%)	8	\$4,767.52	\$126.17	(2.72%)	+ Buy More - Sell
MRNA	Moderna Inc	\$60.20	\$0.00	(0.00%)	25	\$1,505.00	-\$36.00	(-2.34%)	+ Buy More - Sell
NKE	Nike, Inc. - Ordinary Shares - Class B	\$82.25	-\$20.00	(-0.24%)	100	\$8,225.00	-\$20.00	(-0.24%)	+ Buy More - Sell
NVDA	NVIDIA Corp	\$124.92	\$0.00	(0.00%)	25	\$3,123.00	\$51.75	(1.68%)	+ Buy More - Sell
PEGY	Pineapple Energy Inc	\$0.13	\$160.00	(1.30%)	100,000	\$12,510.00	\$160.00	(1.30%)	+ Buy More - Sell
PEP	PepsiCo Inc	\$167.97	\$12.16	(0.18%)	40	\$6,718.80	\$12.16	(0.18%)	+ Buy More - Sell
PRME	Prime Medicine Inc	\$3.51	-\$32.80	(-0.47%)	2,000	\$7,020.00	-\$32.80	(-0.47%)	+ Buy More - Sell
HANOVER	Hanover Insurance Group Inc	\$149.03	\$0.00	(0.00%)	47	\$7,004.41	\$142.88	(2.08%)	+ Buy More - Sell

Shared by Content Area Specialist, Ms. Chromicz:

Using the Design Cycle to Build Math Games and Models

Students studied the Real Number System and then collaboratively designed a game or a model for any of the subsets. They learned about teamwork in planning and implementation. The design cycle guided them in their processes. Games and models are still being played and tested. Some new prototypes have been planned.



Weather, Climate Change, Innovation, and Our Actions

Students from the Campo area began creating a collaborative timeline as they study weather and climate change. They combined their individual research and reporting about climate change issues within five categories: Education, Unusual Weather Events, Climate Change Evidence, Innovations and Solutions, and Actions. Students can post to the timeline by submitting their research and media planner to a teacher after a peer has also reviewed it. Students are encouraged to find reliable resources and to include videos to reach a variety of viewers. As more students contribute, the timeline can become a valuable learning site.



WEATHER, CLIMATE CHANGE, INNOVATION, AND OUR ACTIONS

This is a student-led collaborative investigation into weather, climate change, innovations, and actions that could move the world forward.

We are a group of students who want to be informed about weather and climate change so that we can study solutions and take part in actions that will preserve our environment for ourselves and future generations. Come learn and act with us. There is another excellent resource timeline at <https://www.zinnedproject.org/news/climate-crisis-has-a-history/>




Shared by Teacher, Ms. Clark:

This MYA student was excited to learn about the voting process and was able to register just in time to vote in this November election.



MYA School Counselor, Mr. Zamora, a student and Ms. Clark came together to discuss dual enrollment at the local community college.

Everyone ▾

Course Detail: Introduction to the Hospitality Industry

COURSE NUMBER: BUHM 050
 COURSE SUBJECT: BUHM
 CREDITS: 3.0
 COLLEGE: College of the Desert
 DESCRIPTION: This course provides a basic understanding of the hospitality industry including lodging, food service, institutional, and resort operations. The history, growth and development, current trends, and organizational structure of the industry are explored with a focus on employment opportunities and future trends. (C-ID HOSP 100)

Available Sections

Section	Type	Instructor	Location	Days/Time	Start/End Date	Options
BUHM-050-0836 Fall 2024		Yolanda Bender		(Lecture) Asynchronous Learning-ONLN	08/26/24 - 12/16/24	Register
BUHM-050-0894 Fall 2024		Yolanda Bender		W (Lecture) 9:30am-10:50am Business Building-3 (Lecture) Hybrid Instruction-RID	08/26/24 - 12/16/24	Register
BUHM-050-8922 Fall 2024		Yolanda Bender		(Lecture) Online - MyFlex-FLEX	08/26/24 - 12/16/24	Register

Mic

Camera

Share

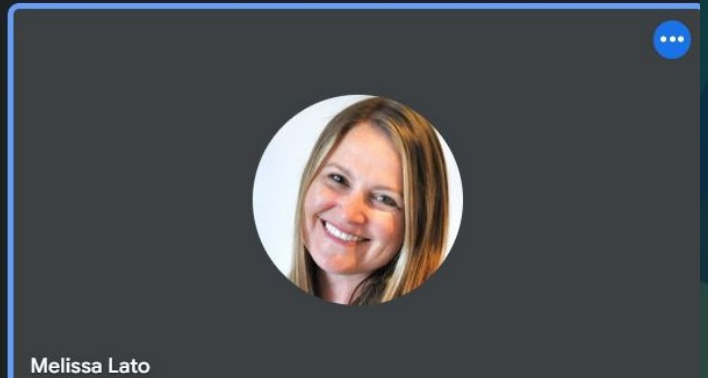
Leave

Shared by Teacher, Ms. Fredericks:

Ms. Fredericks and Ms. Channel took students for a hike to the adobes at the Santa Rosa Plateau. The group saw many interesting plants and the oldest standing structure in Riverside County, while also learning information about the area's history and native species.



During a horizontal workshop, students were able to cook Fettuccini Alfredo together and share what they made.



Shared by Teacher, Ms. Ganje:

During the DNA and Forensics Workshop, a student and Ms. Ganje worked on a web quest (research specific websites to answer the given questions). The student was then able to share the work completed with her teacher to earn credit in English and History class.

Presenting

Table of Contents

1. The 'Whitechapel Butcher'
2. The Legacy of Jack the Ripper

Jack the Ripper terrorized London in 1888, killing at least five women and mutilating their bodies in an unusual manner, indicating that the killer had a substantial knowledge of human anatomy. The culprit was never captured—or even identified—and Jack the Ripper remains one of England's, and the world's, most infamous criminals.

All five killings attributed to Jack the Ripper took place within a mile of each other, in or near the Whitechapel district of London's East End, from August 7 to September 10, 1888. Several other murders occurring around that time period have also been investigated as the work of "Leather Apron" (another nickname given to the murderer).

Abigail Ganje

3:20 PM | True Crime Horizontal Meeting

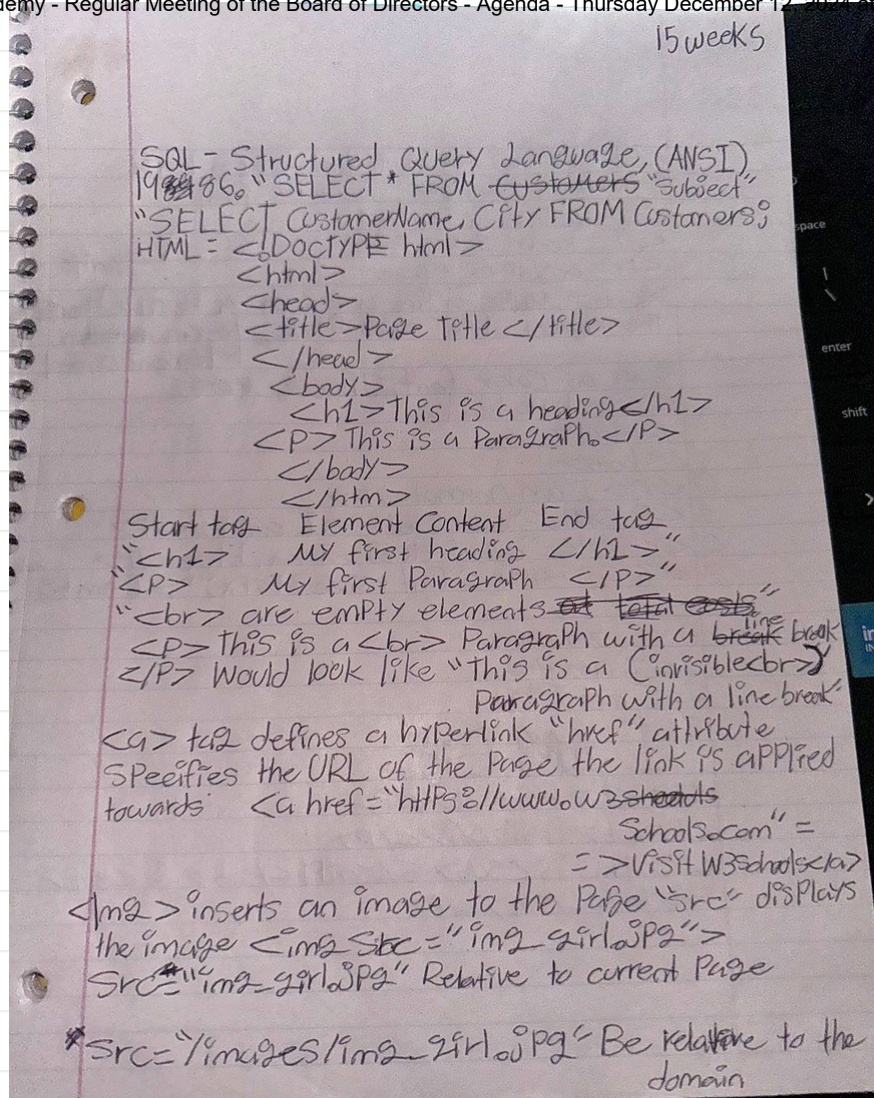
Shared by Teacher, Ms. Hensley:

An MYA student aspires to become a tattoo artist after high school and has already started practicing tattoo art on friends and family. To make schoolwork more relevant, a project was created focusing on understanding the significance of tattoos in different cultures throughout history. The student selected a culture to research and designed a tattoo that is culturally relevant

and meaningful. This project allows the student to progress through classes in a way that is personally meaningful, as she expands knowledge of her craft while also meeting course standards. The tattoo designed is attached!

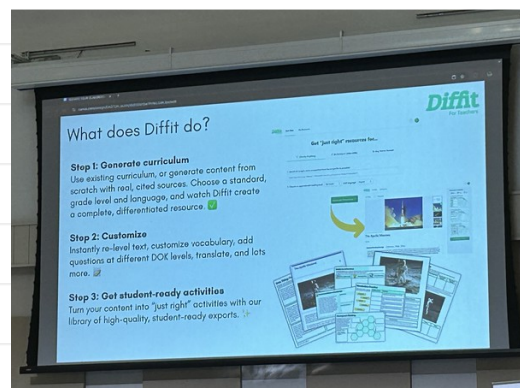


MYA student Briana designed a special project based on personal interests. She aspires to be a computer programmer and developed a project in which she is teaching herself how to code in order to build an app to help users organize their finances. She is showing incredible initiative and making amazing progress! Below are some of the notes she has taken to teach herself how to code. Furthermore, she is enjoying the project so much that she is taking steps to join the new Career Technical Education Pathway in eDynamics for Programming. This opportunity will help Briana pursue her passions in a meaningful way!



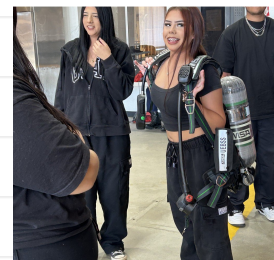
Shared by Assistant Director, Ms. Lato:

Ms. Laff and Ms. Lato attended SD CUE (Computer Using Educators) conference focused on tools and apps to support student learning and engagement. Ms. Laff shared a tool called Diffit with staff at an instructional workshop that can create individualized learning resources for students on any video, text, or website.

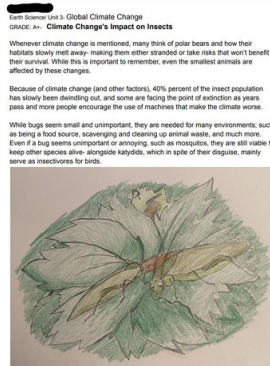


Shared by Teacher, Ms. Mallory:

Ms. Laff and the Campo Education Center coordinated to include about 10-15 MYA students who met at the Campo Education Center to attend an event hosted by the Campo Tribal Fire Department. The students were shown how all the equipment and engines worked and enjoyed lunch with the firefighters. This was an excellent college and career opportunity, as students received questions in advance from their teachers (Ms. Mallory and Mr. Collins) to ask the firefighters and gain a better understanding of the job. Ms. Mallory, Ms. Chromicz, and Mr. Estrella were present with the students, providing support and assistance. It was an awesome experience!

**Shared by Teacher, Ms. Ochs:**

MYA student, Trista, is learning about climate change by combining her 'MY plan' dream of a career in Entomology with her curriculum in Earth Science.

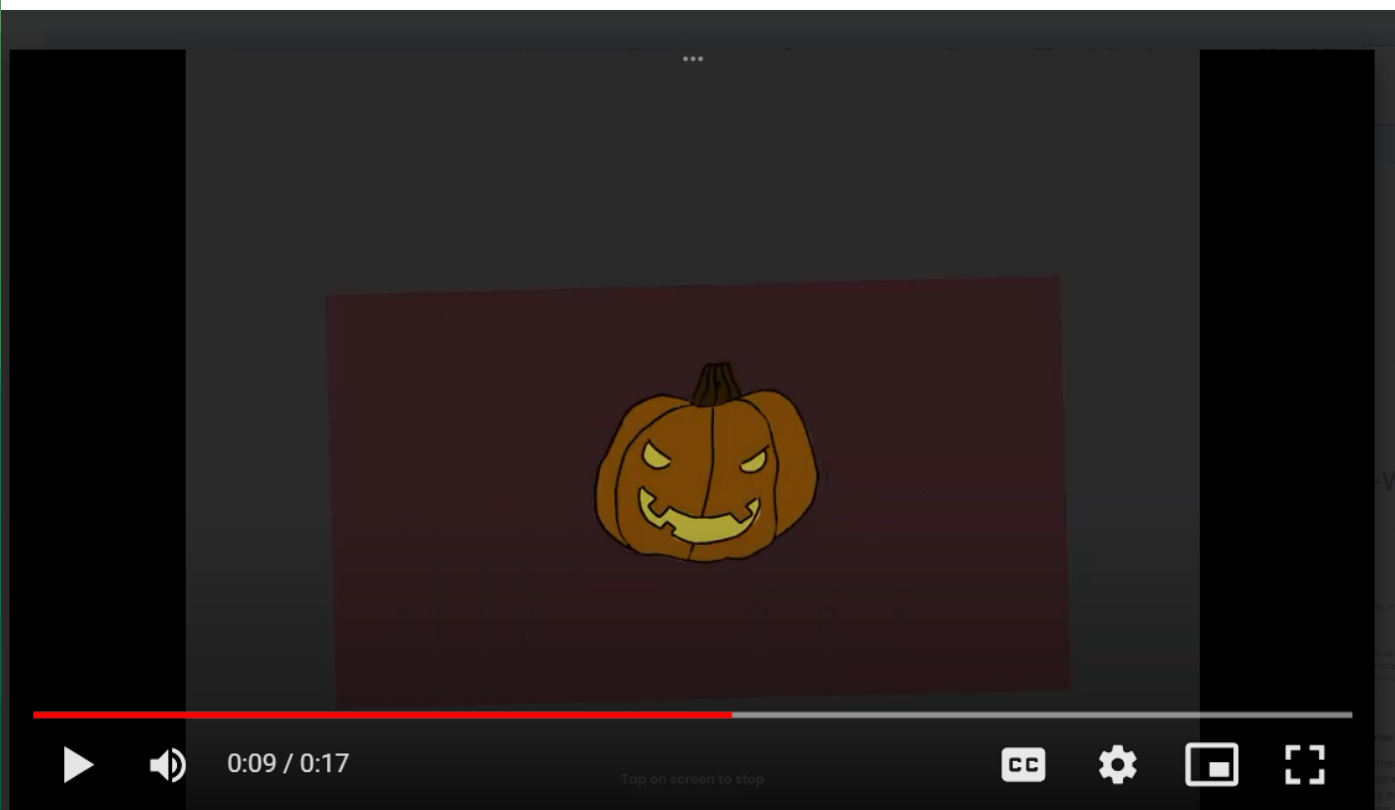


If we don't keep in check of our advancements, many elements of nature will start becoming scarce when they were once abundant.

SOURCES:

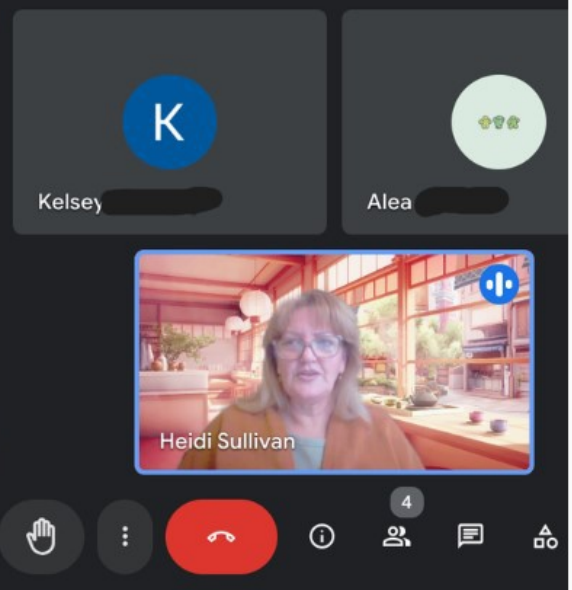
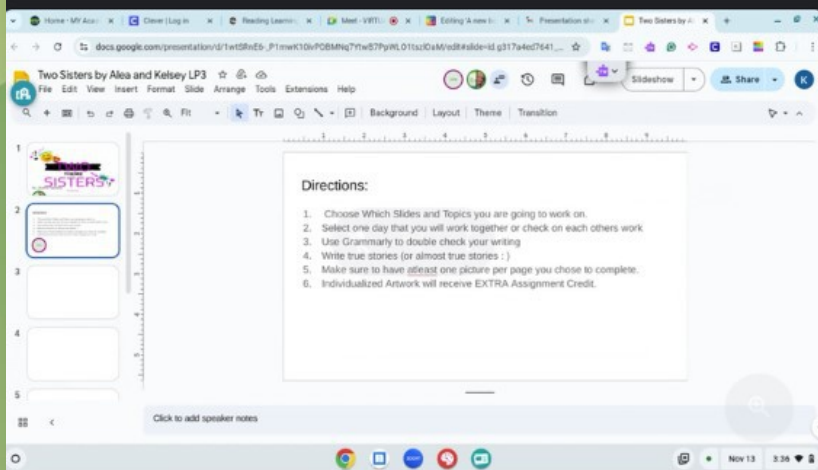
<https://www.cbsnews.com/news/climate-change-may-cause-crisis-amid-important-insect-populations-researchers-say/>
<https://cmns.umd.edu/news-events/news/entomologists-issue-warning-about-effects-climate-change-insects>
<https://climate.nasa.gov/news/3231/climate-change-can-put-more-insects-at-risk-for-extinction/>

This 8th-grade student created a film animation based on the Halloween holiday. Animation is part of her 'My Plan' radical dream and also gives credit for an English lesson in Film Adaptations.



Shared by Teacher, Ms. Sullivan:

Kelsey and Alea met at the Open House this year and were excited about the opportunity to work together. They are collaborating on a writing assignment for English and have organized a time to work on the project. We will then use this real-world experience as a springboard for career preparedness.



Assessment and Accountability

MY Academy staff participated in:

Hosted by the California Department of Education (CDE)

- Accountability Afternoons [Virtual]

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

- Data and Assessment Meeting [Virtual]
- State and Federal Accountability Updates [Virtual]

School Culture and Support

for Student Personal, Social-Emotional, and Academic Growth

MY Academy staff participated in:

Hosted by the Bridge Builders Network

- Learning Bridge [In Person]

Egyptian Festival

- Community Resource Fair [In Person]

Hosted by ESCOKIDOS

- Community Resource Fair [In Person]

Hosted by the Mountain Empire Unified School District (MEUSD)

- Indian Education Alliance [In Person]

Hosted by the Office of Youth and Community Restoration

- California Youth Justice Summit [In Person]

Hosted by the Reaching At Promise Student Association

- RAPSA Forum [In Person]

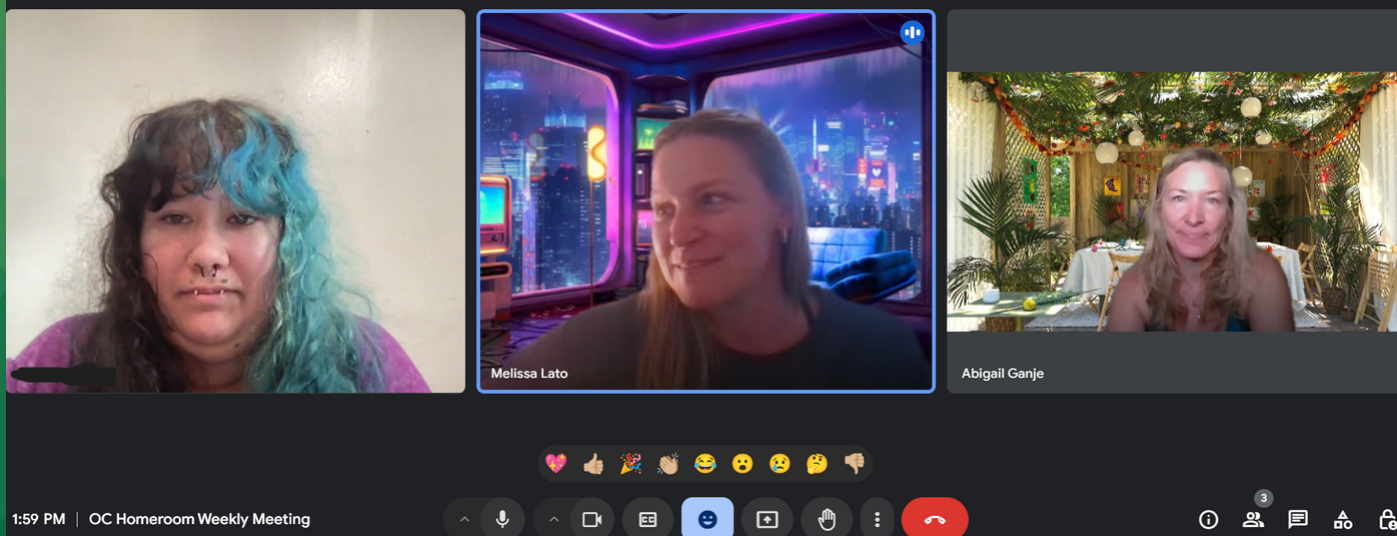
Syrian Friendship Festival

- Community Resource Fair [In Person]



Shared by Teacher, Ms. Ganje:

During the Investigation and Criminology weekly workshop, Assistant Director Ms. Lato and Ms. Ganje discussed ideas with a student regarding topics to explore. One topic mentioned was various careers linked to criminology.

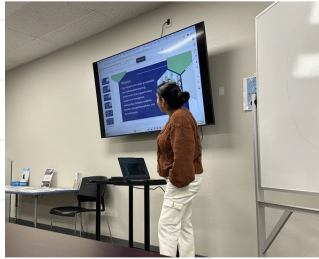


During the open house event in Orange County, MYA was happy to have the Irvine Police Department in attendance. Students enjoyed talking with the officers and exploring the patrol car and the equipment they use.



Shared by Student Success Coordinator, Ms. Bravo:

MYA presented at the Fallbrook Community Health Center and toured the facility. The various resources available there could serve as potential opportunities, including space for TORs to meet with students.



The Student Success Coordinators attended a women's empowerment resource fair that featured raffles, tacos, and lively music. MYA had the pleasure of meeting various parents and children, who had many questions. A highlight of the event was the mayor announcing that October 12 was National Empower Her Day—truly an amazing occasion.



Ms. Strauss held a second open house, and while the turnout was smaller, it created a welcoming environment. The Student Success Coordinators connected with students, discovering shared interests and building relationships. One typically reserved student found common ground with peers and became more engaged in the conversation, showing the event's positive impact.



Shared by Teacher, Ms. Hensley:

Great things can be said about the support staff at MYA. The new counselor, Mr. Zamora, is attentive and responsive to student needs. He is skilled at tailoring advice and guidance to each individual student. Ms. Cosio goes above and beyond to support both teachers and students,

ensuring that everyone can be successful. Education Specialist Ms. McArthur-Milton does an amazing job of getting to know students on a personal basis and genuinely cares about their well-being and success. When students struggle, she is there to offer support. When they succeed, she is there to celebrate. Ms. Torbenson navigates relationships with all students flawlessly, but excels with those who need extra attention. This is just a small sampling of the amazing people who help make the environment at MYA so supportive for both teachers and students, nurturing student development and learning. Thank you for all support!"

Shared by Marketing Assistant, Ms. Phillips:

Ms. Phillips had the pleasure of attending Ms. Anderson's open house in the Fallbrook area. It was wonderful to connect with colleagues and get to know them better. Ms. Phillips also had the opportunity to meet some exceptional students, including two young men graduating next June. It was a joy to converse with them and hear about their aspirations—one is looking to pursue a career in banking, while the other has a strong passion for entrepreneurship. Their enthusiasm was truly inspiring!





Shared by Teacher, Ms. Sullivan:

Jackob completed a career interest assignment and realized that MY Academy is a place that encourages students to excel in their interests. Based on the information gathered from the assignment, Jackob identified several high-paying careers to research further. Jackob showed enthusiasm when the information was shared with the mother, Linsie, as he was picked up from the meeting.



Shared by Student Success Coordinator, Ms. Yousif:

This week, MYA took the initiative to expand outreach efforts by exploring the Palm Springs area, partnering with the Oasis Resource Fair. The experience proved to be both enlightening and

impactful, as we encountered a predominantly non-English speaking community, many of whom were farm workers.

At the MYA booth, we received an overwhelmingly positive response from attendees, who were both curious and appreciative of the resources we offer. One individual even described the experience as "like a fairytale," expressing disbelief at the variety of opportunities MYA provides to students. It was a humbling reminder of the vital role our services play in supporting underserved communities.

This engagement highlighted the importance of continuing to reach out to diverse populations and ensuring that they have access to the educational resources and support they need.



GET **social** with **MYA!**
Follow
@



Contact Us

Email: info@myacademy.org

Website: www.myacademy.org

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

Phone: [619-343-2048](tel:619-343-2048)

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

Instagram: [@myacademyca](https://www.instagram.com/myacademyca)

YouTube: <https://www.youtube.com/@MYACADEMYCA>



MY Academy

MY is using Smore to create beautiful newsletters

Coversheet

Consent - Business/Financial Services

Section: VIII. Consent
Item: A. Consent - Business/Financial Services
Purpose: Vote
Submitted by:
Related Material: Check Register October 2024.pdf
Check Register November 2024.pdf
School Pathways Clever Bridge Quote 2024.12.12.pdf
EDJOIN.org services Invoice for 2024-2025 2024.12.12.pdf
EDJOINAdmin.org service agreement.pdf

BACKGROUND:

School Pathways and Clever bridge

The integration of School Pathways with Clever offers important benefits tailored to the needs of non-classroom-based charter schools like MY Academy. Clever, a platform widely used in education, simplifies managing digital tools and resources by securely connecting various systems. By bridging with Clever, School Pathways' Student Information System becomes part of a connected network that directly supports MYA's operational and educational needs.

Key Benefits for MYA are **automated data management, seamless integration across tools, improved student access and secure data sharing**. The integration prioritizes data security and compliance with FERPA regulations, ensuring the safe exchange of sensitive information.

EdJoin Service Agreement (Renewal)

EDJOIN is a leading online platform used by educational institutions to post job openings and recruit qualified candidates. Motivated Youth Academy has utilized EDJOIN's services to successfully attract and hire talented staff members who align with the school's mission and values. The current service agreement with EDJOIN is set to expire soon, and a renewal is necessary to ensure uninterrupted access to this critical recruitment resource.

Key benefits for MYA are access to a large pool of qualified applicants, streamlined job posting and application management and tools to tailor postings and target specific candidate demographics.

RECOMMENDATION:

It is recommended the Board approve the service agreement for School Pathways Clever Bridge for Motivated Youth Academy (#1628).

It is recommended the Board approve the service agreement with EdJoin for Motivated Youth Academy (#1628).

MY Academy Charter
Check Register
For the period ended October 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20911	SchoolsFirst Plan Administration	MYA 403b 9/26/24	10/2/2024	\$5,521.99
20912	Acacia HR	Services for October 2024	10/3/2024	4,800.00
20913	Amazon Capital	Office Supplies	10/3/2024	66.55
20914	California Schools VEBA	Health Ins. - 10/24	10/3/2024	33,695.21
20915	Charter Impact	Business Management - 10/24	10/3/2024	7,854.00
20916	Verizon	Communication Svcs - 08/06/24 - 09/05/24	10/3/2024	310.08
20917	Signature Resolution	Legal Svcs - Lares v. The Collaborative	10/7/2024	21,840.00
20918	Alpha Vision	Software - Backupify G-Suite - 10/24	10/8/2024	70.00
20919	Amtrust North America	Workers' Comp Audit - 07/2023	10/8/2024	22,905.00
20920	Charter Impact	Payroll Processing Fee - 09/24	10/8/2024	367.75
20921	Hatch & Cesario, Attorneys-at	Legal Svcs - 09/24	10/8/2024	75.00
20922	NCS Pearson	SpEd Assessment Software	10/8/2024	1,975.00
20923	Pro Imprint	SSC Tabling Supplies	10/8/2024	2,950.70
20924	School Pathways	Annual Subscription True Up - 07/01/24 - 09/30/24	10/8/2024	169.69
20925	Verizon	Communication Svcs - 09/02/24 - 10/01/24	10/8/2024	5,782.42
20926	YMCA of San Diego	Membership - 09/23/24 - 03/23/25	10/8/2024	186.00
20927	Aloha Copy &	CUME File Scanning	10/16/2024	1,971.66
20928	American Casual	Community Outreach Supplies	10/16/2024	952.43
20929	California Association of Public Information	Webinar Registration - 10/10/24	10/16/2024	30.00
20930	Cook Center for Human	2024-25 Parent/Staff Coaching	10/16/2024	5,000.00
20931	Corodata Records Management	Record Storage - 09/24	10/16/2024	63.28
20932	San Diego Computer Using	Powered Learning Fair '24 - Registration (2)	10/16/2024	159.14
20934	School Pathways	Subscription (35) - 07/01/24 - 06/30/25	10/16/2024	5,158.59
20935	TSW Therapy	SpEd Svcs	10/16/2024	70.00
20936	Scenario Learning	2024-25 Employee Safety & Compliance Training	10/18/2024	716.63
20937	C and L Hath Consulting	Custom Apparel	10/22/2024	4,286.70
20938	Campo Café	Meals - 09/24/24 - 10/17/24	10/22/2024	1,089.35
20939	Charter Schools Development	CSDC Membership - 11/24/24 - 11/23/25	10/22/2024	968.00
20940	Forth and Sons	Web Svcs - QR Codes	10/22/2024	650.00
20941	KRA Corporation	Consulting Svcs - 09/24	10/22/2024	4,972.80
20942	Pro Imprint	Custom Apparel	10/22/2024	513.00
20943	Securian Life Insurance	Life Ins - 10/24	10/22/2024	878.29
20944	CFOMW Tax	General Consulting Fee	10/23/2024	55,985.34
20945	Acacia HR	Services for November 2024	10/30/2024	4,800.00
20946	Charter Impact	Student Data Svcs - 09/24	10/30/2024	12,241.50
20947	Securian Life Insurance	ANGELA, SULLIVAN, HEIDI	10/30/2024	890.29
322271620000122	R&B Communications	Website Svcs - 08/24	10/8/2024	2,503.00
322271620000123	Michael P Humphrey	Stipend - 10/24 - Additional	10/8/2024	1,100.00
322271620000124	William W. Hall	Stipend - 10/24 - Additional	10/8/2024	1,100.00
322271620000125	Peter Matz	Stipend - 10/24	10/8/2024	650.00
322271620000126	Steve Fraire	Stipend - 10/24	10/8/2024	650.00
322271620000127	Larry Albert Alvarado	Stipend - 10/24	10/8/2024	650.00
322271620000128	GHA Technologies	Laptop (2)	10/8/2024	1,188.57
322271620000129	Amazon Capital	Office Supplies	10/8/2024	38.66
322271620000130	Propio Language Services	Interpretation Svcs - 09/24	10/8/2024	124.60
322271620000131	Keyn Group	IT Support - Additional Devices	10/18/2024	240.00
322271620000132	R&B Communications	Website Svcs - 09/24	10/18/2024	1,003.00
322271620000133	Amazon Capital	Office Supplies	10/18/2024	263.32
322271620000134	Liminex, Inc	License (250) - 11/01/24 - 10/31/25	10/30/2024	1,510.00
ACH	Chase	Service Charges	10/3/2024	25.45
ACH	Paylocity	Federal & State Tax Payments for Pay Date 100324S	10/3/2024	35.42
ACH	Paylocity	Federal & State Tax Payments for Pay Date 101024	10/9/2024	8,232.68
ACH	Chase	Chase CC# 0904 Payment Oct24	10/15/2024	12,164.63
ACH	OneBridge FSA	Admin Fees & Minimum Adjustment	10/16/2024	50.00
ACH	Paylocity	Q3 2024 Payroll Tax Payment	10/17/2024	417.22
ACH	Paylocity	Paylocity Fees 10/24	10/21/2024	712.02
ACH	Philadelphia Insurance	Ins. 10/24 - Specialty School Umbrella	10/23/2024	2,110.18
ACH	Paylocity	Federal & State Tax Payments for Pay Date 102524	10/24/2024	39,027.85
Voided - 20895	R&B Communications	Website Svcs - 08/24	10/7/2024	Void
Voided - 20933	Scenario Learning	2024-25 Employee Safety & Compliance Training	10/16/2024	Void
Total Disbursements Issued in August				\$ 283,762.99

MY Academy Charter

Check Register

For the period ended November 25, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20948	CALI013--California Schools VEBA	Health Ins. - 11/24	11/1/2024	\$28,685.11
20949	CHAR000--Charter Impact LLC	Business Mgmt Svcs - 11/24 & 2023-24 BMS fee true-up	11/1/2024	9,901.00
20950	ALPH000--Alpha Vision, Inc.	Cybersecurity Svcs - 10/01/24 - 10/03/24 & Backupify G-Suite - 11/24	11/6/2024	145.00
20951	ARBI000--Arbitech LLC	Office Supplies	11/6/2024	8.62
20952	CHAR000--Charter Impact LLC	Payroll Processing Fee - 10/24	11/6/2024	470.50
20953	JDLE000--JD Learning Partners	Professional Development - Invoice 2 of 5	11/6/2024	11,000.00
20954	YMCA001--YMCA of San Diego County	Membership - 08/30/24 - 02/28/25	11/6/2024	294.00
20955	CACH000--CA Charter Schools Conference Regis	Registration (1)	11/18/2024	550.00
20956	CCEM000--CCEMC	Workshop Registration (1)	11/18/2024	1,850.00
20957	CHAR000--Charter Impact LLC	Rush Processing Fee - 10/24	11/18/2024	75.00
20958	EDME000--Edmentum	CA AP Biology License (1) - 10/24	11/18/2024	325.00
20959	PROI000--Pro Imprint	Custom Office Supplies	11/18/2024	449.96
20960	PROC000--Procopio General	Legal Svcs through 09/30/24	11/18/2024	1,764.64
20961	VERI2788--Verizon Wireless	Communication Svcs - 09/06/24 - 11/05/24	11/18/2024	620.28
20962	VERI001--Verizon Wireless	Communication Svcs - 10/02/24 - 11/01/24	11/18/2024	6,004.36
20963	CALI007--California Association of Public Informa	Webinar Registration (1)	11/19/2024	30.00
20964	CALI013--California Schools VEBA	Health Ins. - 12/24	11/19/2024	32,754.30
20965	PROI000--Pro Imprint	Custom Apparel	11/19/2024	958.77
20966	TSWT000--TSW Therapy, Inc.	SpEd Svcs - 10/24	11/19/2024	530.00
20967	USAC000--USA Custom Pad Corp	Diploma Covers	11/19/2024	908.71
ACH	ALVA000--Larry Albert Alvarado	Stipend - 11/24	11/6/2024	650.00
ACH	FRAI000--Steve Fraire	Stipend - 11/24	11/6/2024	650.00
ACH	HALL000--William W. Hall	Stipend - 11/24 & Additional	11/6/2024	1,100.00
ACH	MATZ000--Peter Matz	Stipend - 11/24	11/6/2024	650.00
ACH	HUMP000--Michael P. Humphrey	Stipend - 11/24 & Additional	11/6/2024	1,100.00
ACH	SCHO002--SchoolsFirst Plan Administration LLC	MYA 403b 10/25/24 & MYA 457B 10/10/24, 10/25/24, 11/08/224	11/14/2024	7,090.68
ACH	RBCO000--R&B Communications	Website Svcs - 10/24	11/14/2024	1,003.00
ACH	RBCO000--R&B Communications	IT Svcs - 03/24	11/18/2024	1,363.00
ACH	SCHO002--SchoolsFirst Plan Administration LLC	MYA 457b 10/25/24	11/19/2024	2,745.12
ACH	AMAZ000--Amazon Capital Services	Office Supplies	11/19/2024	193.99
ACH	CHAS000--Chase	Service Charges	11/5/2024	22.50
ACH	CHAS000--Chase	Chase CC# 0904 Payment Nov24	11/7/2024	10,000.00

Total Disbursements Issued in November \$ 123,893.54



School Pathways Quote Form with My Academy - Motivated Youth Academy: Clever Bridge (2/1/2025-6/30/2025)

Company name
School Pathways LLC

Company address
PO Box 432, Portola, CA 96122

Company ID no.
FEIN #84-3824527

Company name
My Academy - Motivated Youth Academy

Company address
500 La Terraza Blvd, Ste 150, Escondido CA 92025

Customer Name: My Academy - Motivated Youth Academy	Enrollment: 252
Customer Contact Name: Gigi Lenz	Customer Contact Title: Operations and Programs Manager
Contact Email: glenz@myacademy.org	Number of Schools:
Customer Contact Phone: 6193939378	Contract Term: 5 months
Proposal Issue Date: 2024-10-09	Start Date: 2025-02-01
Proposal Expiration Date: 2025-01-31	End Date: 2025-06-30

Deal ID: 23120688197

SaaS Subscriptions / One-Time Fees	Quantity	Unit	Unit Price (\$)	Fee (\$)
Clever Export Bridge Annual Subscription (prorated 2/1/2025-6/30/2025)	1	School	\$689.06	\$281.29

Total Annual Fees:	\$281.29
Total One-Time Fees:	\$0.00



Total Quote:	\$281.29
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School Pathways will review enrollment prior to term end date to adjust subscription fees for enrollment increases as needed. Any applicable state sales tax has not been added to this quote.

Invoices shall be issued at or by quote start date. All invoices shall be paid before or on the due date set forth on invoice.

By execution of this quote, School Pathways subscriptions and/or services listed herein shall be provided to the Customer subject to the terms and conditions found at: link to www.schoolpathways.com/msa

IN WITNESS WHEREOF, the parties hereto have executed this Order Form on the dates indicated below.

Signatures

<div>On behalf of</div> <div>My Academy - Motivated Youth Academy</div> <div>Representative title</div> <div>Operations and Programs Manager</div> <div>Company representative</div> <div>Gigi Lenz</div> <div>Email</div> <div>glenz@myacademy.org</div> <div>Signature</div> <div>Date</div>	<div>On behalf of</div> <div>School Pathways LLC</div> <div>Representative title</div> <div>Director of Finance</div> <div>Company representative</div> <div>LeAnn Steffanic</div> <div>Email</div> <div>leann@schoolpathways.com</div> <div>Signature</div> <div>Date</div>
--	--





SAN JOAQUIN COUNTY OF EDUCATION



Troy A. Brown, Ed. D., Superintendent
P.O. Box 213030
Stockton, Ca 95213-9030

INVOICE

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

INVOICE:
243810

INVOICE DATE:
12/3/2024

CUSTOMER'S P.O. NO.:
Check

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

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

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

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

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

Form #7667 Rev. 7/00

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

PUBLICLY FUNDED HIRING SOLUTION

Please select Invoice options to include:

Person Signing Service Agreement: [Show Payment Options](#)Payment Type: **Motivated Youth Academy**

- ☒ EDJOIN Account Fees -> \$0
- ☐ Summer School System -> \$300
- ☐ Ventures Linkage (do not select unless your agency already has an account with HUMANeX Ventures) -> \$500

Motivated Youth Academy

- ☒ EDJOIN Account Fees -> \$0
- ☐ Summer School System -> \$300
- ☐ Ventures Linkage (do not select unless your agency already has an account with HUMANeX Ventures) -> \$500

Motivated Youth Academy

- ☒ EDJOIN Account Fees -> \$0
- ☐ Summer School System -> \$300
- ☐ Ventures Linkage (do not select unless your agency already has an account with HUMANeX Ventures) -> \$500

Motivated Youth Academy*

- ☒ EDJOIN Account Fees -> \$0
- ☐ Summer School System -> \$300
- ☐ Ventures Linkage (do not select unless your agency already has an account with HUMANeX Ventures) -> \$500

FY 24/25 EDJOIN Service Agreement

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

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

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

Section 1: Employer's Duties

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

Section 2: Service Fees and Charges

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

Section 3: Payment Policy

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

Section 4: Service Cancellation

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

Section 5: Service Term

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

Section 6: Regulatory Compliance

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

Section 7: Limitations of Damages

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

Section 8: Indemnification

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

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

Section 9: Relationship of the Parties

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

Section 10: Entire Agreement

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

Section 11: Binding Effect

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

Person Signing Service Agreement:

Date Signed:

☐ I/We have carefully examined the provisions of the Agreement and I/we hereby accept to have read and fully understood the terms stated herein.

Invoice total amount is: \$0.00

12/3/2024

About EDJOIN

EDJOIN has grown to become the premier job posting, applicant tracking system in education, with weekly "hits" reaching into the millions and agency and institutional accounts over at 3,951.



**SAN JOAQUIN COUNTY
OFFICE OF EDUCATION**

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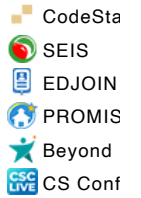
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CodeSta



Coversheet

Consent - Education/Student Services

Section: VIII. Consent
Item: B. Consent - Education/Student Services
Purpose: Vote
Submitted by: Bill Dobson
Related Material:
MOU MYA and Manzanita Band of Diegueno Mission Indians - 2024.12.01.pdf

BACKGROUND:

The purpose of this Memorandum of Understanding (MOU) is to establish a collaborative relationship between the Manzanita Band of Diegueno Mission Indians (Manzanita/MBMI) and Motivated Youth Academy. This MOU will document the details of their partnership, enhancing the resources available to eligible MY Academy students and the Manzanita Community Center/Education Center/Library.

The Manzanita Reservation is located in southeastern San Diego County, California. Manzanita adjoins Campo Indian Reservation on the south and La Posta Reservation on the west. It is about 67 miles east of the city of San Diego on Interstate 8; the town of Boulevard is six miles away. The reservation lies within 10 miles of the U.S.-Mexico border. The reservation was established on 640 acres in 1893 under authority of an Executive Order of 1891. The land base was increased by Departmental Order in 1907, and it is held in trust by the U.S. government. The reservation is located within the geographical boundaries of the Mountain Empire Unified School District.

Members of the Manzanita Band belong to the Kumeyaay Nation. The Kumeyaays' traditional territory extended north and south of the Mexican border from the Pacific coast almost to the Colorado River. The Kumeyaays are speakers of the Yuman branch of the greater Hokan linguistic family.

All tribal members 18 years and older make up the general council which governs the tribe. An executive committee, which consists of the tribal chairman, two committee members, and a secretary-treasurer, is elected by the general council to run the routine activities of the tribal government. The tribe is organized under an IRA constitution and bylaws approved in 1976. In addition to the administrative department, the tribe maintains a housing committee and grants management office.

RECOMMENDATION:

It is recommended that the Board approve the 2024-2025 Memorandum of Understanding (MOU) between the Manzanita Band of Diegueno Mission Indians (Manzanita/MBMI) and Motivated Youth Academy (#1628).

Fiscal Impact: None

MEMORANDUM of UNDERSTANDING

1) Purpose of Memorandum

The purpose of this Memorandum of Understanding (MOU) is to establish a collaborative relationship between Motivated Youth Academy (MY Academy/MYA) and Manzanita Band of Diegueno Mission Indians (Manzanita/MBMI). This MOU will document the details of their partnership.

2) Description of Partner Agencies

MY Academy is a flex-based California public charter school. MYA has been supporting successful student outcomes through independent study programs since 2014. The school has a full six year accreditation from the Western Association of Schools and Colleges (WASC). MY Academy offers a unique approach to education that combines the flexibility of online learning with the benefits of personalized face-to-face instruction. The design of MYA's "No Walls Approach" is for students seeking both virtual and in-person learning. Teachers meet students once per week, in person, in the communities where students live at mutually agreed upon public locations such as libraries, community centers, career centers and tribal halls. The foundation of these one on one meetings are MYA's core values; All Are Welcome, We Celebrate The Small Things, We Choose Hope, We Are Servant Leaders, Feedback Is Critical, We Pursue Gratitude.

Implementing an Enriched Virtual model of instruction each student has access to individualized curriculum, personalized teacher guidance, and scheduling flexibility. MYA allows students to learn at their own pace while receiving one on one support from credentialed teachers. This setup is designed to meet the needs of students who choose a more personalized educational experience compared to traditional classroom settings.

MYA focuses on serving At-Promise youth and young adults. Enrollment includes many students who have experienced significant barriers in accessing public education. The school has Dashboard Alternative School Status (DASS) indicating at least 70% of the student population has been identified as members in one of twelve high risk student groups. MY Academy enrolls traditional age students in grades 6-12 and young adults age 19-24 seeking to earn a high school diploma.

Manzanita Band of Diegueno Mission Indians (Manzanita/MBMI) is a Federally Recognized Indian Tribe.

3) Roles and Responsibilities

It is agreed by, and between, partners as follows:

MY Academy will:

- Provide MY Academy resources and support to eligible student referrals from Manzanita.
- Provide information on community-based events and provide registration opportunities to referrals from Manzanita.
- Provide equitable access for eligible Manzanita referrals to free public education culminating in a high school diploma
- Support Manzanita by attending partner sponsored community-based events.
- Provide student contact information as needed, to meet with mutual clients, in accordance with FERPA.
- Provide access to data on dual relationship clients, in accordance with FERPA.

Manzanita will:

- Provide Manzanita resources and support to participant referrals from MY Academy.
- Provide information on Manzanita community-based events.
- Support MY Academy by attending partner sponsored community-based events.
- Provide participant contact information as needed, to meet with mutual participants.
- Provide data on dual relationship clients.

4) Both organizations will:

Identify a single point of contact for communication with the other about this partnership:

- MY Academy: Bill Dobson, Director, bdobson@myacademy.org or their designee
- Manzanita: Angela Elliott Santos, Tribal Chairwoman, angelaelliottsantos@manzanita-nsn.gov or their designee

5) Timeline

The roles and responsibilities under this MOU will be in effect for 12 months from the time of execution. At the end of the 12 months, MY Academy and Manzanita will meet to review the terms and conditions and address any concerns from both parties. Upon meeting, both parties may choose to renew the current MOU.

Any extensions or addendums must be made in writing and agreed upon by both parties.

6) Conditions and Termination

- Either organization may terminate this MOU at any time by giving 30 days written notice to the other organization.
- Neither organization shall share client information with any person or organization outside of the respective organizations with written notice and consent.

7) Commitment to Partnership

We, the undersigned, have read and agree with this Memorandum of Understanding.

Bill Dobson, Director
Motivated Youth Academy

Date

Angela Elliott Santos, Tribal Chairwoman
Manzanita Band of Mission Indians

Date

Coversheet

Consent - Personnel Services

Section:	VIII. Consent
Item:	C. Consent - Personnel Services
Purpose:	Vote
Submitted by:	
Related Material:	MYA Handbook 2024-2025 - Changes 2024.12.12.pdf MYA Handbook 2024-2025 - Clean 2024.12.12.pdf

BACKGROUND:

The proposed revisions to the Employee Handbook have been made to address legislative changes that will take effect on January 1, 2025. These updates are essential to ensure compliance with newly enacted laws and regulations that impact employee rights, workplace policies, and organizational responsibilities.

RECOMMENDATION:

It is recommended the Board approved the 2024-2025 Employee Handbook as presented for Motivated Youth Academy (#1628).

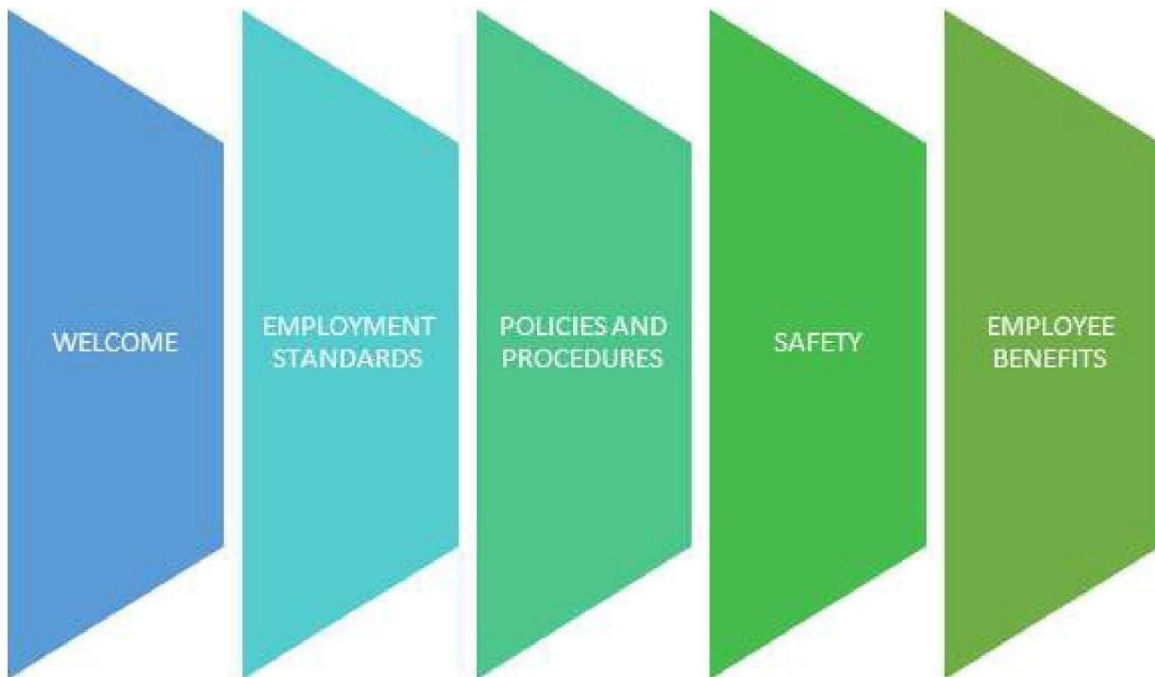


Employee Handbook Changes

Policy	2024
EEO Statement	Updated Policy
Outside Employment	Updated Policy
Use of AI	Added Policy
News/Media Contacts	Added Policy
Employee Driving Policy	Updated Policy
Workplace Violence	Added Policy
Employee Cost Sharing	Updated Policy
Transferred Sick Time	Added Policy
Crime Victims' Leave	Add/Updated Policy
Holidays	Updated Policy
Vacation Accrual	Updated Policy

Employee Handbook

2024 - 2025



The Employee Handbook may not be changed in any way without express written approval from the Board of Directors.

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Welcome

We are glad to have you on our team! You have joined an organization that focuses on the execution of high-quality personalized learning models that allow a flexible environment using innovative delivery methods and technology to foster empowered, life-long learners. As an organization we seek to hire and retain high caliber individuals to meet our vision of extraordinary education.

We truly value our employees and have developed this Employee Handbook (handbook) to assist you with understanding our policies, procedures, and performance expectations. Keep in mind that it is the employee who is responsible for reading and understanding the handbook as well as any posted revisions; however, if anything is unclear to you, please discuss the matter with your supervisor or a member of HR.

As a team member we want you to have a long and successful career with us - where you can make an impact on student education. We sincerely hope that you will find your employment here to be one of enrichment, collaboration, and an overall professionally rewarding experience.

Best wishes for a wonderful school year! The Leadership Team

Right to Revise

This handbook is the employee's guide to understanding the provisions of their employment with Motivated Youth Academy ("School"). Please be advised that written employment agreements between the School and individuals may replace some policies/procedures in this handbook. This handbook supersedes all prior published handbooks and any policy, memoranda, or benefits statements that are contrary to the policies that are outlined here.

The School reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document, except for the policy of at-will employment. Any such changes must be in writing and must be signed by the CEO or designee.

Any written changes to this handbook will be distributed to all employees, so that employees will be aware of the new policies or procedures. No oral statements or representations can in any way alter the provisions of this handbook.

This handbook sets forth the policies and procedures applicable to employees of the School. Employees are expected to abide by all policies in this handbook. Nothing in this handbook or in any other personnel documents creates or is intended to create a promise or representation of continued employment for any employee. Nothing in this at-will statement is intended to interfere with an employee's rights to communicate or work with others toward altering the terms and conditions of their employment.

At-Will Employment Status

School personnel are employed on an at-will basis. Employment at-will means that the employment relationship may be terminated, with or without cause and with or without advance notice at any time by the employee or the School. Nothing in this handbook shall limit the right to terminate at-will employment. No manager, supervisor, or employee of the School has any authority to enter into an agreement for employment for any specified period of time or to make an agreement for employment on other than at-will terms. Only the School has the authority to make any such agreement, which is binding only if it is in writing and approved by the Board of Directors.

Though many items surrounding employment may be changed or updated (such as the eligibility of benefits, promotion, or leaves) the status as an at-will employee does not change - the employment relationship may be terminated with or without cause and with or without advance notice, at any time by the employee or the School.

Section I: Nondiscrimination Policies

A. Equal Employment Opportunity

The School is an equal opportunity employer and makes employment decisions on the basis of merit. Selections for employment focus on the candidates whose training and experience most closely align with the position requirements, and fit with the School's mission, vision, and values. School policy prohibits unlawful discrimination based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of those characteristics, or any combination of protected characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Discrimination can also include failing to reasonably accommodate religious practices or qualified individuals with disabilities where the accommodation does not pose an undue hardship. The School's management is responsible for adherence to this policy; however, in the final analysis, attainment of this goal of equal employment opportunity and enrichment through diversity depends on the commitment and good faith effort of everyone.

The School will comply with all applicable equal employment and discrimination laws, including Title IX, the California Fair Employment and Housing Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act, and all other applicable laws. Additionally, Title IX prohibits discrimination on the basis of sex in education programs or activities by recipients of federal financial assistance. The School does not discriminate in the educational program or any activities which it operates, including employment in such programs and activities.

The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation and compensation, and discipline/dismissal practices annually.

In accordance with the School's Equal Employment and Nondiscrimination Policies, the School designates the following position(s) as the Title IX Coordinator and Coordinator for Nondiscrimination in Employment:

Marie Rolston, Human Resources Partner
500 LaTerraza Blvd., Suite#150, Escondido, CA 92025
HR@myacademy.org

Any employee or job applicant who believes they have been or are being discriminated against or harassed in violation of School policy should, as appropriate, immediately contact their supervisor, the Title IX coordinator, or the CEO, or any person they feel comfortable going to who shall advise the employee or applicant about the School's procedures for filing, investigating, and resolving any such complaint.

Complaints regarding employment discrimination or harassment shall immediately be investigated in accordance with School policy and regulation. Individuals may use the School's Uniform Complaint Procedures to address complaints of discrimination and harassment, including sex discrimination under Title IX. Annual notice of such policies will be provided to all employees, and a copy of such policies and procedures are available by contacting the Title IX coordinator or Human Resources (HR).

Discrimination is considered a form of employee misconduct. Disciplinary action, up to and including dismissal, will be taken against any employee engaging in this type of behavior. Any supervisor or manager who has knowledge of such behavior, yet takes no action to end it, is also subject to disciplinary action up to and including dismissal.

B. Disability Accommodation

To comply with the Americans with Disabilities Act and all applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job as outlined in the applicable job description should contact the HR department and discuss the need for an accommodation. The School will engage in an interactive process with the employee to identify possible accommodations, if any, which will help the applicant or employee perform the job. The School will implement reasonable accommodations that do not impose undue hardship.

C. Anti-Harassment

The School is committed to providing a work environment free of harassment, discrimination, retaliation and abusive conduct as that term may be defined by statute or regulation then in effect at the time of the conduct. School policy prohibits conduct that is disrespectful, unprofessional as well as harassment based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), family or medical leave status, sex (including pregnancy, childbirth, breastfeeding, decision making around reproductive health, or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status or any other consideration made unlawful by federal, state, or local laws. It also prohibits unlawful

discrimination based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

All such conduct violates school policy. The School's anti-harassment policy applies to all persons involved in the operation of the School and prohibits harassment, disrespectful or unprofessional conduct by any employee of the School, including supervisors and managers, as well as vendors, community providers, customers, independent contractors, and any other persons. It also prohibits harassment, disrespectful or unprofessional conduct based on the perception that anyone has any of those characteristics, or is associated with a person who has or is perceived as having any of those characteristics.

Prohibited harassment, disrespectful or unprofessional conduct includes, but is not limited to, the following behavior:

1. Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;
2. Visual displays such as derogatory and/or sexually-oriented posters, photography, cartoons, drawings or gestures;
3. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
4. Threats and demands to submit to sexual requests as a condition of continued employment, or to avoid some other loss and offers of employment benefits in return for sexual favors;
5. Retaliation for reporting or threatening to report harassment; and
6. Communication via electronic media of any type that includes any conduct that is prohibited by state and/or federal law, or by the School policy.

Sexual harassment does not need to be motivated by sexual desire to be unlawful or to violate this policy. For example, hostile acts toward an employee because of their gender can amount to sexual harassment, regardless of whether the treatment is motivated by any sexual desire.

Harassment is considered a form of employee misconduct. Disciplinary action, up to and including dismissal, will be taken against any employee engaging in this type of behavior, yet taking no action to end it, is also subject to disciplinary action.

It is the policy of the School that no one will be retaliated against for making a good faith complaint of harassment or for cooperating in the investigation of a complaint.

An employee who believes they have been harassed, discriminated against or retaliated against may initiate the reporting process by contacting their supervisor, or, if appropriate, the next level of management (see Reporting procedure, which follows), any team member they feel most comfortable reporting to, or the HR department. All discrimination, harassment and retaliation complaints will be promptly investigated and will be treated confidentially to the extent possible, and appropriate action taken where warranted. Complaints made in good faith are protected from retaliation of any kind.

1. Sexual Harassment

The School is committed to providing a work environment that is free from sexual harassment and retaliation. Under no circumstances will sexual harassment be tolerated.

"Sexual harassment" means any unwelcome sexual advance, unwelcome requests for sexual favors, or other unwelcome verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational or work setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's academic status, employment, or progress.
2. Submission to, or rejection of, the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, work, or progress or has the purpose or effect of creating an intimidating, hostile, or offensive educational or working
4. environment. The conduct is sufficiently severe, persistent, pervasive or
5. objectively offensive, so as to create a hostile or abusive educational or working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
6. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the local agency.

"Verbal sexual harassment" includes, but is not limited to, unwelcome epithets, comments, or slurs of a sexual nature.

"Physical sexual harassment" includes, but is not limited to, assault, impeding or blocking movement, or any physical interference with work or school activities or movement when directed at an individual on the basis of sex.

"Visual sexual harassment" includes, but is not limited to, derogatory posters, cartoons, drawings, obscene gestures, or computer-generated images of a sexual nature.

"Educational environment" includes, but is not limited to, the following:

1. The main administration offices of the local agency.
2. Properties controlled or owned by the local agency.
3. Off-campus, if such activity is sponsored by the local agency, or is conducted by organizations sponsored by or under the jurisdiction of the local agency.

Sexual harassment has no place in the work environment and is prohibited by the School. Specifically, it must in no way be exercised for purposes of an intimidating effect on employment decisions such as promotion, dismissal, hiring, training, wage and salary increases, transfer, or any other matter that affects the ability of an employee to perform job duties.

Any employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment or retaliates against another individual is in violation of this policy and subject to disciplinary action up to and including dismissal.

Managers and supervisors are to ensure that no such intimidation or harmful atmosphere of unwelcome sexual overtones exist in their workplaces. Every effort should be made to sensitize themselves and their employees to the differences between purely social overtones and those intended to affect working

conditions. Also, employees are responsible for respecting the rights of their co-workers. Any employee who feels they have been harassed or retaliated against or has knowledge of any incident of harassment or retaliation on any protected basis shall immediately report such incidents to their immediate supervisor, HR, the CEO or the Title IX Coordinator and Coordinator for Nondiscrimination in Employment. If the supervisor is the harasser or has not responded to the complaint, or if not an employee, then the complainant should complain to any administrator without fear of reprisal. Employees may also report instances of sexual harassment through the School's Uniform Complaint Procedure without fear of reprisal.

2. Reporting

The School has an affirmative duty to take reasonable steps to prevent and correct discrimination and harassment. Supervisors, co-workers, and third parties are prohibited from engaging in unlawful behavior under the Fair Employment and Housing Act or any other applicable law. Please see the list of protected categories as stated in the Equal Employment Opportunity and Anti-Harassment sections of the handbook.

The School encourages reporting of all perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate Director, supervisor, manager, HR, or person they feel most comfortable and may file a complaint. The Uniform Complaint Procedures may be used for this purpose. Employees are entitled to report harassment to someone other than their direct supervisor. Supervisors are required to report all complaints to HR. In addition, the School encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that their behavior is unwelcome and request that it be discontinued. The School recognizes, however, that an individual may prefer to pursue the matter through informal or formal complaint procedures. Every effort will be made to keep such reports as confidential to the extent possible, although it is understood that an investigation will normally require the involvement of third parties. The School is serious about enforcing its policy against harassment, discrimination and retaliation. However, the School cannot resolve a harassment, discrimination or retaliation problem that it does not know about. Therefore, employees are responsible for bringing any such problems to the School's attention so it can take the necessary steps to correct the problem.

3. Investigation/Complaint Procedure

All complaints of harassment, including sexual harassment, discrimination or retaliation may be addressed through the School's Uniform Complaint Procedures. A complaint will be followed by prompt and thorough investigation conducted by an impartial and qualified individual. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but not be limited to, reprimand, suspension or dismissal, depending on the nature and severity of the offense.

Complaints will be documented and the School will designate a qualified individual to track the complaint process.

a. Informal Procedure

If for any reason an individual does not wish to address the offender directly, or if such action does not successfully end the offensive conduct, the individual should notify their immediate

supervisor and/or the HR department who may, if the individual so requests, talk to the alleged offender on the individual's behalf. In addition, there may be instances in which an individual seeks only to discuss matters with one of the HR designated representatives, and such discussion is encouraged. An individual reporting harassment, discrimination or retaliation should be aware, though, that the School may decide it is necessary to take action to address such conduct beyond an informal discussion. This decision will be discussed with the individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

b. Formal Procedure

As noted above, individuals who believe they have been the victims of conduct prohibited by this policy statement or believe they have witnessed such conduct should discuss their concerns with their supervisor or the HR department. The School encourages the prompt reporting of complaints or concerns so that rapid and constructive action can be taken before relationships become irreparably strained. Therefore, while no fixed reporting period has been established, early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Any reported allegations of harassment, discrimination or retaliation will be investigated promptly and thoroughly. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Confidentiality will be maintained throughout the investigation process to the extent consistent with adequate investigation and appropriate corrective action. Misconduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include, training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the School believes appropriate under the circumstances.

4. Retaliation

Employees will not be retaliated against for complaining or participating in an investigation. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action. Acts of retaliation should be reported immediately and will be promptly investigated and addressed.

5. Conclusion

This policy was developed to ensure that all employees can work in an environment free from harassment, discrimination and retaliation. The School will make every reasonable effort to ensure that all concerned are familiar with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. Any employee who has any questions or concerns about these policies should talk with their supervisor or the HR department. Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions. In other words, no one should make the mistake of engaging in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of the School prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and prerequisites

of employment. The prohibitions against harassment, discrimination and retaliation are intended to complement and further those policies, not to form the basis of an exception to them.

None of the procedures listed are intended to preclude an employee from pursuing claims of discrimination and/or harassment in any other forum available to the employee, including making reports of discrimination, harassment, and/or retaliation to the Department of Fair Employment and Housing and the U.S. Equal Employment Opportunity Commission.

D. Diversity Policy

The School is committed to fostering, cultivating and preserving a culture of diversity and inclusion.

Our staff is the most valuable asset we have. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities and talent that our employees invest in their work represents a significant part of not only the School's culture, but its reputation and achievement as well.

We embrace and encourage our employees' differences in age, color, disability, ethnicity, family or marital status, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status, and other characteristics that make our employees unique.

The School's diversity initiatives are applicable but not limited to our practices and policies on recruitment and selection; compensation and benefits; professional development and training; promotions; terminations; and the ongoing development of a work environment built on the premise of gender and diversity equity that encourages and enforces:

- Respectful communication and cooperation between all employees.
- Teamwork and employee participation, permitting the representation of all groups and employee perspectives.
- Work/life balance through flexible work schedules to accommodate employees' varying needs.
- Employer and employee contributions to the communities we serve to promote a greater understanding and respect for diversity.

All employees of the School have a responsibility to treat others with dignity and respect at all times. All employees are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the work site, and at all other school-sponsored and participative events.

Any employee found to have exhibited any inappropriate conduct or behavior against others may be subject to disciplinary action up to termination.

Employees who believe they have been subjected to any kind of discrimination that conflicts with the School's diversity policy and initiatives should seek assistance from an HR representative.

Section II: Employment Requirements

A. Child Abuse and Neglect Reporting

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. School employees are mandated reporters and are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse.

Child abuse should be reported immediately by phone to a child protective agency. Call the local Department of Family and Children's Services (DFCS) to report child abuse and neglect. If there is a life-threatening emergency to a child however, call 9-1-1. The phone call to the DFCS is to be followed by a written report within 36 hours of receiving the information concerning the incident. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." Child abuse can take the following several forms:

1. Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. Pregnancy of a minor does not, in and of itself, constitute suspicion of child abuse.
 - a. Neglect: Neglect occurs when a child's custodian has failed to provide adequate "food, clothing, shelter, medical care, or supervision" that may or may not have resulted in any physical injury.
2. Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that results in a traumatic condition.
3. Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any "person willfully causes or permits any child to suffer unjustifiable pain or mental suffering" or when any person endangers a child's health.

Confidentiality

A mandated reporter is required to give their name. The identity of all persons who report shall be confidential. Violation of statutory confidentiality is a misdemeanor. DFCS may reveal the names of reporting parties only to other investigative agencies as specified by law. No person required to report abuse will bear criminal liability for reporting. No supervisor or administrator may impede or prohibit reporting.

All employees, prior to commencing employment, are required to acknowledge the provisions of Penal Code Section 11166 regarding mandated reporting and will comply with those provisions as outlined in the employment agreement. All employees will also be subject to annual training as required by law.

Failure to Report

Failure to report suspected abuse is a misdemeanor punishable by imprisonment/fine. Any person who fails to report an instance of child abuse or neglect as required by the Child Abuse and Neglect Reporting Act is guilty of a misdemeanor with a punishment not to exceed six months in jail or \$1,000 or both.

B. Employee Access to Confidential Information

Each employee is responsible for safeguarding confidential information obtained during employment. In the course of the employee's work, the employee may have access to confidential information regarding students, parents, suppliers, other customers, or perhaps even fellow employees without consent from that individual. The employee has the responsibility of preventing the revealing or divulging of any such information unless it is necessary for the employee to do so in the performance of their duties and in accordance with law. Access to confidential information should be on a "need-to-know" basis and must be authorized by the CEO or designee. Any breach of this policy will not be tolerated and will lead to disciplinary action and possible legal action.

Please note the release of unauthorized confidential information may result in immediate dismissal and the filing of criminal charges. Confidentiality of student information is a requirement of the law and great care must be taken to ensure it is protected. No student information will be released without the specific authorization of the CEO or designee. Employee information may be released as part of a Public Records Act request, for the purpose of employment verification with prior written approval by the employee, or as required by law.

C. Student Data/FERPA

All information contained in a student's records, including information contained in an electronic database, is confidential and maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). These records are the property of the School, whose responsibility it is to secure the information against loss, defacement, tampering or use by unauthorized persons. Staff is prohibited from discussing students' academic or personal information outside the scope of performing the duties of one's position. No student's files are to be taken off premises unless granted permission by the CEO or designee. Only teachers, administrative, and office personnel are permitted to review student's files. When a file is requested from the School office, it must be signed out and returned the same day. No student files, records, forms, communication or reports may be copied without express authorization from the Director. Under no circumstances may student information be used for an employee's personal use.

Employees may not remove any materials from any student's file. Files may not leave the office without specific written authorization from the CEO or designee. Employees who access student files are responsible to secure their contents and maintain confidentiality.

D. Conflict of Interest

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflict of interest. Such a conflict occurs when an employee is in a position to influence a decision that may result in a personal gain for the employee or for a relative as a result of the School's business dealings.

1. Personal Financial Interest

All such persons shall be neither personally nor financially interested in any contract made by them or by the school that employs them. For purposes of this policy,

- a. "Personally interested" shall mean any situation where private and/or personal interests conflict with official duties and shall include non-economic interests such as familial relationships.
- b. "Financially interested" shall mean any contract with an individual, entity, or company in

which any such person related by blood, marriage or civil partner, any other person with a close personal relationship to any such person who has an ownership interest, an investment interest, or a familial interest, and encompasses any situation where any such person's official judgment may be influenced by personal consideration or expectation of financial gain or any compensation or consideration of any kind other than that officially provided to any such person by the School.

2. Statement of Economic Interest (Form 700)

Board members and staff who make or influence governmental decisions or financial decisions of the organization are designated in the Conflict of Interest Code adopted by the Board. These individuals must complete and file a Statement of Economic Interest, Form 700. The Form 700 ensures transparency and accountability in alignment with the Political Reform Act.

It is the policy of this School that elected or appointed school governance body members, school administrative officers, and school employees shall not place themselves in any position where their private or personal interests may conflict with their official duties, or where they may directly or indirectly receive personal financial gain through direct or indirect personal influence.

3. Personal Relationship

Personal or romantic involvement with a competitor, supplier or employee of the School may create an actual or potential conflict of interest. Management-subordinate romantic or personal relationships can lead to issues such as claims of discrimination or favoritism, issues with performance evaluation, possible claims of sexual harassment, and morale issues. It is the responsibility of the employees involved in romantic or personal relationships with subordinates, or other personal or romantic relationships that give rise to a conflict of interest, to disclose and discuss all relevant circumstances with the supervisor or HR and possibly request a change in assignment to avoid potential problems as appropriate. Failure to disclose such circumstances may cause the School to impose disciplinary action. Moreover, any romantic or personal relationships between employees must not harm the work environment in any way. Regardless of an employee's relationship with another employee outside of work, employees are expected to remain professional at all times during work hours. The School will not discriminate on the basis of marital or relationship status, except that the School may reasonably regulate the working of spouses or relatives in the same department, division, or facility for reasons of supervision, safety, security, or morale in accordance with applicable law.

No "presumption of guilt" is created by the mere existence of a professional or personal relationship with outside firms; however, if such employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that such be disclosed so that safeguards can be established to protect all parties.

E. Anti-Nepotism Policy

The School recognizes there may be situations in which spouses or other relatives may be employed by the School at the same time. The School permits the employment of qualified family members, domestic partners, significant others and/or similar personal relationships of employees as long as such employment does not create a conflict of interest. Relationships by family, marriage, domestic partnership and/or similar personal relationship shall constitute neither an advantage nor a disadvantage to selection, promotion, salary, or other conditions of employment. The School may consider a member of an

employee's immediate family for employment if the applicant possesses the qualifications for employment for the position.

The School does not prohibit the employment of relatives in the same department. However, the School does prohibit any preferential treatment toward spouses or relatives or an improper influence impacting a spouse's or relative's terms or conditions of employment. The School recognizes that at times, employees and their family members, domestic partners, significant others and/or personal relationships may be assigned to positions that create a coworker or supervisor-subordinate relationship. The School will, in its discretion, exercise sound judgment with respect to the placement of employees in these situations in order to avoid the creation or appearance of a conflict of interest, avoid favoritism or the appearance of favoritism, and decrease the likelihood of harassment in the workplace.

Employees should neither initiate nor participate, directly or indirectly, in employment actions (initial employment or appointment, retention, evaluation, promotions, salary, work assignments, leave of absence, etc.) involving family members, domestic partners, significant others and/or similar personal relationships.

The School will make reasonable efforts to assign job duties to minimize the potential for creating conflicts of interest. Notwithstanding the above, the School retains the right where such placement has the potential for creating conflicts of interest, to refuse to place immediate family members in the same department. The School retains the right to reassign or transfer any person to eliminate the potential for creating conflicts of interest. Any potential preferential treatment or improper influence should be reported immediately to HR.

F. Employment Eligibility Verification Document

The School will only employ individuals who are authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

All newly hired employees must complete, as a condition of employment, the Employment Eligibility Verification Form 1-9 and provide documentation establishing identity and proof of work eligibility and identification at time of hire, but no later than three (3) days of hire. If the employee is unable to produce the required documentation or a receipt/letter requesting appropriate documentation within three days, the employee will be dismissed from employment. If, after 90 days of hire, the employee has not submitted the original documents to replace the receipt/letter or, in the meantime, some other acceptable document(s), the employee will be dismissed from employment.

Former employees who are rehired must also complete the form if they have not completed an 1-9 for the School within the past three years or if their previous 1-9 is no longer retained or valid.

G. Fingerprinting

Each employee will be fingerprinted in conformance with legal requirements and as a condition of employment. Fingerprints are submitted to the appropriate State and Federal agencies for screening to assure that no employee has been convicted of a crime that would preclude employment by the School.

H. Criminal Background Checks

As a condition of employment, all employees are required to submit to a criminal history review through the Department of Justice. The review shall include fingerprint submission to the DOJ. The School

follows the guidelines of the California Fair Chance Act, and will conduct an individualized assessment on all background check results. The School will make hiring determinations based on California law. Certain types of criminal background findings may prevent the employer from hiring the candidate or continuing employment with a current employee. The School will factor in the nature and gravity of the crime, when the crime occurred, rehabilitation and the nature of the position all in accordance with applicable law. All results will be discussed with the applicant and/or employee before making a hiring or dismissal decision. No person employed or otherwise associated with the School, including members of the Board of Directors, who have been convicted of or have pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of charter school funds.

I. Employment Application/Data

The School relies upon the accuracy of the information presented during the application process, as well as the accuracy of other data presented throughout the hiring process and employment relationship. As such, any omission or misstatement of material fact in any of this information may result in the School excluding the individual from further consideration for employment or, if already hired, termination of employment.

J. Employment Verifications

The School will only respond to employment verification inquiries that are received in writing. All such inquiries, whether for current or former employees, must be directed to HR. Generally, responses will be limited to information concerning wages, employment dates, positions held, and eligibility for rehire. Release of any additional information will require that the employee execute a release. Letters of recommendation must be approved by HR to ensure the accuracy and appropriateness of the information being released.

K. Certification and Licensing

Teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other commission approved document for the assignment held ("Certificated Employee"). In addition, teachers serving students identified as English Language Learners must possess the proper EL authorization. If a teacher has not received this authorization, the School will allow them one year from date of hire to obtain it and will not assign English Language Learners during that time.

It is the responsibility of each certificated employee to ensure that credentials and permits are renewed in a timely manner and remain current. The School highly encourages all certificated staff to keep their contact information current with the Commission on Teacher Credentialing in order to receive pertinent notifications. Upon renewal of credentials or certificates, proof is to be submitted to the HR department to be copied and filed in the employee's personnel file.

L. Mandatory Tuberculosis Testing

In order to ensure the health and safety of all students and staff of the School, all newly hired employees must submit proof of a negative TB Risk Assessment or TB test by a licensed healthcare provider that has been administered within sixty (60) days prior to hire. A TB test may include an intradermal skin test or an X-ray of the lungs. An individual hired from another California School may request their prior school provide proof of the individual's TB Risk Assessment or TB test. TB Risk Assessments and TB tests are considered expired after four (4) years from the date they are administered and a proof of a new

assessment or test must be submitted to HR in order to continue in employment. Pregnant employees are exempt from providing proof of a TB test for at least sixty (60) days from the end of their pregnancy.

The School will reimburse the cost of the tuberculosis risk assessment and/or the test for all current employees with proof of receipt.

[See also Board Policy 4013]

Section III: Standards of Conduct

The School expects all employees to comply with School rules, policies, and regulations as set forth in this handbook. Any employee who fails to do so will be subject to disciplinary action at the School's sole discretion, which management deems appropriate under the circumstances. Such disciplinary action may include, but is not limited to, oral and written warnings, mandatory training, or termination of employment. Any employee's receipt of, participation in or completion of School-required disciplinary action shall not, under any circumstances, limit or alter the School's at-will employment policy, which allows either the School or the employee to terminate the employment relationship at any time, with or without notice, and with or without cause.

A. Freedom from Violence

The School expressly prohibits any acts or threats of violence by any School employee or former employee against any other individual. The School will also not condone any acts or threats of violence against school employees, students or affiliates while engaged in business with or on behalf of the School.

To ensure that the School's objective in this regard is attained, it is the commitment of the School:

1. To provide a safe and healthful work environment, in accordance with the School's safety and health policy.
2. To take prompt remedial action up to and including immediate termination, against any employee who engages in any threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures.
3. To take appropriate action when dealing with customers, former employees, or visitors to school functions who engage in such behavior. Such action may include notifying the police or other law enforcement personnel and prosecuting violators of this policy to the maximum extent of the law.
4. To prohibit employees, former employees, students, and visitors from bringing unauthorized firearms or other weapons to school, work and non-work-related gatherings, meetings and functions.
5. To establish viable security measures to ensure that school meetings and gatherings are safe and secure to the extent possible and to properly handle access to school facilities by the public, off-duty employees, and former employees.

The School will not tolerate any type of workplace violence committed by or against its employees. Employees who violate this policy will be subject to disciplinary action, up to and including discharge. Prohibited conduct includes, but is not limited to:

1. Causing physical injury to another person.
2. Making threatening remarks.
3. Aggressive or hostile behavior that creates a reasonable fear of injury to another person or

subjects another person to emotional distress.

4. Possession or threat of using a weapon on the premises and/or at work related events, meetings and gatherings.

Employees who display a tendency to engage in violent, abusive, or threatening behavior, as determined by the School, in its sole discretion, may be referred for counseling or other appropriate treatment.

In furtherance of this policy, employees have a "duty to warn" their supervisors or a HR representative of any suspicious workplace activity or situations or incidents that they observe or that they are aware of that involve other employees, former employees, customers, or visitors and that appear problematic. The welfare of all employees depends upon the alertness and sensitivity of every individual to potential security risks. Employee reports made pursuant to this policy will be held in confidence to the extent possible. The School will not condone any form of retaliation against any employee for making a report under this policy.

The School has developed guidelines to help maintain a secure workplace.

1. Every employee is directed to report any suspicious persons or activities to the Director or designee:
2. Such as persons loitering for no apparent reason in parking areas, walkways, entrances and exits, and service areas.
3. Persons who make threats or acts of violence, aggressive behavior, offensive acts, discussion of bringing weapons into the workplace, threatening or offensive comments or remarks, and the like.
4. Employees should immediately notify the Director or designee when other employees or outsiders express anger and make threats against the School or behave in a manner suggesting the possibility of violent activity.
5. Finally, those working in the School's office must also ensure that doors are locked and alarms are activated when applicable.

B. Prohibited Conduct

Employees are expected to conduct themselves in a manner to further the School's objectives.

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only; other types of conduct that threaten security, personal safety, employee welfare and School operations may also be prohibited and will result in disciplinary action up to and including termination.

1. Falsifying employment records, employment information, or other School records;
2. Inefficient or careless performance of job responsibilities or inability to perform job duties satisfactorily;
3. Falsifying any time card - Recording the work time of another employee or allowing any other employee to record another employee's work time, either one's own or another employee's;
4. Theft and deliberate or careless damage or destruction of any School property, or the property of any employee or customer;
5. Removing or borrowing School property without prior authorization;
6. Unauthorized use or misuse of School equipment, time, materials, or facilities;
7. Provoking a fight or fighting during working hours or on School property;

8. Participating in horseplay or practical jokes on School time or on School premises;
9. Carrying firearms or any other dangerous weapons on School premises at any time;
10. Engaging in criminal conduct whether or not related to job performance;
11. Causing, creating, or participating in a disruption of any kind during working hours on School property;
12. Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward a colleague;
13. Using abusive, threatening or intimidating language at any time on School premises;
14. Initiating or participating in gossip or slander of other employees, parents, or students;
15. Failing to notify a supervisor when unable to report to work;
16. Unreported absence of three (3) days;
17. Failing to obtain permission to leave work for any reason during normal working hours;
18. Failing to observe working schedules, including rest breaks and meal periods;
19. Failing to provide a physician's certificate when requested or required to do so;
20. Sleeping or malingering on the job;
21. Making or accepting personal phone calls, text or email messages during working hours to the extent that it interferes with the performance expectations of the assignment, except in cases of emergency or extreme circumstances;
22. Working overtime without authorization or refusing to work assigned overtime;
23. Violation of dress standards;
24. Violating any safety, health, security or School policy, rule, procedure or violation of the School's drug and alcohol policy;
25. Committing a fraudulent act or a breach of trust under any circumstances;
26. Committing or involvement in any act of unlawful harassment of another individual;
27. Failing to promptly report work-related injury or illness;
28. Any other action or behavior, which could harm the School's, parents', or students' interest

This statement of prohibited conduct does not alter the School's policy of at-will employment. Either the employee or the School remains free to terminate the employment relationship at any time, with or without reason or advance notice.

C. Physical Contact with Students and Other Staff Members

It is the policy of the School that no staff member will use corporal punishment against a student. This prohibition includes: spanking, slapping, pinching, hitting or the use of any other physical force as retaliation or correction for inappropriate behavior. While the use of appropriate touching is part of daily life and is important for student development, a teacher and staff member must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that the individual not be touched, then that request must be honored without question.

The following forms of touching are never appropriate:

1. Sexually motivated physical conduct or touching
2. Angry or violently motivated touching
3. Inappropriate or lengthy embraces
4. Kissing of any kind
5. Corporal punishment

6. Sitting student on one's lap
7. Touching buttocks, chests or genital areas
8. Pushing a person or another person's body part
9. Showing affection in isolated areas
10. Wrestling with students or other staff members
11. Bench-pressing another person
12. Tickling
13. Piggyback rides
14. Massages
15. Any form of unwanted affection
16. Any form of sexual contact
17. Poking fingers at another person that results in an offensive contact
18. Having a student in an employee's vehicle or transporting a student
19. Intentionally being alone with a student
20. Any touching that would lead a responsible person to suspect inappropriate behavior.

For additional examples of unacceptable and acceptable Staff/Student Behaviors, see the School's Professional Boundaries Policy.

Restraining a child who is trying to engage in violent or inappropriate behavior may be permitted. Only such force as necessary to defend one's self or another or to protect property is legally allowed. Excessive force is prohibited. Violation of this policy could subject the teacher or staff member to discipline to include termination for cause. Additionally, the victim may choose to bring civil or criminal charges against the violator.

When interacting with younger children or children with a disability, an appropriate physical touch may sometimes be necessary. A touch for the purpose of redirecting or refocusing, assisting with physical care (i.e. cleaning up a small child after a bathroom accident) may be appropriate in limited circumstances although clearly inappropriate in more general circumstances.

It is impossible to define each and every instance when touching is inappropriate. Employees must use professional judgment and discretion related to physical touch.

This policy does not prevent appropriate forms of touching a student, including for the purpose of guiding them along a physical path, helping them up after a fall, engaging in a rescue or the application of Cardiopulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another.

D. Off-duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School's or their own integrity, reputation or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform their job may result in disciplinary action and/or dismissal as allowed by law.

E. Drug and Alcohol Free Workplace and Awareness Program

The School will comply with all federal and state regulations regarding drug and alcohol use while employees are on the job. This policy covers all School employees and violation of the School's policy related to drug use is grounds for immediate termination. The School is concerned about the use of alcohol, illegal drugs and controlled substances as it affects the workplace, the School community and students. Though marijuana is legal in many California cities, it is still considered an illegal substance under Federal law and therefore considered an illegal substance for this policy. Use of these substances whether on or off the job can adversely affect an employee's work performance, efficiency, safety, and health and therefore seriously impair the employee's value to the School and its students. In addition, the use or possession of these substances on the job constitutes a potential danger to the welfare and safety of other employees and students and exposes the School to the risks of property loss or damage or injury to other persons. The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited in the workplace.

Conduct against this policy includes, but is not limited to, the following:

1. Driving a School vehicle, or a vehicle designated for school business, while under the influence of alcohol or an illegal or controlled substance;
2. Selling or purchasing an illegal or controlled substance, including while on the job, on school property, or in the presence of students;
3. Possessing or using alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students,
4. Under the influence of alcohol or an illegal or controlled substance while on the job, on school property, or in the presence of students.

The School will provide information to employees about:

1. The dangers of drug abuse in the workplace;
2. The policy of maintaining a drug-free workplace;
3. Any available drug counseling, rehabilitation, and assistance programs; and
4. The penalties that the School may impose upon them for drug abuse violations occurring in the workplace.

Violation of these rules and standards of conduct will not be tolerated and may result in disciplinary action, up to and including termination of employment. The School may also bring the matter to the attention of appropriate law enforcement authorities. The School may terminate an employee who is convicted of a controlled substance offense to the extent allowed by law. Alternatively, the School may, as required or allowed in accordance with applicable law, require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for these purposes by a Federal, State or local health, law enforcement, or other appropriate agency.

As a condition of employment, employees are required to notify the School in writing of any conviction for a violation of a criminal drug statute. Such notification must be made no more than five (5) calendar days after the conviction. The School may, as required by applicable law, notify federal or state agencies of any applicable employee convictions if such a report is required by law.

The School will provide reasonable accommodation to an employee who voluntarily requests an accommodation or leave of absence to voluntarily participate in a drug or alcohol rehabilitation program. Please note that the request must be made before the employer learns of a violation of the Drug and

Alcohol Free Workplace policy. Any employee who participates in a rehabilitation program would still be responsible for following all other School policies. Employees returning from a voluntary rehabilitation program will be required to comply with a return-to-work agreement addressing the terms and conditions of continued employment.

In order to enforce this policy, the School reserves the right to conduct legal searches of school property and to implement other measures, which are in accordance with law and necessary to deter and detect violation of this policy. As a condition of employment, the employee agrees to abide by the terms of this policy.

The School will abide by all relevant laws, including laws regarding employee disability and reasonable accommodations in implementing this policy.

F. Tobacco Free Workplace

The School is a tobacco free workplace. No tobacco products are to be used in the workplace or at work functions. This includes all VAPE and e-cigarette products. Additionally, employees are required to adhere to any building and site policies regarding designated areas for smoking.

G. Punctuality and Attendance

Employee punctuality and consistent attendance contributes to the positive operations of the School. As such, attendance and punctuality are performance expectations and are measured on the overall job performance. Employee tardiness or chronic absenteeism causes unnecessary problems for students and fellow employees. While an employee is absent, other employees may be burdened with performing additional duties in order to maintain operations. Further, employees are expected to report to the workplace and be prepared to begin work at their scheduled reporting times. To avoid conflict with the daily operations of the School, employees should schedule personal affairs outside of regular working hours.

If an employee is unable to report for work on any particular day, they must call their supervisor or HR at least one hour before the time they were scheduled to begin working on that day in order to obtain pre-approval for the absence. An employee may be excused from this one hour notice requirement if extenuating circumstances prevented them from contacting the supervisor. In all cases of absence or tardiness, employees must provide the School with an honest reason or explanation.

Employees must inform HR or designee of the expected duration of any absence. Excessive absences, lateness or failure to give the supervisor advance notice for absence or lateness can result in disciplinary action or dismissal from employment. Excessive absenteeism or tardiness, whether excused or not, will not be tolerated.

If the employee fails to report for work without any notification to their supervisor or to HR, and the absence continues for a period of three days, the School will consider it a voluntary resignation unless a written medical excuse is provided by a physician to confirm that the employee has not abandoned their employment.

Employees with emergencies or situations that do not allow them to do their job, must inform their

supervisor or HR within 24 hours. Failure to return phone calls or emails within 24 hours during workdays requires an explanation to the employee's supervisor. Failure to inform a supervisor of an expected absence, failure to return phone calls or emails for three (3) workdays without notice, and missing required deadlines or meetings constitutes abandonment of employment.

Please refer to the policies related to leaves of absence and paid sick days in the handbook for more information.

H. Attendance at Mandatory School Activities

Employees are required to attend scheduled staff meetings, professional development sessions, graduations, kick-off week activities, and other mandatory events as noted on the school calendar. Should an employee be unable to attend a mandatory event, they will need to utilize a day's worth of their sick or vacation leave, adjusted according to their Full-Time Equivalent (FTE) status. During the time of the missed mandatory event, staff should refrain from arranging meetings or participating in work-related tasks and will not be required to engage in any such activities at these times. Employees must notify their direct supervisor of their absence. Notice via email one-hour prior to the start time of the mandatory activity is requested to facilitate adjustments in planning and collaboration

I. Professionalism

The success of the School depends upon the quality of the relationships between the School, its employees, students, parents and the general public. The public impression of the School and its interest will be formed, in part, by their interactions with employees. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, the School, and the Schools' services.

Employees are encouraged to help make a good impression of the School by:

1. Communicating regularly.
2. Acting competently and dealing with others in a courteous and respectful manner.
3. Communicating pleasantly and respectfully with others at all times.
4. Following up on requests and questions promptly, providing professional replies to inquiries and requests.
5. Responding to email and voicemail within 24 business hours, or within a reasonable period of time depending on the assignment (employees should discuss this with their supervisor).
6. Taking pride in performing duties in an exceptional manner.

Employees may not bring their own children to school events (learning period meetings, assessments, school meetings, etc.) unless they are a student participant in the events or it is a general school event open to all students or employee families. The CEO or designee may grant an exception.

J. Dress Code

Each employee is a representative of the School in the eyes of the public. Therefore, each employee must report to work properly groomed and dressed in professional attire in a manner consistent with the nature of the work performed. Employees who report to work inappropriately dressed may be asked to clock out and return in acceptable attire.

Violation of the dress code is determined by the CEO or designee. The CEO or designee may issue more specific dress code guidelines at any time, which shall be in accordance with law. The standards of grooming and hygiene outlined below set the minimum requirements to which all employees, contract workers, and temporary staff are required to adhere.

Employee dress is described as business casual, which includes:

- Slacks, dockers and other office style pants,
- Skirts and dresses to or below the knee,
- Button down shirts, blouses, and sweaters.
- All clothes are to appear clean, pressed and without stains or holes.
- Inappropriate attire:
- Spaghetti straps or strapless tops,
- Overly baggy or tight so as to be revealing,
- Plunging necklines, midriff revealing tops, or any clothing that exposes the employee inappropriately,
- Clothing with offensive words or pictures,
- Any clothing that is overly casual (shorts, tank tops, athletic wear), appears dirty, wrinkled, or has stains or holes.

Overall grooming - Grooming standards for everyone includes the appearance of care and proper hygiene. Hair, makeup, and jewelry may not interfere with an employee's ability to perform the job duties or pose a safety issue. Facial piercings should be removed and tattoos should be covered during work hours. Excessive piercings or offensive tattoos may prohibit an individual from being considered for a customer facing assignment. The School reserves the right to ask any employee to cover inappropriate tattoos or remove any piercings that are not reflective of the school culture.

Exceptions - The School recognizes some events as acceptable for casual dress. The majority of the same dress and grooming standards apply, however employees may wear jeans, seasonally appropriate clothing, and more casual shoes. Requests for an exception to the dress code policy for religious beliefs or practices must be addressed to the CEO or designee or an HR representative. Each request will be evaluated on a case-by-case basis.

Supervisors are expected to inform employees when they are violating the dress code. Employees in violation are expected to immediately correct the issue. This may include having to leave work to change clothes. Repeated violations or violations that have major repercussions may result in disciplinary action being taken up to and including termination.

K. Gifts to Employees

It is the policy of the School that no employee may accept any gift from an outside party, client, contractor, vendor, community provider, business associate, parent or student that is of such nature that it could affect their impartiality with regard to decisions or actions affecting school operations. Gifts with a value of less than \$50 are excluded from this policy.

L. Fee and Cash Collection

No staff member, other than specifically authorized individuals, is permitted to accept cash and/or checks.

All school events, for which money is collected, must be approved by the Director or designee who will supervise the collection of all fees and will be responsible for managing the receipts. Cash and/or checks should not be stored or locked in staff offices or desks. All financial transactions should be coordinated with the Director or designee. Employees must obtain approval from the Director prior to soliciting staff for donations or financial support for any outside event/activity.

M. Building Security

Building security is the responsibility of all staff. The last employee, or a designated employee, who leaves the office at the end of the business day assumes the responsibility to ensure that the office is secure; for example, all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all the appliances and lights are turned off with the exception of the lights normally left on for security purposes. Employees are not allowed on properties or leased facilities after hours without prior authorization from the Director, CEO or designee. All employees who are issued keys to the office are responsible for their safekeeping and will sign for receipt of such key.

Section IV: Personnel Policies and Procedures

The School will continually strive to recruit and retain highly qualified employees and remain a competitive public school employer, including examining employee evaluation, compensation, and discipline/dismissal practices periodically.

A. New Employee Orientation

Orientation is a formal welcoming process that is designed to make the new employee feel comfortable, informed about the School, and prepared for their position. New employee orientation, includes an explanation of the core values, vision, mission, goals, and objectives of the School. In addition, the new employee will be given an overview of benefits and complete any necessary paperwork through the HR department.

B. Remote Work Policy

MYA is a remote workplace that will require in-person attendance. This is stated in an employee's Job Description. Employees must adhere to all policies and procedures regardless of their remote work status.

Definitions

Remote work, working remotely, telework, telecommute, or work-from-home are defined as any work arrangement that allows employees to work outside of a primary worksite at an alternate location.

Remote Work Policy

Employees who work remotely are expected to maintain normal productivity and performance as if they were conducting business onsite. They may not carry out work for anyone other than MYA during this time. Employees must use approved time off for absences. Employees must accommodate themselves for any of the following, but not limited to, on-site meetings, conferences, retreats, state testing, team-building days, and/or training.

Availability and Communications

Because we have a flexible work environment, we ask that employees be available to take work related

calls and attend meetings as needed with minimum disruption, Monday through Friday. The only requirements put in place around work location and time are that timelines are met, and student/School needs are tended and responded to in a reasonable time frame.

Workspace

Employees should establish a workspace that is safe and conducive to conducting day to day business. Employees are responsible for maintaining adequate and reliable internet service regardless of where they sit. Employees should seek a quiet and distraction-free working space, to the extent possible. MYA issues all employees the necessary equipment and software licenses to do their job effectively.

Equipment

MYA will determine and approve, with information supplied by the employee and the supervisor, the appropriate equipment needed for each employee. Equipment supplied by MYA will be maintained by MYA. Equipment supplied by the employee, if deemed appropriate by MYA, will be maintained by the employee. MYA accepts no responsibility for damage or repairs to employee-owned equipment. MYA reserves the right to make determinations as to appropriate equipment, subject to change at any time. Equipment supplied by MYA is to be used for business purposes only. The employee must sign an inventory of all MYA property received and agree to take appropriate action to protect the items from damage or theft. Upon termination of employment, all MYA property will be returned, unless other arrangements have been made.

MYA does not provide employees with office furnishings for their home offices. Employees are responsible for equipping and maintaining their home offices so that they can accomplish their work in an efficient and expeditious manner.

MYA will supply the employee with appropriate office supplies (pens, paper, etc.) as deemed necessary. Occasionally, when pre-approved by the Director, employees will be reimbursed for business-related expenses that are reasonably incurred in carrying out the employee's job.

Virtual Meetings

While distractions are sometimes unavoidable, try to keep them to a minimum. No music or television in the background during meetings. Keep yourself muted during group video or audio conferencing unless you are speaking. Turning on video is required. We understand there may be rare occasions where you are unable to utilize your video, however, this should be the exception rather than the norm. Avoid eating a meal during a virtual meeting unless invited to do so by the meeting host. Smoking or vaping is not permitted during a video conference. Casual dress is acceptable; however, use discretion. We are a business casual environment. Avoid multitasking. Give your full attention to the meeting as if you were face to face.

Timekeeping

Hourly employees must accurately record all working time and may not work "off the clock."

Hourly employees must use timesheets approved by MYA and are required to log out for lunch as required by law.

Confidentiality

MYA employees must adhere to policies as they relate to client and proprietary information even while working remotely. Employees agree to maintain confidentiality and keep passwords and other information safe at their remote work area.

Security

Remote employees will be expected to ensure the protection of proprietary information accessible from their home office. Steps include the use of regular password maintenance and any other measures appropriate for the job and the environment.

Workers Compensation

In the event of a job-related injury, employees should report the incident to their direct supervisor as soon as possible. Note that workers' compensation does not apply to injuries to any third parties or members of Employee's family on Employee's premises. Furthermore, workers' compensation does not apply to injuries incurred outside of working hours/outside of the remote workspace.

C. Employee Status

Employees may include exempt, nonexempt, regular full-time, regular part-time, and seasonal persons employed with the School who are subject to the control and direction of the School in the performance of their duties.

- a. Exempt: Employees whose positions meet specific criteria established by the Fair Labor Standards Act (FLSA) and who are exempt from overtime pay requirements.
- b. Nonexempt: Employees whose positions do not meet FLSA criteria and who are paid one and one-half their regular rate of pay for hours worked in excess of 40 hours per week. Nonexempt employees are also subject to meal period and rest break regulations.

Employee Status	Teacher Facilitator	Exempt Certificated and Classified	Non-Exempt Classified	Benefits
	(Student Caseload per Month)	(FTE)	(Hours per Week)	
Regular Full Time	19+ students	.75+ FTE	30+ hours	Eligible
Regular Part Time	10-18 students	.50 - .74 FTE	20-29 hours	Eligible
Non-Regular	9 or less students	.49 FTE or less	19 hours or less	Not Eligible

D. Student Counts

The teacher may indicate their desired student count with the School as a request, however, the needs of the School will determine the number of students assigned to the teacher.

E. Job Duties

The assigned supervisor will clarify the job duties and the expectations for behavior and job performance. The employee's job responsibilities and tasks are subject to change and update during employment as stated in the at-will employment agreement and job description and job description. On occasion, the employee may be asked to work on projects, or to help with other work necessary or important to the operation of their department or the School. The employee's cooperation and assistance in performing such additional work is expected. The School reserves the right, at any time, with or without notice, to

alter or change job responsibilities, reassign or transfer any employee's job positions, or assign additional job responsibilities.

F. Nonexempt Employees

1. Work Schedules

Business hours of school sites and offices (if any) shall be established by the CEO or designee. The CEO or designee will assign the classified staff's individual work schedule to ensure staffing throughout the workday. Employees are expected to be online or at their desks or workstations when ready to work.

For the purposes of pay and leave accrual calculations, full-time for classified employees, is defined as 2,080 working hours. The workweek begins at 12:01 a.m. Monday and ends at midnight on Sunday.

2. Rest Breaks and Meal Periods

a. Rest Breaks

Rest breaks are on the clock and duty-free. Employees are expected to return to work promptly at the end of any rest breaks.

b. Number of Rest Breaks

Nonexempt employees are provided one (1) paid ten-minute rest break for every four (4) hours worked (or major fraction thereof, which is defined as any amount of time over two (2) hours). A rest break is not authorized for employees whose total daily work time is less than three and one half (3.5) hours.

If the employee works a shift from three and one-half (3.5) to six (6) hours in length, they will be entitled to one (1) paid ten-minute rest break. If they work more than six (6) hours and up to 10 hours, they will be entitled to two (2) paid ten-minute rest breaks. If the employee works more than 10 hours and up to 14 hours, they will be entitled to three (3) paid ten-minute rest breaks.

c. Timing of Rest Breaks

The employee is authorized and permitted to take a rest break in the middle of each four-hour work period. There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The employee will be informed if there are practical considerations that make this timing infeasible. In the event of these considerations, the immediate supervisor may need to schedule the rest breaks.

d. Meal Period

All nonexempt employees will be provided an uninterrupted unpaid meal period of at least 30 minutes if working more than five (5) hours in a workday. The employee must clock out for the meal period and will be permitted a reasonable opportunity to

take this meal period. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period. If the total work period for the day is more than five (5) hours, but no more than six (6) hours, the meal period may be waived. This cannot be done without the mutual consent of the employee and HR. Any such waiver must be requested and approved with HR and supervisor in advance.

e. Timing of Meal Period

As with rest breaks, the employee is authorized and permitted to take a meal period.

The meal period will be provided no later than the end of the fifth hour of work. For example, if work begins at 8:00 a.m., the meal period must begin by 12:59 p.m. (which is four hours and 59 minutes into the shift).

There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The immediate supervisor may need to schedule the timing of an employee's meal period to ensure efficient business operations.

f. Second Meal Period

If the employee works more than 10 hours in a day, they will be provided a second, unpaid meal period of at least 30 minutes. Again, the employee must clock out for the meal period and will be permitted a reasonable opportunity to take this meal period; the employee will be relieved of all duty. During the meal period, the employee is relieved of all duty and is free to leave the premises. The employee is expected to return to work promptly at the end of the meal period.

Depending on the circumstances, the employee may be able to waive the second meal period if the first meal period was taken and if the total hours worked for the day is no more than twelve hours. This cannot be done without the mutual consent of the employee and HR. Any such waiver must be requested and approved with HR and supervisor in advance.

g. Timing of Second Meal Period

As with rest breaks, the employee is authorized and permitted to take a meal period. A second meal period is required if the employee's hours exceed 10 hours in one workday.

This second meal period will be provided no later than the end of the 10th hour of work. For example, if work begins at 8:00 a.m., the employee must start the second meal period by 5:59 p.m. (which is 9 hours and 59 minutes into the shift).

There may be practical considerations that make this general timing infeasible and that require the School to deviate from this general rule. The immediate supervisor may need to schedule the timing of an employee's meal period to ensure business operations.

h. Recording Meal Periods

The employee must clock out for any meal period and record the start and end of the meal period. Employees are not allowed to work "off the clock." Work time must be accurately reported on the time record.

i. Missed Rest Breaks and Meal Periods

If for any reason the employee is not provided a rest break or meal period in accordance with the policy, or if they are in any way discouraged or impeded from taking their rest break or meal period, or from taking the full amount of time allotted to them, the employee may be eligible for a missed rest break or meal period remedy and should immediately notify HR.

Anytime the employee misses a rest break or meal period that was provided to them (or they work any portion of a provided meal period), they will be required to report the time to HR and document the reason for the missed rest break and meal period.

Please also refer to the School's Timekeeping Policy.

j. Timekeeping

All nonexempt employees are required to record time worked for payroll purposes. Employees must record their own time at the start and at the end of each work period, including before and after the meal period. Altering with this procedure in any way is not permissible and is subject to disciplinary action. Time cards in the payroll system are to be approved by the employee and the supervisor prior to each payroll. Any errors on the time card should be reported immediately to HR. Employees with consistent patterns of not following time recording responsibilities are subject to disciplinary actions.

All communication between the nonexempt employee and management concerning work related issues is not permitted after hours. Once the nonexempt employee has recorded the end of a work period at the end of the day, that employee is no longer clocked in. All work related correspondence will resume the next work day except in the case of an emergency or at the direction of the supervisor. Nonexempt employees will be compensated at the appropriate rate of pay for any additional time worked outside of their work day.

k. Pay for Mandatory Meetings & Training

The School will pay nonexempt employees for attendance at meetings, lectures, and training programs when attendance is mandatory, and the meeting, course, or lecture is directly related to the job and is outside of the regular schedule. Unless otherwise noted, trainings and meetings are included as part of an exempt employee's regular pay.

l. Overtime

All overtime work must be requested in advance by the employee and authorized by

the supervisor prior to the time to be worked. Nonexempt classified employees may be directed to work overtime as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime. The School provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law. All hours worked in excess of eight (8) hours in one workday or 40 hours in one workweek will be treated as overtime. A workday begins at 12:01 a.m. and ends at midnight 24 hours later. The work week begins at 12:01 a.m. Monday and ends at midnight on Sunday.

Compensation for hours in excess of 40 hours for the workweek, or in excess of eight (8) hours and not more than 12 hours for the workday, and for the first eight hours on the seventh consecutive day of work in one workweek, shall be paid at a rate of one-and-one-half times the employee's regular rate of pay. Compensation for hours in excess of 12 hours in one workday and in excess of eight (8) hours on the seventh consecutive workday in a workweek shall be paid at double the regular rate of pay.

G. Exempt Employees

The School will pay exempt employees a salary rather than by the hour. Once an employee's sick days have been exhausted or are otherwise unavailable, the School will deduct pay from an exempt employee's salary under the following circumstances: (i) one or more full days absences for personal reasons; (ii) one or more full day absences for illness, injury, or sickness, (iii) one or more full work weeks disciplinary suspensions; and (iv) partial (for intermittent leave) or full day absences during an approved family or medical leave in accordance with law. Exempt employees who believe that the School made an incorrect or improper salary deduction should promptly report the deduction to their supervisor or the HR department. If the School incorrectly or improperly made a deduction from an exempt employee's salary, it will reimburse the employee for the deducted pay as soon as possible.

H. Salary Overpayments

Because the School receives public funds, the School is obligated by law to seek reimbursement for any salary overpayment and cannot waive the recovery of the overpayment. Employees who receive excess pay as a result of a payroll error are required to return the funds to the School. The School will provide the employee with the correct salary calculation and the amount that is owed to the School. The employee may return the overpayment in full through a cashier's check or money order or allow the School to deduct the overpayment from the next paycheck. The School may arrange for a repayment plan that is mutually agreeable to both the School and the employee and does not exceed one calendar year from the date of the overpayment. Should an employee resign prior to completing the repayment, the full amount shall become due upon termination. A repayment plan may be offered to a terminated employee not to exceed three (3) months in duration.

I. Employee Evaluation

Supervisors will conduct performance reviews with all regular full-time and regular part-time employees annually. Supervisors may conduct informal performance reviews and goal setting sessions more often if they choose.

Performance reviews are designed for the supervisor and the employee to discuss their current job tasks, encourage and recognize attributes, and discuss positive, purposeful approaches for meeting work-related goals. Together, the employee and supervisor will discuss ways in which the employee can accomplish goals and/or learn new skills.

Performance review and goal setting sessions may or may not have a direct effect on any changes in salary compensation. For this reason, among others, it is important to prepare for these reviews carefully and participate in them fully. Additional details on employee evaluations will be provided by Human Resources upon hire.

J. Corrective Action

All employees are expected to meet School standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with School policies and procedures. If an employee does not meet these standards, the School may or may not, at its sole discretion, take corrective action, other than immediate dismissal. Employees have no entitlement to corrective action or progressive discipline prior to dismissal.

The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The School holds each of its employees to certain work rules and standards of conduct. When an employee deviates from these rules and standards, the employee may be terminated, or, at the School's discretion, be subject to corrective action by a supervisor.

Corrective actions may include, but are not required to include, an oral warning, a written warning, probation, suspension, and termination of employment. In deciding which initial corrective action would be appropriate, a supervisor may consider the seriousness of the infraction, the circumstances surrounding the matter, and the employee's previous record. As an at-will employer, the School may use all, some or none of the corrective actions described and will handle corrective action based on its own discretion.

Though the School will try to find paths for improvement whenever possible, the School considers certain rule infractions and violations of standards as grounds for immediate termination of employment. These include but are not limited to: theft in any form, insubordinate behavior, any misconduct concerning a child/student, vandalism or destruction of School property, trespassing, the use of School equipment without prior authorization, untruthfulness about personal work history, skills, or training, divulging proprietary information, and misrepresentations of the School to another employee, a prospective employee, or the general public.

Nothing in this section or any other section alters an employee's status as an at-will employee who may be terminated, with or without cause and with or without advance notice at any time by the School. Nothing in this section is intended to interfere with an employee's rights to communicate or voice concerns that are protected by Federal and State law.

K. Procedure for Disciplinary Action

The corrective action process is designed to encourage development by providing employees with guidance in areas that need improvement such as poor work performance, attendance problems, personal conduct, general compliance with School policies and procedures and/or other disciplinary problems.

Corrective actions may be taken at the discretion of management and include any of the following:

- a. Verbal counseling, which may be confirmed in writing by the supervisor
- b. Written warning, which will be placed in the personnel file
- c. Suspension, which will be confirmed in writing for the personnel file. Suspension is normally used to remove an employee from the organization premises during an investigation, or as a disciplinary action. This may be paid or unpaid. If the employee is suspended, it will be documented in the personnel file.
- d. Discharge, which will be documented in the personnel file.

The corrective action process will not always commence with verbal counseling or include every step. The above options are not to be seen as a process in which one step always follows another. Some acts, particularly those that are intentional or serious, warrant more severe action on the first or subsequent offense. Consideration will be given to the seriousness of the offense, the intent and motivation to change the performance, and the environment in which the offense took place. As a reminder, employment remains at-will before, during, and after a disciplinary action.

L. Terminations

There are two types of terminations that may affect employees. Voluntary termination results when an employee voluntarily resigns their employment. Involuntary terminations result when the School makes the decision to end the at-will employment agreement.

Regardless of the reason for termination, all school-owned property, including vehicles, keys, credit cards, student files, or school property in the possession of the employee must be returned to the School immediately upon termination from employment, within 72 hours from the final date of employment with the School. Employees are not to recruit students from the School to a new place of employment.

All wages owed will be paid out upon the date of termination for involuntary terminations or within 72 hours after an employee's resignation if the employee gave 72 hours or less notice.

M. Personnel Records

Employees have a right to inspect certain documents in the personnel file as provided by law. The contents of personnel records will be available for inspection to the current or former employee, or their representative, at reasonable intervals and at reasonable times, but not later than thirty (30) calendar days from the date the School receives a written request. However, the employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to inspect the records, and the agreed-upon date does not exceed thirty-five (35) calendar days from receipt of the written request. Additionally, the School shall provide a copy of the personnel records, at a charge not to exceed the actual cost of reproduction, to a current or former employee, or their representative, no later than thirty (30) calendar days from receipt of the request, unless the current or former employee, or their representative, and the School agree in writing to a date beyond thirty (30) calendar days to produce a copy of the records, as long as the agreed-upon date does not exceed thirty-five (35) calendar days from the employer's receipt of the written request.

The employee may add comments to any disputed item in the file. Only HR, the CEO or designee is

authorized to release information about current or former employees. Disclosure of personnel related information to agencies or individuals outside the School will be limited and in accordance with law; however, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations and as otherwise legally required. The School is required by law to keep current all employees' names and addresses. Employees are responsible for notifying the School in the event of a name or address change.

N. Destruction of Personal Information Records

In the course of the employee's duties at the School, they may encounter records which contain personal information (i.e., a person's name and Social Security Number, driver's license number, state identification number or any account number, credit or debit card number, access code or passwords that may permit access to an individual's financial account, payroll, or personal health information). The School expects all employees to take appropriate measures to maintain the confidentiality and integrity of such information and prevent unauthorized access. Employees must ensure hard copies of documents are stored securely, such as in a locked file cabinet, with access provided only to authorized individuals with a need to know. Electronic media must be encrypted or password protected. Passwords should never be included in any transmission that also contains the data. Employees should dispose of data no longer needed by shredding paper documents and properly erasing electronic media to ensure that the personal information cannot be read or reconstructed. Failure to follow proper storage and disposal procedures may result in disciplinary action up to and including termination.

O. Employment Posters

The School maintains bulletin boards in School offices and on the HR information system that contain important information about employment. In addition to federal and state required notices, school-related information will also be available in these locations. All employees are encouraged to look at the online bulletin board regularly and to read all of the information displayed and made available in detail. Any questions about the information should be directed to the supervisor or HR. These bulletin boards are reserved for School use only; employees may not post or remove any information from them.

P. Outside Employment

This policy does not infringe upon employees' rights to engage in lawful off-duty conduct. Employees are permitted to engage in outside work or hold other jobs, subject to certain restrictions as outlined below.

- 1) Activities and conduct away from the job must not compete, conflict with or compromise the school interests or adversely affect an employee's job performance and the ability to fulfill all responsibilities to the School. Employees are prohibited from performing any services for customers on non-working time that are normally performed by the School. This prohibition also extends to the unauthorized use of any school tools or equipment and the unauthorized use or application of any confidential information. In addition, employees are not to solicit or conduct any outside business during paid working time.
- 2) Employees are cautioned to consider carefully the demands that additional work activity will create before accepting outside employment. Outside employment will not be considered an excuse for poor job performance, absenteeism, tardiness, leaving early, refusal to travel or refusal to work overtime or different hours. If outside work activity causes or contributes to job-related

problems, it must be discontinued, and, if necessary, normal disciplinary procedures will be followed to deal with the specific problem.

- 3) In evaluating outside work, the following guidelines will be considered to determine whether the proposed employment is allowed. Employees may not engage in outside employment that:
 - a) involves working for a competing School;
 - b) occurs during work hours without the use of appropriate leave;
 - c) actually or potentially results in a conflict of interest with or interfere with the employee's responsibilities to the School;
 - d) involves working for an organization that does business with the School, such as contractors, community providers, suppliers and customers;
 - e) may adversely affect the School's image.
- 4) Employees who have accepted outside employment may not use paid sick leave to work on the outside job. Fraudulent use of sick leave will result in disciplinary action up to and including termination.

If it is determined that the outside employment constitutes a conflict of interest or disruption of the School's operation, the employee will be asked to limit or restrict the outside employment. Disciplinary action up to and including termination of employment may be taken for outside employment that is inconsistent with this policy unless otherwise approved.

Q. Whistleblower Policy

It is the policy of the School to encourage its employees and applicants for School employment to disclose improper governmental activities, based in part on California Education Code Section 44110 et. seq. and to address written complaints that allege acts or attempted acts of interference, reprisal, retaliation, threats, coercion or intimidation against employees or applicants who disclose improper governmental activities. School management has the responsibility to seek out and correct any and all abuses resulting from improper governmental activities, and to protect those who come forward to report improper governmental activities.

Concerns that may be raised include, but are not limited to, the following:

- a. Reporting suspected violations of local, state, and federal law, including but not limited to federal laws and regulations;
- b. Providing truthful information in connection with an inquiry or investigation by a court, agency, law enforcement, or other governmental body; and
- c. Identifying potential violations of School policy, specifically the policies contained in the handbook with reference to employee safety or health, unsafe working conditions or work practices in the employee's employment or place of employment.

A whistleblower can also be an employee who refuses to participate in an activity that would result in a violation of a state or federal statute, or a violation of or non-compliance with a local, state or federal rule or regulation.

The School may not:

- a. Make, adopt, or enforce any rule, regulation, or policy preventing an employee from

- being a whistleblower;
- b. Retaliate against an employee who is a whistleblower;
- c. Retaliate against an employee for refusing to participate in an activity that would result in a violation of a state or federal statute, or a violation or noncompliance with a state or federal rule or regulation; or
- d. Retaliate against an employee for having exercised their rights as a whistleblower in any former employment.

R. Complaint Procedure

The School encourages employees to resolve issues or concerns at the lowest level possible to ensure a positive and professional work environment. When issues cannot be successfully resolved or the issue is serious in nature against the supervisor, the employee should bring the matter to the attention of HR for assistance. The complaint procedure approved by the Board of Directors is as follows:

1. The complainant will bring the matter to the attention of the Human Resources manager as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or were not appropriate; and
2. The complainant will reduce their complaint to writing, indicating all known and relevant facts, in the School's Internal Complaint Form. The Human Resources manager or designee will then investigate the facts and provide a solution or explanation
3. If the complaint is about the Human Resources manager, CEO, or Director, the complainant may file their Internal Complaint Form with the President of the School's Board of Directors, who may then confer with the Board and may conduct a fact-finding investigation or authorize a third party investigator on behalf of the Board. The Board President or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns, and the need for resolution without fear of adverse consequences to employment.

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaint or participation in any complaint process.
3. Resolution: The School will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

S. Uniform Complaint Procedures

The School will provide annual notice to all employees of the Uniform Complaint Procedures that may be used to allege a violation of federal or state laws governing certain educational programs. Copies of the Uniform Complaint Procedures and additional information may be found in the board policy section on the School's website or by contacting HR.

T. Arbitration Agreement

Agreement to Arbitrate Disputes and Claims

The School and employee mutually agree to submit to binding arbitration any and all disputes or claims they could otherwise pursue in court arising from or relating to employee's recruitment to or employment with the School, or the termination of that employment, including claims against any current or former agent or employee of the School, whether the disputes or claims arise in tort, contract, or pursuant to a statute, regulation, or ordinance now in existence or which may in the future be enacted or recognized, including, but not limited to, the following:

- claims for fraud, misrepresentation, promissory estoppel, fraudulent inducement of contract or breach of contract, whether such alleged contract or obligation be oral, written, or express or implied;
- claims for wrongful termination of employment, violation of public policy and constructive discharge, infliction of emotional distress, interference with contract or prospective economic advantage, defamation, unfair business practices, invasion of privacy;
- claims for employment discrimination, retaliation or harassment
- claims for violation of local, state or federal wage and hour laws, such as non- payment or incorrect payment of wages, sick pay, commissions, bonuses, severance, employee fringe benefits, or stock options.

The School and employee understand and agree that the arbitration of the disputes and claims covered by this Agreement shall be the sole and exclusive mechanism for resolving any and all existing and future disputes or claims arising out of employee's recruitment to or employment with the School or the termination thereof, except as set forth below.

Claims Not Covered by this Agreement

The following claims are not subject to arbitration under this Agreement:

- 1) claims for workers' compensation benefits, state or federal disability benefits or state unemployment benefits;
- 2) administrative charges or claims filed with a federal, state or local government office or agency, such as the Equal Employment Opportunity Commission ("EEOC") or any comparable state anti-discrimination agency, or the National Labor Relations Board ("NLRB");
- 3) any claims that, as a matter of law, cannot legally be subject to arbitration;
- 4) claims under an employee benefit or pension plan that specifies a different arbitration procedure;
- 5) litigation pending in a state or federal court as of the date Employee signs this Agreement; or
- 6) claims brought pursuant to the California Labor Code Private Attorneys General Act of 2004.

Waiver of Right to Trial

The School and employee understand and agree that the arbitration of disputes and claims under this Agreement shall be instead of a trial before a judge or jury. The School and employee understand and agree that, by signing this Agreement, they are expressly waiving, to the fullest extent permitted by law, any and all rights to a trial before a judge or jury, regarding any disputes and claims they may have that

are subject to arbitration under this Agreement.

No Consolidation of Claims / Waiver of Class Claims

The School and employee agree to individualized arbitration, with claims pertaining to different employees to be heard in separate proceedings. This means that no other person shall be entitled to join or consolidate in arbitration any claim by or against other current or former School employees. As such, except as set forth above, the School and employee agree that both the School and employee hereby waive any right to bring on behalf of other persons, or to otherwise participate in, a class, collective or representative action (i.e. a type of lawsuit in which one or several persons sue on behalf of a larger group of persons).

Arbitration Procedures; Final and Binding Award

The arbitration shall be conducted by a single neutral arbitrator in accordance with the then-current Employment Arbitration and Mediation Procedures of the American Arbitration Association ("AAA"), which can be viewed at <http://www.adr.org/employment>. The School will provide the employee with a copy of these rules upon request. The arbitration shall take place in the county of the state in which the employee is or was last employed by the School, unless the School and the employee mutually agree on a different location. All parties shall be entitled to engage in reasonable pre-hearing discovery to obtain information to prosecute or defend the asserted claims. Any disputes between the parties regarding the nature or scope of discovery shall be decided by the arbitrator. The arbitrator shall hear and issue a written ruling upon any motions brought by either party, including but not limited to, motions for summary judgment or summary adjudication of issues.

After the hearing, the arbitrator shall issue a written decision setting forth the award, if any, and explaining the basis therefore. The arbitrator shall have the power to award any type of relief that would be available in court. The arbitrator's award shall be final and binding upon the parties and may be entered as a judgment in any court of competent jurisdiction. In the event of any conflict in the arbitration procedures set forth in this Agreement and the AAA rules specified above, the AAA rules shall control.

Notwithstanding the foregoing, and regardless of what is provided by AAA's rules, the arbitrator will not have authority or jurisdiction to consolidate claims of different employees into one proceeding, nor shall the arbitrator have authority or jurisdiction to hear the arbitration as a class, collective or representative action.

Governing Law

The School and employee understand and agree that any disputes and claims to be arbitrated under this Agreement shall be governed by the laws of the state in which the employee was employed at the time the arbitrable disputes or claims arose. This Agreement is governed by the Federal Arbitration Act. The School and employee intend that this Agreement be limited to those claims that may legally be subject to a pre-dispute arbitration agreement under applicable law. A court construing this Agreement may therefore modify or interpret it to render it enforceable.

Costs of Arbitration

The School and employee agree that the School will bear the arbitrator's fee and any other type of expenses or cost that the employee would not be required to bear if they were free to bring the disputes or claims in court. Otherwise, the School and employee shall each bear their own attorneys' fees and costs.

incurred in connection with the arbitration. The arbitrator shall have the authority to award attorneys' fees and costs as required or permitted by applicable law. If there is a dispute as to whether the School or employee is the prevailing party in the arbitration, the arbitrator will decide the issue.

Severability

The School and employee understand and agree that if any term or portion of this Agreement shall, for any reason, be held to be invalid or unenforceable or to be contrary to public policy or any law, then the remainder of this Agreement shall not be affected by such invalidity or unenforceability but shall remain in full force and effect, as if the invalid or unenforceable term or portion thereof had not existed within this Agreement.

Complete Agreement

The School and employee understand and agree that this Agreement contains the complete agreement between the School and employee regarding the subjects covered in it; that it supersedes any and all contrary prior representations and agreements between the School and employee on these subjects, if any; and that it may be modified only in writing, expressly referencing this Agreement and employee by full name, and signed by an authorized representative of the School and the employee.

Knowing and Voluntary Agreement

The employee has been advised to consult with an attorney of their own choosing before signing this Agreement. The employee agrees to read this Agreement carefully and understands that by signing it, they are waiving all rights to a trial or hearing before a judge or jury with respect to any and all disputes and claims regarding employee's employment with the School or the recruitment to or termination thereof that are subject to arbitration under this Agreement.

Section V: Operational Considerations

A. Employer Property

Anything purchased with school funds such as computers and educational materials are considered School property and must be maintained according to School rules and regulations. School property is to be used only for work-related purposes. The School reserves the right to search and inspect all School property and any property used by employees in work related duties to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence.

Employees may make or accept personal telephone calls, text messages, or emails within reason during working hours to perform important personal business. It is also acceptable to use a computer to perform the same minimal personal tasks. Employees may not use the School's phone to make personal calls that would incur long distance fees.

The School may periodically need to assign and/or change passwords and personal codes for voicemail, email and computer. Except as provided herein, these communication technologies and related storage media and databases are to be used only for School business and they remain the property of the School. The School reserves the right to override any such password system at any time at its sole discretion, with or without cause.

Prior authorization must be obtained from the CEO or designee before any School property may be

removed from the School offices, except in the course of normal movement of educational materials/computers by the employee. In this case, regular check-out/tracking procedures must be followed.

Terminated employees who work at a school office should remove any personal items at the time they leave the School office. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

Employees must safeguard and not damage/destroy School property, including computer hardware or software, e-mails, internal files, notes and correspondence, student records, papers, recordings, pictures, screenshots, and any other items of any nature that belong to or concern the School. Upon separation of employment, employees must return all of the School's property and proprietary information as soon as possible, no later than 72 hours from the final date of employment, and not share, destroy, or retain any copies of such property and information.

Any employee who is found to have neglected or misused the School's property will be subject to disciplinary action up to and including termination. If an employee's misuse of the School's property damages the property, the School reserves the right to require the employee to pay all or part of the cost to repair or replace the property. Misappropriation of the School's property is grounds for immediate termination and possible criminal action.

B. Use of Electronic Media

The School uses various forms of electronic communication including, but not limited to computers, email, telephones and web sites. All electronic communications, including all software, databases, hardware, and digital files, remain the sole property of the School and are to be used only for School business and not for any personal use, except as allowed above.

Electronic communication and media may not be used in any manner that would be discriminatory, harassing or obscene, or for any other purpose that is illegal, against School policy or not in the best interest of the School.

Employees who misuse electronic communications and engage in defamation, copyright or trademark infringement, discrimination, harassment, or related actions will be subject to discipline up to dismissal. The School reserves the right to require authorization prior to installation of software on a School computer and/or mobile devices.

All electronic information created by any employee using any means of electronic communication is the property of the School and remains the property of the School. With School approval, employees may use personal passwords for purposes of security, but any employee's use of a personal password does not affect the School's ownership of the electronic information.

The School may at any time override all personal passwords for any reason.

The School reserves the right to access and review electronic files, messages, mail, and other digital archives, and to monitor the use of electronic communications as necessary to ensure that no misuse or violation of School policy or any law occurs.

Employees are not permitted to access the electronic communications of other employees or third parties unless directed to do so by school administration.

Access to the Internet, websites, and other types of School-paid computer access are to be used for School related business. Any information about the School, its products or services, or other types of information that will appear in the electronic media about the School must be approved by the CEO or designee before the information is placed on an electronic information resource that is accessible to others.

Questions about access to electronic communications or issues relating to security should be addressed to the CEO or designee.

C. Use of Artificial Intelligence (AI)

Motivated Youth Academy recognizes that the use of AI tools can potentially assist employees with the performance of job duties. However, there are many risks. To ensure the protection of confidential information and the integrity of our operations, as set forth below, all employees who wish to use AI tools must receive management approval and, if granted, comply with the below best practices.

Evaluation of AI tools. Employees must evaluate the utility and security of any AI tool before using it. This includes reviewing the tool's security features, terms of service, and privacy policy. Employees should also review the reputation of the tool developer and any third-party services used by the tool. But most importantly, employees must receive Executive Director or designee approval prior to using any AI tool after explaining the manner in which it will be used and the benefits to the business.

Protection of confidential data. In using any AI tool, employees must not upload or share any confidential, proprietary, or protected data without prior written approval from the Executive Director or designee. This includes data related to students, families, educational partners, employees, or partners. Similarly, employees must ensure any AI tool does not utilize confidential or copyrighted information of a third party.

Access control. Employees must not give access to any AI tools approved for business use to anyone outside the company without prior approval from the Executive Director or designee and implementation of processes as required to meet security compliance requirements. This includes sharing login credentials or other sensitive information with third parties.

Compliance with security policies. Employees must apply the same security best practices we use for all company and customer data. This includes using strong passwords, keeping software up-to-date.

D. Social Media

Social media can serve as a powerful tool to enhance communication. This technology can provide many benefits for communication. This section addresses employees' use of publicly available social media networks including: personal Websites, Web logs (blogs), WIK.Is, social networks, online forums, virtual worlds, and any other social media. The School takes no position on employees' decision to participate in the use of social media networks for personal use on personal time. However, use of social media for personal use during School time or on School equipment is prohibited. In addition, employees must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

General Statement

The line between professional and personal relationships is blurred within a social media context. When employees choose to join or engage with students, families or fellow employees in a social media context that exists outside those approved by the School, they are advised to maintain their professionalism as School employees and have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting. Employees must avoid posting any information or engaging in communications that violate state or federal laws or School policies.

Employees are expected to serve as positive ambassadors and to remember they are role models to students in the community. Because readers of social media networks may view the employee as a representative of the School, the School requires employees to observe the following rules when referring to the School, students, programs, activities, employees, volunteers and communities on any social media networks.

Employees must be respectful and professional in all communications (by word, image or other means). Employees shall not use obscene, profane or vulgar language on any social media network or engage in communications or conduct that is harassing, threatening, bullying, libelous, or that discusses or encourages any illegal activity or the inappropriate use of alcohol, use of illegal drugs, sexual behavior, sexual harassment, or bullying. Be sensitive about linking to content. Redirecting to another site may imply an endorsement of its content.

Employees must make clear that any views expressed are the employee's alone and do not necessarily reflect the views of the School. Employees may not act as a spokesperson for the School or post comments as a representative of the School, except as authorized by the CEO or designee. When authorized as a spokesperson for the School, employees must disclose their employment relationship with the School.

Protect confidential information. Employees may not disclose information on any social media network that is confidential or proprietary to the School, its students, or employees or that is protected by data privacy laws. Employees should be thoughtful about what they publish and must make sure they do not disclose or use confidential information. Students, parents, and colleagues should not be cited or obviously referenced without their approval. For example, ask permission before posting a student (s)/co-worker'(s) picture on a social network (student photos require parental consent) or publishing a conversation that was meant to be private.

It is acceptable to discuss general details about student projects, lessons, or school events and to use non-identifying pseudonyms for an individual (e.g., teacher, students, parents) so long as the information provided does not make it easy for someone to identify the individual or violate any privacy laws. Public social networking sites are not the place to conduct School business with students or parents; please conduct these interactions using the School's network.

Employees may not post any private images of the School premises and property, such as workrooms, offices, including floor plans. Nothing in this policy is meant to prevent employees from posting information that is allowable by the National Labor Relations Act.

Be transparent. Honesty or dishonesty will be widely available on social media. If the employee is posting about their role at the School, the employee must use their real name and identify their employment relationship. The employee must be clear about their role; if they have a vested interest in something being discussed, to be the first to point it out.

Perception can be reality. In online networks, the lines between public and private, personal and professional are blurred. Employee's identification as a School employee, may create perceptions about expertise and about the School by community members, parents, students, and the general public. When posting online be sure that all content is consistent with employee work values and with the School's beliefs, core values and professional standards.

Work/Personal Distinction. Staff members are encouraged to maintain a clear distinction between their

personal social media use and any School-related social media sites. The employee may consider setting up separate social media accounts for personal and professional use.

Personal Social Networking & Media Accounts. Before employees create or join an online social network, they should ask themselves whether they would be comfortable if a 'friend' decided to send the information to their students, the students' parents, or their supervisor. School employees must be mindful that any Internet information is ultimately accessible to the world.

Social Interaction with Students. Employees should not have online interactions with students on social networking sites outside of those forums dedicated to academic use. School employees' personal social networking profiles and blogs should not be linked to students' online profiles.

Contacting Students Off-Hours. Employees should only contact students for educational purposes and must never disclose confidential information possessed by the employee by virtue of their employment. Contacting students after hours must be kept to a minimum and be strictly for the purpose of academic support or to relay general information to all students.

Be a positive role model. Educational employees have a responsibility to maintain appropriate employee-student relationships, whether on or off duty. Both case law and public expectations hold educational employees to a higher standard of conduct than the general public.

School Logo. The use of the School logo(s) on a social media site or elsewhere must be approved by the CEO or designee.

The School expects all who participate in social media to understand and follow these guidelines.

E. Public Relations

Serving students and families requires a variety of professional skills. School employees are expected to demonstrate the following communication skills and abilities:

1. Ability to transmit passion for learning to students and families.
2. Flexibility and adaptability.
3. Well developed, clear communication and interpersonal skills that maintain a respectful, professional and courteous manner.
4. Conflict resolution skills.
5. Openness to differing views and objectives.
6. Ability to deliver information concerning curriculum, teaching, assessment, and learning to families.
7. Serve the student and parent's needs to the best of their ability without allowing their own convenience to interfere.

The success of the School depends upon the quality of the relationships between the School, its employees, students, parents and the general public. The public impression of the School and its interest will be formed, in part, by the employees; employees are ambassadors. The more goodwill an employee promotes, the more employees, students, parents and the general public will respect and appreciate the employee, the School, and the Schools' services.

Below are several things employees can do to help leave people with a good impression of the School. These are the building blocks for continued success.

1. Communicate regularly.
2. Act competently and deal with others in a courteous and respectful manner.
3. Communicate pleasantly and respectfully with other employees at all times.
4. Follow up on requests and questions promptly, provide businesslike replies to inquiries and requests, and perform all duties in an orderly manner.
5. Respond to email and voicemail within 24 hours during the workweek.
6. Take great pride in their work and enjoy doing their very best.
7. Be proactive and work to anticipate the needs of those being supported.

When an employee encounters an uncomfortable situation that the employee does not feel capable of handling, their supervisor should be contacted immediately.

If a problem develops or if a parent remains dissatisfied, the employee should contact their supervisor for assistance.

News/Media Contacts

Employees should not speak to the media on the School's behalf without contacting the School's CEO or designee. All media inquiries should be directed to the CEO or designee.

F. Solicitation & Distribution

In order to ensure smooth operations, the School has established the following guidelines to be respected while at work. As long as it is done during non-working hours for all employees involved (such as meal periods or rest breaks), employees are permitted to engage in solicitation (i.e., asking for contributions, selling merchandise) anywhere on School premises, as long as it is done in a non-disruptive and inoffensive manner. Employees may only engage in distribution (i.e., handing out pamphlets, literature, petitions) during non-working hours for all employees involved and in non-working areas (such as the lunch room). Solicitation or distribution is not allowed in areas open to the public. Employees are prohibited from posting notices on the School bulletin board or in any other office location and from removing any items without management approval. The School may, at its discretion, authorize certain fund-raisers and collections for employee gifts. Employees who want to organize such an event, must obtain prior approval from the supervisor. Solicitation and distribution by non-employees is prohibited at all times on School property.

G. Inclement Weather/Emergency Closings

At times, emergencies such as severe weather, fires, or power failures can disrupt School operations. The decision to close the office will be made by the CEO or designee. When the decision is made to close the office, employees will receive official notification from their supervisors. Time off from scheduled work due to emergency closings will be unpaid for all nonexempt employees. However, employees eligible for vacation may elect to utilize their available vacation hours in order to remain in paid status.

Employees are encouraged to listen to local news and radio reports. In general, the School will follow the decisions of the local community. Days that the School is closed due to inclement weather or other emergency may create a need to extend the work year or shorten holiday breaks.

Section VI: Health and Safety

All employees are responsible for their own safety, as well as that of others in the workplace. To help maintain a safe workplace, everyone must be safety-conscious at all times. In compliance with California law, and to promote the concept of a safe workplace, the School maintains an Injury and Illness Prevention Program.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity. See the School's Safety Plan for more information.

A. Student Safety

The effective employee is concerned for the welfare of students and takes measures to insure their welfare. Nevertheless, it is important to be aware of the possible consequences of negligence. The employee is responsible to act in a reasonable and prudent manner at all times. Specifically, the employee must do the following:

1. Never leave students unsupervised and ensure that another responsible adult is present when leaving students.
2. Require students to conduct themselves in an orderly, safe manner and administer such disciplinary actions as are reasonable and proper in any situation involving student misconduct.
3. Report any unsafe conditions to the supervisor so that it may be corrected.
4. Strictly adhere to all stated policy of the district and of the School.

Failure by employees to meet their responsibilities may have severe consequences (e.g., revocation of their license, criminal charges, etc.). Additionally, teachers may be held legally liable for negligence in the performance of their duties.

B. Employee Safety

The School is committed to providing the resources necessary to develop, implement, and administer a safety program for the protection of its employees. All administrative personnel and employees are expected to meet their responsibilities to make the safety program effective and productive. Periodic reviews of the safety program will be conducted by administration to maintain its effectiveness.

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the supervisor, CEO, or HR. When reporting the injury, the employee should advise staff if emergency services should be involved, or if the injury requires medical attention. HR will help determine the best course of action. If an injury does not require medical attention, an Employer Report of Injury/Illness Form must still be completed in case medical treatment is later needed and to ensure that any existing safety hazards are corrected. The Employee's Claim for Worker's Compensation Benefits Form must be completed in all cases in which an injury requiring medical attention has occurred. The employer will immediately notify OSHA in the event the employee sustains a serious illness, injury, or exposure that results in hospitalization as per CalOSHA guidelines.

C. Transporting Students

Employees are not permitted to transport students. In the event a student needs transportation for a school-

related purpose, the School will arrange for transportation in coordination with the parent or guardian.

D. Employee Driving Policy

MYA must ensure that risks to the School are minimized and ensure that only safe drivers are allowed to drive on School business. The Board requires that all employees who regularly drive as part of their job duties ("Driving Employees") meet minimum standards of safety and insurance, which must be verified by the School. Driving employees must obey all traffic laws and drive safely while on School business.

Positions requiring driving shall state such in the job description and staff will be required to maintain a valid driver's license and vehicle insurance in order to meet the minimum qualifications of the position and perform the essential duties of the role. This policy covers all school employees and violation of the School's policy is grounds for discipline up to and including termination.

Driver's License and Insurance Coverage

1. In order to operate a personal vehicle when used to perform MYA business, Driving Employees must have a valid driver's license and automobile insurance meeting the minimum standards established in this policy at all times. Evidence of the Driving Employee's driver's license and automobile insurance certificate will be kept on file. The Driving Employee is responsible for providing an updated driver's license and automobile insurance certificate whenever it expires or upon request. The Director or designee must be notified immediately if the Driving Employee no longer has a valid driver's license or insurance certificate.
2. Any Driving Employee whose driver's license or insurance certificate lapses or is canceled or revoked for any reason, and who cannot otherwise arrange for travel as required by their position, may be terminated or placed on inactive/unpaid status until the issue is remedied.
3. MYA requires that a Driving Employee carry the following insurance amounts and coverage:
 - a. Automobile Liability - \$100,000 per person; \$300,000 per occurrence Property Damage - \$50,000 per occurrence
 - b. Medical Payments - \$5,000 per person

Notification of Traffic Violations Resulting in Criminal Convictions

MYA receives notifications from the Department of Justice (DOJ) when an employee has been arrested and when there has been a conviction for a crime. Notification of a traffic violation resulting in a misdemeanor or felony charge will be discussed with the employee. Certain driving violations may be grounds for termination from a position that requires regular driving such as:

1. Attempting to evade a police officer
2. Driving with a revoked or suspended license
3. Hit and run
4. Speeding over one hundred (100) miles per hour
5. Reckless driving
6. Driving under the influence of drugs and alcohol

Responsibilities of Human Resources

When recruiting for positions that require the employees to operate a vehicle, the posting notice shall advise applicants that a current driver's license record and verification of automobile insurance will be required prior to a final job offer.

Employee Responsibility

Employees are responsible for maintaining driver's licenses and special certificates required for the performance of job duties. Employees are also responsible for promptly notifying their supervisor of expiration, conviction, or other DMV actions against their driver's license or certificate by no more than five (5) business days from the occurrence.

Use of Electronic Devices While Operating a Vehicle

MYA recognizes staff members may spend a considerable amount of time driving for business purposes. It is the intention of the School to ensure all staff members are safe while driving a vehicle. Although hands-free options are available, it is the policy of the School to discourage employees from utilizing a cell phone or other electronic devices while operating a vehicle. Distracted driving can be described as any visual, cognitive or manual distraction which takes attention away from the task of safe driving.

Employees are expected to follow all federal and state distracted driving laws. Employees who are charged with traffic violations resulting from the use of an electronic device while driving will be solely responsible for all liabilities that result from such actions.

The School highly encourages employees to use their best judgment and reserve all conversations conducted on an electronic device for when they are not in operation of a vehicle. It is recommended that employees find a safe location and park their vehicle prior to placing or accepting a telephone call. Texting while driving is prohibited. Voice texting while driving is strongly discouraged. Safety must come before all other concerns.

Revocation of Driving Privilege

1. The Human Resources Director or designee will monitor the subsequent arrest notifications from the DOJ. Any Driving Employee who is convicted of a DUI, loses their driver's license or driving privilege, or is deemed to be a "negligent operator" by the DMV, and fails to make suitable arrangements for alternative transportation to maintain meetings as an essential function of their position will immediately be placed on unpaid administrative leave.
2. Seatbelts are an essential element of the School's safety procedures. To emphasize seat belt awareness, one (1) seatbelt violation while on MYA business will equate to a moving violation and may lead to disciplinary action. Repeat seatbelt violations could lead to termination of the at-will employment agreement.

Alternative Transportation

All employees must make suitable arrangements to ensure timely attendance at all appointments that are essential job functions. With the advance approval of the Director or designee, the employee may be reimbursed the actual miles traveled using the Schools' current mileage reimbursement rate, for their travel using public transportation or rideshare service where a personal vehicle is not available or alternative transportation is not feasible. Driving Employees will not be reimbursed additional charges and expenses outside of the actual miles traveled for utilizing a rental car, taxi, or rideshare service in the event that the employee's personal vehicle is unavailable.

Nothing in this policy is intended to replace the employer's responsibility to engage in the interactive process with an employee who has requested accommodation due to an illness, injury, or disability. The HR manager or designee will ensure compliance in all matters pertaining to this policy.

E. Contagious Illnesses in the Workplace

The School realizes that employees with contagious temporary illnesses such as influenza (including COVID-19, H1N1 or Swine Flu), colds, and other viruses, or other communicable diseases may wish to continue with normal life activities, including working. In deciding whether an employee with an apparently short-term contagious illness or communicable disease may continue to work, the School considers several factors. The employee must be able to perform normal job duties, meet regular performance standards; and, in the School's judgment, pose no potential risk to the health or safety of the employee or others. If the School determines that an employee is unable to perform normal job duties; meet regular performance standards; or represents a potential risk to the health or safety of the employee or others, the School reserves the right to send the employee home and require the use of any available sick or vacation time, and if none is available the time would be unpaid. If an employee disagrees with the School's determination that such a risk exists, the employee must submit a statement from their attending healthcare provider that the employee's continued presence at work poses no significant risk to the employee, other employees, or students before they are allowed to return to work.

The following are general health and hygiene practices recommended by the Centers for Disease Control:

1. Stay home when sick. An employee should not return to work until they have been free of a fever for at least 24 hours.
2. Use proper etiquette: cover the cough or sneeze with a tissue or cough or sneeze into the elbow.
3. Wash hands often, especially after sneezing, coughing, or having contact with others. Alternatively, use a hand gel disinfectant and rub hands until the gel is dry.
4. Avoid touching eyes, nose, or mouth.
5. Ensure that general use office machines, such as shared computers, faxes, and copiers, are wiped down with disinfectant.
6. Healthy lifestyles are encouraged, including good nutrition, exercise, and adequate rest.
7. Supervisors will encourage employees to utilize paid sick and vacation if available to cover absences due to contagious temporary illnesses. Please contact HR regarding any questions about the possible contagious nature of any illness in the workplace.

The School will comply with all applicable statutes and regulations that protect the privacy of persons who have a contagious or communicable disease.

In the case of a pandemic (such as COVID-19, H1N1 or Swine Flu) or illness, the School may implement specific procedures through its emergency communication action plan including utilizing employees in essential operation positions; implementing controls and scheduling in the work environment; encouraging ill employees to stay home; modifying work schedules; implementing telecommuting; minimizing non-essential travel; social distancing (reducing frequency, proximity, and duration of contact between people); utilizing phone, email, and video-conferencing; personal protective equipment (PPE); and education and training on safe work practices, risk factors, and protective behaviors. Employees will be notified if the emergency communication action plan is implemented.

F. Gun Violence Restraining Order

If an employee, parent, or student demonstrates a substantial likelihood of significant danger or harm to self or others, a gun violence restraining order petition may be filed. The petitioner may be an immediate

family member, law enforcement officer, employer, co-workers with employer approval who regularly interact with the person, or an employee or teacher of a secondary or post-secondary school. A copy of the restraining order is to be submitted to human resources.

G. Workplace Violence Prevention Plan

Motivated Youth Academy is committed to providing a safe and secure work environment for all employees, customers, and visitors. We have a zero-tolerance policy towards workplace violence, including threats, intimidation, and physical aggression. This policy outlines our commitment to preventing workplace violence and the procedures for reporting and addressing any incidents.

This policy applies to all employees, contractors, volunteers, visitors, and anyone else on company premises or engaged in company business off-site.

Definitions

- Workplace Violence: Any act or threat of physical violence, harassment, intimidation, or other threatening disruptive behavior that occurs at the work site. It includes, but is not limited to, physical assault, threats, verbal abuse, and harassment.
- Threat: Any expression of intent to cause physical harm or damage to property.

Responsibilities

Employees are responsible for recognizing potential signs of workplace violence and reporting them immediately to a supervisor, HR, or through the designated reporting channels. Employees may be asked to participate in workplace violence training or focus groups that help mitigate and identify potential threats.

Supervisor and managers are responsible for leading by example in promoting a safe and respectful work environment, responding promptly to all reports of violence or threats and providing support and resources to employees who report incidents of violence.

Recognizing Warning Signs

Employees should be aware of the following warning signs of potential violence:

- Verbal threats, including direct or indirect statements about harming someone.
- Physical signs of aggression, such as clenched fists, glaring, or invasion of personal space.
- Significant changes in behavior, mood swings, or withdrawal.
- Paranoia or excessive suspiciousness.
- Frequent conflicts with colleagues or supervisors.

Threats may be direct or indirect, and they may be communicated verbally or nonverbally. The following are examples of threats and acts that shall be considered violent - this list is in no way all-inclusive:

Example	Type of Threat
Saying, "Do you want to see your next birthday?"	Indirect
Writing, "Employees who kill their supervisors have the right idea."	Indirect
Saying, "I'm going to punch your lights out."	Direct
Making a hitting motion or obscene gesture	Nonverbal
Displaying weapons	Extreme
Stalking or otherwise forcing undue attention on someone, whether romantic or hostile	Extreme
Taking actions likely to cause bodily harm or property damage	Acts of violence

De-escalation Techniques

If a violent threat occurs, employees are encouraged to stay calm, listen actively, maintain personal space and offer solutions in an effort to de-escalate the situation.

- Stay Calm: Keep a calm and composed demeanor. Speak in a steady, non-threatening tone.
- Listen Actively: Show empathy and listen to the person's concerns without interrupting.
- Maintain Personal Space: Respect the person's personal space and avoid physical contact.
- Offer Solutions: Try to address the person's concerns by offering reasonable solutions.

Reporting Procedures

1. Immediate Danger: If an incident poses an immediate danger, call 911 or the designated emergency number.
2. Non-Emergency Reporting: Report incidents of workplace violence or threats to your supervisor, HR, or through the anonymous reporting hotline (if available).
3. Documentation: Document all incidents, including the date, time, individuals involved, and a detailed description of the incident.
4. Follow-Up: HR or the designated authority will investigate the report promptly and take appropriate action, which may include disciplinary measures or contacting law enforcement.

Review and Evaluation

This policy will be reviewed annually and updated as necessary to ensure its effectiveness and compliance with legal requirements. Feedback from employees will be solicited to improve our workplace violence prevention efforts.

Disciplinary Action

Any employee found to have engaged in workplace violence will be subject to disciplinary action, up to and including termination of employment. Retaliation against employees who report incidents in good faith is strictly prohibited and will be subject to disciplinary action.

Section VII: Employee Wages and Benefits

A. Wages

Several factors may influence the compensation for a position. Each position is defined by a broadly written job description that indicates the duties to be performed and the necessary knowledge, skills, and abilities for the assignment. These factors are reviewed when determining the appropriate compensation. Some of the items the School considers are the nature and scope of the job duties, what other employers pay their employees for comparable jobs (external equity), what the School pays their employees in comparable positions (internal equity), and individual work as well as performance. Wages are also affected by legislative changes and the State's economy and may be adjusted upward or downward as changes occur.

Initial step placement will be based on related prior experience, with a maximum entry placement of step five. The Director is given authority to offer a higher entry step placement in areas of shortage such as math, science, or special education in order to secure highly qualified candidates for positions. Step advances will be considered for employees who remain in paid status for at least 75% of the work year calendar. Consideration for step advancement will also be based upon the School's budget solvency, successful employee performance, and any other relevant factors.

The employee's performance review will usually be conducted on or about the end of the fiscal year. A positive performance review will not necessarily result in a change in compensation.

B. Stipends

Stipends may include supplies, cell phone/internet, and/or mileage. Stipends may also be issued for performing specific additional job duties. Stipends may be evenly distributed across the employee's pay periods or issued at the time the services are rendered. All stipends will be reviewed annually.

C. Paydays

All salaried exempt employees are paid on the 26th of the month. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive pay on the prior day of operation.

Hourly and salaried nonexempt employees are paid on the 10th and 26th of each month. Hours worked from the 16th through the last day of each month will be paid on or before the 10th of each month. Hours worked from the 1st through the 15th of the month will be paid on or before the 26th of each month. For more information on pay periods, please contact HR.

Paychecks will not, under any circumstances, be given to any person other than the employee without written authorization. Employees will be paid through manual checks or through direct deposit of funds to

savings or checking accounts at their bank of choice (providing the bank has direct deposit capability). To activate direct deposit, a Direct Deposit Authorization form may be obtained from HR. Due to banking requirements it may take several weeks for activation of the direct deposit.

Every effort is made to avoid errors in calculating and distributing paychecks. Employees should inform HR if they believe an error has been made or pay has not been received. HR will take steps to research the problem and endeavor to make any necessary corrections as soon as possible or at least by the next regular pay day.

D. Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) for non-credentialed employees, CalSTRS for eligible Teachers/Administration and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. For non-credentialed employees: Social Security (FICA) - The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School. The current tax rate is used in the calculation. Each party is responsible for contributing. Eligible credentialed employees participating in CalSTRS do not contribute to Social Security.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.
5. For credentialed employees contributions will be deducted and remitted to California State Retirement System (CalSTRS). The CalSTRS is a special trust fund established by California law. Per the guidelines of CalSTRS, the school will abide by membership eligibility. A contribution withdrawal begins with the first pay period. This contribution is in lieu of Social Security withholding tax from the paycheck. Additionally, the School contributes into the CalSTRS fund. All employee and employer contributions are determined by CalSTRS. Further information regarding CalSTRS accounts can be found at www.CalSTRS.com.
6. For all employees participating in employee benefits offerings such as health insurance, the employee contribution for benefits (the amount that exceeds the employer's contribution towards benefits) will be deducted from the employee's paycheck. The amount will be discussed and approved prior to the deduction being made. Please reference "Employee Cost Sharing" under the "Employee Benefits" section of the Handbook for more information.

Every deduction from the paycheck is explained on the paystub, which will be available in the HR/Payroll Information System. If any deduction is unclear, contact HR.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal and State Withholding Tax deduction is determined by the employee's W-4 (Federal) and DE-4 (State) forms.

The W-4 and DE-4 forms are to be completed upon hire. The employee may change the number of withholding allowances they wish to claim for Federal Income Tax purposes at any time in the HR information system by updating their W-4 and DE-4 withholdings.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and provided to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld, and total wages.

While the School strives to process payroll correctly, an error may occur from time to time. If this happens, every effort will be made to correct the problem as quickly as possible and to avoid future errors of a similar nature. Employees will not be subjected to discrimination, harassment, or retaliation for coming forward with a complaint or question about their paycheck.

E. Wage Attachments and Garnishments

When an employee's wages are garnished by court order, the School is legally bound to withhold the amount indicated in the garnishment order from the employee's paycheck. The School will, however, honor the Federal Consumer Credit Protection Act, which places restrictions on the total amount that may be garnished from an employee's paycheck.

F. Employee Benefits

The School is committed to providing quality and cost effective benefit options (e.g. health, dental, vision, and life insurance) for eligible employees as part of the total employee compensation. Benefit eligibility may be dependent upon employee classification (full-time versus part-time, for example). Benefit eligibility requirements may also be imposed by the School and/or plans themselves. Policies, provisions and procedures that govern the organization's benefit program apply to all regular full-time and part-time employees, whether exempt or nonexempt status, unless otherwise noted in the employment agreement.

1. Employee Cost Sharing

Voluntary employment benefits, those benefits that are not mandated by state or federal law, are selected and controlled by the School. Decisions to provide and continue providing these benefits are based on such considerations as cost, composition of the workforce, operational efficiency, and desirability of benefit provisions. Where costs of discretionary insurance benefit plans exceed the School's interest, ability, or willingness to pay the full premium rate to maintain the current benefit level, employees may be required to share in the cost in order to continue the insurance plan coverage.

Exempt (FTE)	Non-Exempt (Hours per Week)	*Tiered Benefit Stipends (for Health, Dental, and/or Vision)
.75+ FTE	30+ hours	\$1,500/month
.50 - .74 FTE	20-29 hours 14-21 Students	\$900/month
.49 FTE or less	19 hours or less 13 or less student	not eligible

A review of all teachers' student counts is conducted in September and February each school year for the purpose of establishing benefit eligibility.

This review is called the benefits snapshot. Additionally, HR will review the student counts on the teachers roster as of the 15th of each month in order to provide benefits to anyone who becomes eligible. If a teacher is deemed eligible for benefits based on their student count, they will be provided the opportunity to enroll in benefits with an effective date of the 1st of the following month. Benefits eligibility would then remain in place until the next snapshot review.

2. Benefit Design and Modification

The School reserves the right to design plan provisions and to add, eliminate, or in other ways modify any School provided benefits described in this handbook or elsewhere in plan documents, where and when it is deemed in the School's best interest to do so. These benefits are subject to change depending on management decisions and resources.

3. Benefit Plan Documents

Employees will be provided with summary plan descriptions upon eligibility and enrollment. The benefit programs are explicitly defined in legal documents, including insurance contracts, official plan texts, and trust agreements. In the event of a conflict between these documents and this policy, the plan documents will govern. All of these official documents are readily available from HR for review. Questions about this information should be directed to HR.

4. Right to Modify

The School reserves the right to amend, modify or terminate, in whole or in part, any or all of the provisions of the benefit plans described herein, including any health benefits that may be extended to retirees and their dependents to the extent allowed by law. Notice of any such changes will be provided, as required by law. Further, the School reserves the exclusive right, power and authority to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the operation or administration of such plans, to the extent allowed by law. This section is subject to change in accordance with changes in the law.

5. Changes in Health Benefits

Employees may make changes to their plans outside of open enrollment if they experience a Qualifying Life Event (QLE). Examples of such events include marriage, divorce, birth, adoption, loss of coverage, etc. An employee has 30 days from the date of the QLE to notify human resources and enroll in or make changes to their health plan. For more complete information regarding any of the benefit programs, please contact HR.

6. COBRA Benefits

The Federal Consolidated Budget Reconciliation Act (COBRA) gives employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee, a reduction in an employee's hours, leave of absence, divorce or legal separation, and a dependent child no longer meet eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of the coverage at the group rates plus an administration fee. The School or our carrier provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the health insurance plan. The notice contains important information about the employee's rights and obligations.

7. Look-back Measurement Method - Seasonal and Variable Hour Employees

For seasonal employees as well as part time employees hired to work less than 20 hours per week the School will use a look-back measurement method to determine benefit eligibility status. This method is used to determine the benefits eligibility status of an employee by looking back over a defined period of

time (12 months) to determine if the employee averaged at least 20 hours per week during that period.

- The initial measurement period begins on the first day of the calendar month following the employee's start date.
- An administrative period of 60 days in addition to the initial measurement period will be used to determine if an employee has satisfied the requirement of an average of 20 hours per week to be eligible for coverage.
- A stability period (designated period where coverage must be offered) of 12 months will be offered to all individuals identified as employees working at least 20 hours per week on average during the measurement period.
- After a new variable-hour or seasonal employee has been employed for a standard measurement period, the employee is considered to be an ongoing employee and will have their hours measured from open enrollment or plan year.

G. Retirement Plan Offerings

The School is committed to providing retirement benefits to the employees. Plan details may be obtained through HR.

403(b)/457(b) Deferred Compensation Plan

All employees can open a 403(b) and/or 457(b) account and make employee contributions through payroll deductions.

Employer Contributions

The employer contribution towards a deferred benefit plan is based on an eligible employee's active contribution to a 403(b) or 457(b) account. Eligible employees must open a 457(b) account in order to receive the employer contributions. The employer contribution will be made to the employee's 457(b) account in an amount not to exceed a matching contribution up to 5% of the employee's base annual salary. Eligible employees are immediately vested in employer contributions. Seasonal employees are not eligible for employer contributions.

Classified Employees: To be eligible for an employer contribution, a classified employee must work at least 20 hours/week.

Certificated Employees: To be eligible for an employer contribution, a certificated employee must serve a minimum number of students, work at least 20 hours/week, or have an assignment at least 0.5 FTE.

H. Expense Reimbursement Process

1. Supplies

Due to the virtual nature of this business, it may sometimes be most practical for employees to initiate purchases locally and be reimbursed for those expenses. Reasonable, actual business expenses incurred by employees for the purpose of conducting business on behalf of the School shall be reimbursed upon approval. Pre-approval by a supervisor is required in the event the employee wishes to purchase an item.

2. Travel

The School will only reimburse actual and necessary expenditures for staff. Attendees shall be held accountable for good judgment regarding expenditure of tax dollars. All expenditures must have scanned copies of itemized original receipts, regardless of the amount. The School shall not reimburse personal travel expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member who is accompanying the employee on school-related business, personal use of an automobile, and personal losses or traffic violation fees incurred while on school business. Factors such as variances in regional costs, travel duration and extenuating circumstances will be considered when approving travel reimbursement. In addition to those items listed below, associated travel fees such as parking fees, taxis/shuttles, and luggage handling are reimbursable expenses.

Employees are pre-approved to expense those costs associated with traveling for school-related purposes including testing and professional development. Scanned copies of original itemized receipts are required for reimbursement.

3. Mileage

The mileage reimbursement rate is based on the rate established by the Internal Revenue Service. All Employees are required to submit reimbursement for mileage through the payroll system.

4. Hotel Rooms

Lodging shall be for those days associated with attending the activity, including, if necessary, the night before. Good judgment shall be used to seek the most reasonable accommodations. Hotel rooms are reimbursed for employees traveling over 120 miles one way. A hotel stay for a distance less than 120 miles must have prior approval. Hotel rooms must be under \$125 per night before taxes. If an employee chooses to stay at a hotel that exceeds this, when a hotel within price range and a 15 mile radius is available, the balance above and beyond must be deducted from the total expense on the expense report. If a hotel is not available within this price range, pre-approval of the expenditure is required. Upon checkout from the hotel, the employee must obtain and submit a zero-balance sheet in order to be reimbursed for a hotel charge.

5. Meals

Employees who are required to work or participate in training away from the regular work location may be reimbursed the cost of meal(s). Meals provided in conjunction with conferences, workshops, seminars, meetings that exceed these amounts are excluded from these limitations. No meals will be reimbursed for meals provided at/during the conference/training. The reimbursement rates are: \$15 for breakfast, \$20 for lunch, \$30 for dinner plus service gratuity maximum of 18%. The total amount reimbursed for meals per day will not exceed \$65. Alcohol is not reimbursable and must be deducted from any reimbursement requests. If an employee exceeds the allotment for meal expenses, the balance above the daily allocation will be deducted from the total expense on the expense report.

6. Postage

Employees will be reimbursed for any postage related expense requested by the School. Employees must get pre approval from a supervisor for shipping expenses and must discuss the best shipping method with the supervisor.

7. Procedure for Expensing

Employees must have pre-approval prior to making any purchases that will warrant reimbursement.

Approval may be obtained by sending an email to the CEO or Director with a short description of what will be purchased.

Expense reimbursements must be submitted in the payroll system within thirty (30) days of the charge. Expense reports submitted after this time may not be reimbursed within the current cycle and/or may be delayed and processed in the next cycle.

Section VIII: Leaves, Vacation, and Holidays

A. Healthy Workplaces/Healthy Family Act of 2014

The School, in compliance with the Healthy Workplaces/Healthy Family Act of 2014 (AB 1522), allows all full time and part time employees who work at least 30 days within a year in California to accrue paid sick leave hours. Accrual begins on the first day of employment. The employee must work at least 30 days before taking any available accrued sick leave.

B. Paid Sick Leave

Paid sick leave may be used for an employee's own illness, for preventive care or diagnosis, care or treatment of an existing health condition, or time off to care for an ill or injured family member or dependents, which include children, parents, spouse, registered domestic partner, grandparents, grandchildren, siblings and those related to the employee by blood or affinity equivalent. Sick leave may also be used when an employee needs to manage matters surrounding domestic violence, sexual assault, stalking or when their worksite or their child's school or daycare closed due to public health emergencies. Except in the case of an illness or emergency, sick leave must be requested at least five (5) days in advance by submitting the request through the payroll system. In the case of an illness or emergency, sick leave must be requested for pay through the payroll system before the end of the current pay period. Employees using extended sick leave (in excess of 5 days) must submit a request at least two weeks before the extended leave. Additionally, Employees must notify their supervisor (via email or phone) when requesting or taking sick leave.

Employees requesting sick leave may be required to submit a health care provider's statement or, in cases of individuals with sincerely held religious beliefs in faith healing or comparable religious practices, a statement authorized under EEOC guidelines, stating the reason for absence and dates of illness. Employees absent more than five (5) days may be required to submit a health care provider's statement or note that the employee is fit for return to service.

Employees will be paid their regular compensation when using paid sick days. Sick leave hours will not be advanced ahead of the earned accrual.

Employees may use sick leave in thirty-minute minimum increments, which will be deducted from the employee's accrual balance. Employees are not required to find a replacement for their work while taking protected sick time. Paid sick day balances are available for employee review through the payroll system and on pay stubs. For all hours submitted as sick leave, the time will be uninterrupted and the work day schedule will not need to be adjusted to accommodate the absence.

Any unused sick hours will roll over from year to year. Sick leave hours will not be advanced to an

employee ahead of the earned accrual rate. Accrued, but unused sick days are not paid out by the School at the time of separation. However, employees who terminate employment and are rehired within one (1) year of termination (or 6 months for employees working in the city of San Diego) regain their previously unused accrued sick leave.

Any employee who continues to be absent after their sick leave accrual has been exhausted may have a payroll deduction equivalent to the number of hours absent. Salaried employees will only have full day absences deducted from their paycheck once their sick leave accrual is exhausted.

Paid Sick Leave - Full Time Employees

The School provides sick pay for full time employees who regularly work a minimum of 30 hours per week. All full time classified, non-teaching certificated and special education certificated employees accrue one (1) sick day per month in paid status. Nonexempt employees are paid semi-monthly, and will accrue the equivalent of one half day per pay period. All employees who fall under this accrual method are guaranteed to accrue a minimum of 24 hours by the 120th day of employment and subsequent accrual years in accordance with State law.

Certificated Sick Accrual <i>Full Time Certificated Employees</i>					
Sick Leave	Student Count or FTE	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 2	22 students or .75 to 1.0 FTE	30+ hours	4/4	8	8

Transfer of Cumulated Sick Leave

Certificated employees joining The School from another California school district may transfer any unused sick leave accrued at their previous district, in accordance with state law. While these transferred sick leave hours will be documented in the employee's record, the transferred hours are not eligible for use during their employment with The School.

Classified Sick Accrual <i>Full Time Classified Employees</i>					
Sick Leave	FTE	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued Monthly
Tier 2	.75 to 1.0	30+ hours	4/4	8	8

Paid Sick Leave - Part Time, Per Diem, Seasonal, and Temporary Employees

The School provides all part-time, per diem, seasonal and temporary employees who work at least 30 days in California within a year with at least 40 hours (5 days) of paid sick leave in a 12-month period. Employees will be paid at their regular hourly rate when they take paid sick leave.

Employees start accruing hours on the first day of employment and must work for 30 days before they can take sick leave. Employees earn at least 1 hour of paid leave for every 30 hours worked. Employees may accrue more than 40 hours (5 days) of paid sick leave in a year. Sick leave accrual will be capped at 80 hours (10 days), in compliance with both state and city ordinances.

Sick Accrual <i>Part Time, Per Diem, Seasonal, and Temporary Employees</i>					
Sick Leave	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Pay Period	Exempt: Per Pay Period	Total Sick Hours Accrued
					Monthly
Tier 1	.50 - .74	20-29	3/3	6	6
CASL	.49 or less	19 or less	2/2		4

Transfer of Cumulated Sick Leave

Certificated employees joining The School from another California school district may transfer any unused sick leave accrued at their previous district, in accordance with state law. While these transferred sick leave hours will be documented in the employee's record, the transferred hours are not eligible for use during their employment with The School.

C. California State Benefits

California State Disability Insurance (SDI) is funded through employee contributions and is designed to provide eligible workers with partial wage replacement when taking time off work for their non-work-related illness or injury, pregnancy, or childbirth.

California Paid Family Leave (PFL) provides employees residing in the State of California with the ability to access their State Disability Insurance for partial wage replacement benefits to care for a seriously ill child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner, or to bond with a new child by birth, adoption, or foster care placement.

PFL Military Assist benefits are available to eligible employees who request time off work to participate in a qualifying event due to the military deployment of their spouse, registered domestic partner, parent, or child to a foreign country.

Employees must notify HR of their plan to take leave and the reason for taking leave according to the School's policy. HR is available to assist employees with applying for State Disability benefits through the Employment Development Department. Employees may be eligible to receive PFL benefits while on a leave of absence to care for a seriously ill family member or for baby bonding. Employees are not eligible for PFL benefits when on PDL, FMLA, or CFRA leave for their own serious health condition(s).

PFL is not a guaranteed right to a leave of absence, and employees taking PFL or PFL Military Assist are not provided job protection rights or a right to return to the same position following their absence.

D. Pregnancy Disability Leave (PDL)

An employee may take pregnancy disability leave (PDL) if the employee is disabled because of pregnancy, childbirth, or a related medical condition, including prenatal care and severe morning sickness. The length of leave is dependent on a medical certification and the duration may be up to 17 1/3 weeks or the equivalent number of days the employee would normally work within the same period. Intermittent leave or a reduced work schedule may be taken.

Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or related medical condition and must provide appropriate medical certification concerning the disability.

Events That May Entitle an Employee to Pregnancy Disability Leave

The 17 1/3 week pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

- The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to self, the successful completion of pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
- The employee needs to take time off for prenatal care.

Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "17

1/3 weeks" means the number of days the employee would normally work within that period. For example, a full-time employee who works five eight hour days per week, four months means 88 working and/or paid eight hour days of leave entitlement based on an average of 22 working days per month for four months.

PDL will run concurrently with other applicable leaves, such as FMLA leave. The 12- month look-back period will apply to all leaves granted concurrently.

Pay During Pregnancy Disability Leave

An employee on pregnancy disability leave may use all accrued paid sick leave at the beginning of any otherwise unpaid leave period. The receipt of sick leave pay, or state disability insurance benefits will not extend the length of pregnancy disability leave.

Sick pay will accrue during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

Health Benefits

The provisions of various employee benefit plans govern continued eligibility during pregnancy disability leave and these provisions may change from time to time. When a request for pregnancy disability leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If the employee takes pregnancy disability leave and is eligible under the Family Medical Leave Act (FMLA), the School will maintain group health insurance coverage for up to a maximum of 12 workweeks (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work after PDL ended. Leave taken under the pregnancy disability policy runs concurrently with FMLA under federal law, but not California Family Rights Act (CFRA). If the employee is ineligible under the federal and state family and medical leave laws, while on pregnancy disability they will receive continued paid coverage on the same basis as other medical leave that the School may provide and for which the employee is eligible, such as continued PDL. In some instances, the School may recover premiums it paid to maintain health coverage for the employee if they fail to return to work following pregnancy disability leave.

Medical Certifications

An employee requesting a pregnancy disability leave must provide a medical certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

Re-certifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required re-certifications can result in termination of the leave.

Requesting and Scheduling Pregnancy Disability Leave

An employee should request pregnancy disability leave by contacting HR. The employee should provide

at least thirty (30) days notice or as long of notice as is practicable, if the need for the leave is foreseeable. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider. If an employee needs intermittent leave or leave on a reduced schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

In most cases, the School will respond to a pregnancy disability leave request within two (2) days of acquiring knowledge that the leave qualifies as pregnancy disability and, in any event, within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

Return to Work

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, the employee will return to their original job or an equivalent job with equivalent pay, benefits, and other employment terms and conditions as when the leave commenced.

If the employee is not reinstated to the original position, the employee will be reinstated to a comparable position unless there is no comparable position available or a comparable position is available, but filling that position with the returning employee would substantially undermine the School's ability to operate the business safely and efficiently. A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

Employment During Leave

An employee on pregnancy disability leave may not accept employment with any other employer without the School's written permission. An employee who accepts such employment will be deemed to have resigned from employment with the School.

Lactation Accommodation

The School will provide a lactation break for a reasonable amount of time to accommodate an employee's need to express breast milk. Employees in need of lactation breaks should contact their supervisor and human resources to allow for the School to determine a private space and ensure the reasonable time for breaks is provided. Human Resources and the supervisor will assist the employee in identifying a proper location that is close to the employee's work area, shielded from view, and free from intrusion. Additionally, where applicable, the School will provide access to a sink with running water and a refrigerator for storing breast milk.

The lactation break shall, if possible, run concurrently with any rest break or meal period already provided to the employee. For non-exempt staff, any additional time needed to express milk outside of the

normal rest break and meal period is to be off the clock. If the employee needs additional time past the breaks typically provided in a day, the employee should contact their supervisor and human resources. If a space and break is not provided when requested, please contact human resources.

E. Family and Medical Leave Act (FMLA) and California Family Rights Act (CFRA)

The School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"). The following information provides employees with a general description of their FMLA and CFRA rights.

Calculating 12-Month Period for FMLA and CFRA

For purposes of calculating the 12-month period during which 12 weeks CFRA or qualifying exigency leaves may be taken, the School uses the "rolling" method also known as the look back method. For example, if an employee begins their leave on March 5, the look back period is 12 months from that date.

Under some circumstances, leave under FMLA and CFRA may run at the same time and the eligible employee will be entitled to a total of 12 weeks of family and medical leave in the designated 12-month period. Accrued sick leave will be paid to the employee starting with the first day of absence until exhausted and will run concurrently with FMLA and/or CFRA leave.

For leave to care for a covered service member, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves. Leave to care for a covered service member is for a maximum of 26 workweeks during a 12-month period.

Leave granted under any of the reasons provided by state and federal law will be counted as FMLA and/or CFRA leave and will be considered as part of the 12-workweek entitlement (26-work week entitlement if leave is to care for a service member) in a 12-month period. The 12-month period is measured forward from the date any employee's first FMLA/CFRA leave begins. Successive 12-month periods commence on the date of an employee's first use of such leave after the preceding 12-month period has ended. No carryover of unused leave from one 12-month period to the next 12-month period is permitted.

Pregnancy, Childbirth or Related Conditions Under FMLA, CFRA and PDL

Time off due to pregnancy disability, childbirth or related medical condition falls under pregnancy disability leave (PDL) and FMLA leave and is not concurrent with CFRA leave. Employees who may not be eligible for FMLA leave may still be eligible for leave under PDL. Once the pregnant employee is no longer disabled, or once the employee has exhausted PDL and has given birth, they may apply for leave under CFRA, for purposes of baby bonding.

1. FAMILY MEDICAL LEAVE ACT

Employee Eligibility Criteria

FMLA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- a. The employee must have been employed by the School for at least twelve (12) months,
- b. The employee has worked at least 1,250 hours during the previous 12-month period before the

need for leave; and

- c. The employee is employed at a location where the School has at least fifty (50) employees within a seventy-five (75) mile radius, except for purposes of baby-bonding where the threshold is twenty (20) employees.

FMLA leave may be taken for one or more of the following reasons:

- a. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. When both parents are employed by the School, and request simultaneous leave for the birth or placement for adoption or foster care of a child, the School will not grant more than a total of 12 workweeks of FMLA leave for this reason.
- b. Due to the employee's own serious health condition causing the employee to be unable to perform one or more of the essential functions of their job. This excludes a disability caused by pregnancy, childbirth, or related medical conditions, as they are covered by the School's pregnancy disability policy.
- c. To care for the employee's family member including a spouse, registered domestic partner, child, or parent who has a serious health condition or military service- related injury. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period.

Intermittent Leave under FMLA

Full-time employees may take leave of up to 12 work weeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Under FMLA, the employee must have the School's agreement to take intermittent leave.

2. CALIFORNIA FAMILY RIGHTS ACT

The Fair Employment and Housing Act (FEHA), enforced by the Department of Fair Employment and Housing (DFEH), contains family care and medical leave provisions for California employees. CFRA applies to all employees of the state of California and any other political or civil subdivision of the state and cities, regardless of the number of employees.

Employee Eligibility Criteria

CFRA leave provides up to 12 workweeks of unpaid, job protected leave within a 12-month period, under the following conditions:

- a. The employee has more than 12 months of service.
- b. The employee has worked at least 1,250 hours during the previous 12-month period before the need for leave; and
- c. The employee is employed at a worksite where there are 5 or more employees within a 75-mile radius.

CFRA leave may be taken for one or more of the following reasons:

- a. The birth of the employee's child, or placement of a child with the employee for adoption or foster care. If the School employs both parents of a child, it will grant up to 12 weeks of leave to each employee.
- b. To care for the employee's parent, parent-in-law, spouse, registered domestic partner, child, grandparent, grandchild, sibling, or designated person who has a serious health condition.
- c. For a serious health condition that renders the employee unable to perform their job.

- d. To care for the employee's family member including a spouse, registered domestic partner, child, parent, or designated person who has a military service-related injury. When an employee is providing care for an injured spouse, child, parent, or next of kin who is a covered Armed Forces service member, the employee may take a maximum of twenty-six (26) weeks of CFRA leave in a single twelve (12) month period.

Intermittent Leave under CFRA

Full-time employees may take leave of up to 12 work weeks in a rolling 12-month period. Part-time employees may take leave on a proportional basis. The leave does not need to be taken in one continuous period of time. Employees do not need the School's agreement to take intermittent bonding leave. In the case of intermittent leave, the employee may be required to use such leave in two-week minimum increments, with an exception for shorter increments on at least two occasions.

3. Process For Requesting FMLA/CFRA LEAVE

Leave Procedures

The following procedures shall apply when an employee requests leave: The employee must contact HR as soon as the need for the leave is realized. If the leave is based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or an eligible family member per FMLA or CFRA, the employee must notify the School at least 30 days before the leave is to begin. The employee must consult with their supervisor regarding scheduling of any planned medical treatment or supervision in order to minimize disruption to the operations of the School. Any such scheduling is subject to the approval of the health care provider of the employee or the health care provider of the applicable family members.

If the employee cannot provide 30 days' notice, the School must be informed as soon as is practical. Notice can be written or verbal and should include the timing and the anticipated duration of the leave, but the School does not require disclosure of an underlying diagnosis. The School will respond to a leave request within 5 business days. The School requires written communication from the health-care provider stating the reason for the leave and the probable duration of the condition. However, the health care provider may not disclose the underlying diagnosis without the consent of the patient.

If the FMLA/CFRA leave request is made because of the employee's own serious health condition, the School may require, at its expense, a second opinion from a health care provider that the School chooses. The health care provider designated to give a second opinion will not be one who is employed on a regular basis by the School.

If the second opinion differs from the first opinion, the School may require, at its expense, the employee to obtain the opinion of a third health care provider designated or approved jointly by the employer and the employee. The opinion of the third health care provider shall be considered final and binding on the School and the employee. While waiting for a second or third opinion, the employee is provisionally entitled to FMLA/CFRA leave.

The School requires the employee to provide certification within 15 days of any request for FMLA/CFRA, unless it is not practicable to do so. The School may require recertification from the health care provider if additional leave is required. For example, if an employee needs two weeks of family and medical leave, but following the two weeks needs intermittent leave, a new medical certification will be requested and required. If the employee does not provide medical certification in a timely manner to

substantiate the need for leave, the School may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered family and medical leave.

If the leave is needed to care for approved family members per FMLA/CFRA, the employee must provide a certification from the health care provider stating:

1. Date of commencement of the serious health condition;
2. Probable duration of the condition;
3. Estimated amount of time for care by the health care provider; and
4. Confirmation that the serious health condition warrants the participation of the employee.

Certification

If an employee cites their own serious health condition as a reason for leave, the employee must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition; and
- Inability of the employee to work at all or perform any one or more of the essential functions of their position because of the serious health condition.

The School will require certification by the employee's health care provider that the employee is fit to return to their job. Failure to provide certification by the health care provider of the employee's fitness to return to work may result in denial of reinstatement for the employee until the certificate is obtained.

4. Pay and Benefits Under FMLA/CFRA

Health and Benefit Plans

The School provides health benefits under a group plan, and will therefore continue to make these benefits available during the leave if the employee is enrolled in the group plan. An employee taking FMLA/CFRA leave will be allowed to continue participating in any health and welfare benefit plans in which they were enrolled before the first day of the leave (for a maximum of 12 workweeks, or 26 workweeks if the leave is to care for a covered service member) at the level and under the conditions of coverage as if the employee had continued in employment for the duration of such leave. The School will continue to make the same premium contribution as if the employee had continued working. The continued participation in health benefits begins on the date leave first begins. In some instances, the School may recover from employee premiums paid to maintain health coverage if the employee fails to return to work following family/medical leave. An employee is deemed to have "failed to return from leave" if they do not return following the leave of absence, or work less than thirty (30) days after returning from leave. Employees on pregnancy disability leave will be allowed to continue to participate in group health coverage for up to a maximum of four months (or for the approved time) of pregnancy disability leave (if such insurance was provided before the leave was taken) on the same terms as if the employee had continued to work. The employee will also continue to make premium payments, if applicable, based on the payment schedule outlined in the premium payment letter. They will then be able to remain on benefits for any time taken under approved FMLA/CFRA leave if they are eligible for those leaves. Payment is due when it would be made by payroll deduction.

Substitution of Paid Leave

Generally, FMLA/CFRA leave is unpaid. The School is not required to pay employees during FMLA/CFRA leave and may require an employee to use accrued vacation time or other accumulated paid leave other than sick time. If the FMLA/CFRA leave is for the employee's own serious health condition the use of sick time is required and will run concurrent with FMLA/CFRA leave.

Time Accrual

Sick pay will accrue during any period of unpaid disability leave only until the end of the month in which the unpaid leave began. For example, an employee who delivers their baby on March 5 and goes out on leave on that date, would earn one day of sick leave for the month of March. Accrual for leave would be suspended until the employee returns from leave. All sick leave will be applied starting with the first day of absence until the leave is exhausted.

COBRA Benefits

If an employee requires additional leave after all protected leaves have been exhausted (PDL, FMLA, CFRA), they will be eligible for continued benefits through COBRA.

5. Reinstatement Upon Return From FMLA/CFRA

Under most circumstances, upon return from FMLA/CFRA leave, an employee will be reinstated to their original job or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if they had been continuously employed rather than on leave. For example, if an employee on FMLA/CFRA leave would have been laid off had they not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement. In addition, an employee's use of FMLA/CFRA leave will not result in the loss of any employment benefit that the employee earned before using family/medical leave.

Reinstatement after FMLA leave may be denied to certain salaried "key" employees under the following conditions:

- a. An employee requesting reinstatement was among the highest-paid 10 percent of salaried employees employed within 75 miles of the work site at which the employee worked at the time of the leave request;
- b. The refusal to reinstate is necessary because reinstatement would cause substantial and grievous economic injury to the School's operations;
- c. The employee is notified of the School's intent to refuse reinstatement at the time the School determines the refusal is necessary; and
- d. If leave has already begun, the School gives the employee a reasonable opportunity to return to work following the notice described previously.

Under CFRA, the School will reinstate "key" employees. Employees should contact HR for additional information about eligibility for FMLA, CFRA or PFL.

F. Bereavement Leave

The School grants leave of absence to benefited employees (employees with at least 50% employment) in the event of the death of the employee's current spouse, child, parent, parents-in-law, legal guardian, brother, sister, grandparent, grandchild, or mother, father, sister, brother,

son-in-law, or daughter-in-law, stepparents, foster parents, foster children, and domestic Partners. An employee with a death in the family may take up to five (5) consecutive scheduled work days off with pay with the approval of the supervisor. An employee may be granted up to ten (10) days of bereavement leave for the death of the employee's spouse/domestic partner or child. Additionally, an employee who experiences a reproductive loss through a failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction may take up to five (5) consecutive days off with regular pay. This leave may be taken by any employee who would have been the parent. The leave must be completed within three months of the loss and days can be taken intermittently. This leave does not run concurrently with CFRA or PDL. For employees who experience multiple losses, this leave is capped at no more than 20 days in a 12-month-period.

Bereavement leave may be taken intermittently with prior approval of the supervisor in no less than four-hour increments. If an employee requires more than the allocated time off for bereavement leave, the employee may use accumulated sick days. The CEO or designee may approve additional unpaid time off.

G. Military Leave

Regular full-time employees requiring a leave of absence for service in the uniformed services are provided leave and will be re-employed at the end of the leave. Policies governing this leave are designed according to the Uniformed Services Employment and Reemployment Rights Act and applicable state regulations. The policy covers those employees who enter active military duty voluntarily and extends to Reservists and National Guard members who are called to limited active duty or extended training duty, including regularly scheduled annual training and military summer camp training.

Eligibility

All employees, except those hired on a temporary or seasonal basis, are eligible for the leave.

Length of Leave

The length of the military leave is determined by the uniformed service organization calling the employee to active duty or military encampment.

Request Procedure

The employee must provide written notice of their obligation or intention to perform service in the uniformed services, unless notice is precluded by military necessity or is otherwise unreasonable or impossible. A copy of the military orders must also be provided. Failure to do so may result in loss of reemployment rights.

Pay While on Leave

Military leaves are without pay.

Status of Benefits

Reservists, National Guard members, and veterans returning from military service in the Armed Forces have and retain rights with respect to seniority, vacation, compensation, length of service, pay increases, as may be from time to time provided by applicable statutes of the United States and the state of California. The employee may maintain health care insurance benefits for up to 24 months while on leave by paying the insurance premiums through COBRA for any leave extending beyond 30 days.

Reinstatement

Upon return from a Uniformed Service Leave, the employee must report to work or request reemployment within prescribed time limits, which are based on the length of the leave:

- a. Between one (1) to thirty (30) days: The service member is expected to report to work on the first regularly scheduled work period on the first full day after release from service and will be reinstated to the same position held at the time the service leave began.
- b. Between 31-180 days: The service member must submit an application for re-employment within 14 days of release from service.
- c. For 181 days or longer: An application for reemployment must be submitted within 90 days of release from service.

Failure to file an application within the required time period may forfeit the right to reemployment.

H. Organ and Bone Marrow Donation Leave

The Organ and Bone Marrow Donation Leave grants up to 30 days leave of absence with pay to employees who have exhausted all available sick leave within a one-year period for the purpose of donating an organ and a five (5) day leave of absence with pay to employees who are bone marrow donors. If needed, employees may take an additional unpaid leave of absence, up to 30 days per year, for donating an organ.

This leave may require use of two weeks accrued paid time off for organ donation, and five (5) days for bone marrow donation.

A medical note will be required to be submitted. Medical benefits will be maintained while the staff member is on leave and the staff member is guaranteed reinstatement to work. There will be no discrimination or retaliation for any leave taken.

I. Jury Duty and Witness Leave

The School encourages employees to serve on jury duty when called. Postponement to non-instructional or off-peak department times is encouraged in order to minimize the impact to the School.

Seasonal and part-time employees will be provided unpaid time off to participate in jury duty. Nonexempt employees will receive full pay while serving up to 5 days of jury leave. Exempt employees called for jury duty will receive full salary for the time spent; however, exempt employees are expected to arrange their work schedule to minimize the impact on the School and must consult with their supervisor for guidance.

The employee should notify HR and their supervisor of the need for time off for jury duty as soon as a notice or summons from the court is received. Any employee summoned for jury duty must provide HR with an authentic summons, subpoena, or notice for such duty and upon returning to work must present proof of jury duty service, including the dates of the employee's service. Employees are expected to return to work if they are excused for jury duty during their regular working hours.

Fees Paid by the Court - All jury fees (excluding mileage) received by the employee while on school paid

status shall be remitted to HR. Jury fees received while on school unpaid status are retained by the employee.

J. Volunteer Firefighters, Reserve Police Officer or Emergency Rescue Personnel

No employee shall be disciplined for taking time off to perform emergency duty as a volunteer firefighter. If the employee is an official volunteer firefighter, a reserve police officer, or an emergency rescue personnel they must alert HR that it may be necessary to take time off due to emergency duty.

K. Crime Victims' Leave

Employees who are victims or whose family member is a victim of a qualifying act of violence are eligible for unpaid leave regardless of whether any person is arrested, prosecuted, or convicted of committing a crime. This leave provides time off for employees who are victims of domestic violence, sexual assault, and stalking, as well as leave for employees who are the victims or related to victims of certain serious or violent felonies. Employees may use available and accrued sick leave. The employee may also take paid vacation. The employee may request leave if they are involved in a judicial action, such as obtaining restraining orders, appearing in court to obtain relief to ensure the health, safety or welfare, or that of their child.

The employee should provide notice and certification if they need to take leave under this policy. Certification may be sufficiently provided by any of the following:

- a. A police report indicating that the employee was a victim of domestic violence.
- b. A court order protecting or separating the employee from the perpetrator of an act of domestic violence, or other evidence from the court or prosecuting attorney that the employee appeared in court.
- c. Documentation from a medical professional, domestic violence advocate, health-care provider, or counselor that the employee was undergoing treatment for physical or mental injuries or abuse resulting in victimization from an act of domestic violence.

The School will, to the extent allowed by law, maintain the confidentiality of an employee requesting leave under this provision.

L. Suspension of an Employee's Enrolled Child

If an employee who is the parent or guardian of a child facing suspension from school and is summoned to the school to discuss the matter, the employee should alert the CEO or designee as soon as possible before leaving work. In keeping with California Labor Code Section 230.7, no discriminatory action will be taken against an employee who takes time off for this purpose.

M. Recreational Activities and Programs

The School or its insurer will not be liable for payment of workers' compensation benefits for any injury that arises out of an employee's voluntary participation in any off-duty recreational, social, or athletic activity that is not part of the employee's work-related duties.

N. Workers' Compensation

The School, in accordance with state law, provides insurance coverage for employees in case of a work-related injury. The workers' compensation benefits provided to injured employees include:

- Medical care;
- Cash benefits, tax free, to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure that the employee receives any workers' compensation benefits to which they may be entitled, they will need to:

- Immediately report any work-related injury or illness to HR. If the employee believes the injury or illness is caused by their job and develops gradually, the report should be filed as soon as possible. Reporting promptly helps avoid problems and delays in receiving benefits, including medical care. If the employee does not report the injury within 30 days, they risk losing their right to receive workers' compensation benefits;
- Seek medical treatment and follow-up care if required;
- Complete a written claim form and return it to HR as soon as possible.
- Provide the School with a certification from the healthcare provider regarding the need for workers' compensation disability leave, as well as the eventual ability to return to work from the leave.

Upon submission of a medical certification that an employee is able to return to work after a workers' compensation leave, the employee under most circumstances will be reinstated to the same position held at the time the leave began, or to an equivalent position, if available. Upon return, a teacher is not guaranteed the same students, but will receive new/transfer students according to the same seniority status they had prior to the leave. An employee returning from a workers' compensation leave has no greater right to reinstatement than if the employee had been continuously employed rather than on leave. For example, if an employee on workers' compensation leave would have been laid off had they not gone on leave, or if the employee's position has been eliminated or filled in order to avoid undermining the School's ability to operate safely and efficiently during the leave, and no equivalent or comparable positions are available, then the employee would not be entitled to reinstatement.

An employee's return depends on their qualifications for any existing openings. If, after returning from a workers' compensation disability leave, an employee is unable to perform the essential functions of the job because of a physical or mental disability, the School's obligations to the employee may include reasonable accommodation, as governed by the ADA (Americans with Disabilities Act).

O. Other Types of Leaves

There are other types of leaves that employees may be eligible for which include:

- a. Time off to visit children's schools: This leave provides employees up to 8 hours per month (to a maximum of 40 hours per year) of unpaid time off for the purpose of child-related activities which include: to find, enroll, or re-enroll the child in a school or with a licensed childcare provider; to participate in activities of the school or licensed child care provider; to address a child care provider or school emergency. Employees may use available and accrued sick leave;
- b. Literacy accommodation leave: This leave provides reasonable accommodation for employees who experience difficulties with literacy to enroll in an adult literacy program, work with a tutor or otherwise take steps to improve upon their literacy needs. Employees may use available and accrued sick leave;

- c. Military spousal leave: This leave provides employees up to 10 days of unpaid, protected leave, to spend time with a spouse or registered domestic partner who is home during a period of military deployment.

P. Professional Development

The School expects all employees to maintain necessary certifications and encourages all employees to attend meetings, conferences, and other educational sessions that provide training and ideas helpful to the development or operation of the School. Employee requests to attend short-term professional development opportunities (two days or less) not sponsored by the School are subject to the approval of the Director, CEO or designee.

Employees will be allowed with the approval of their supervisor and the CEO or designee to attend extended professional development programs. Extended professional development programs are considered more than two (2) days. An employee will be expected to complete missed work or assignments upon return.

Employees should submit written requests to take professional development days to their supervisors for approval. The request shall include a printed or written agenda and/or printed material pertaining to the professional development. The School requests that employees submit requests to take professional development days at least 10 days for in town events and at least 30 days for out of town events. The granting of request will be solely at the discretion of the Director or CEO.

Q. Holidays

The School recognizes the following holidays:

- New Year's Day
- Martin Luther King Jr's Birthday
- Presidents' Day
- Cesar Chavez Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veterans Day
- Thanksgiving Day
- The Friday after Thanksgiving
- Christmas Eve
- Christmas Day
- New Year's Eve

Each year the winter break will be reviewed and the holidays determined by the beginning of the school year.

Unless otherwise provided in this policy, all employees will receive time off for each observed holiday. To qualify for holiday pay, an employee must be a regular full-time (thirty or more hours per week) classified employee in paid status on the working day immediately preceding or following the holiday. A holiday that falls during a classified employee's vacation time or sick time is paid as a holiday and is not deducted from vacation or sick-leave balances.

R. Vacation (Classified Employees)

The School's vacation policy is intended to provide eligible classified employees with time away from work for relaxation and renewal. In order to be eligible for vacation accrual, an employee must be a full time (thirty or more hours per week) classified exempt or nonexempt employee.

Vacation accrual begins on the first day of employment, and employees are eligible for vacation upon successful completion of 30 days of continuous employment. Eligible employees will accrue one day of vacation per month in paid status (e.g. an 8 hour/day 12 month employee will earn 12 days of vacation or 96 hours). Vacation accruals per pay period are displayed in the payroll system and on the employee's pay stubs.

Vacation Accrual <i>Classified Staff</i>					
	Full Time Equivalent (FTE)	Hours Worked Per Week	Non-Exempt: Per Semi Monthly Pay Period	Exempt: Per Pay Monthly Period	Total Vacation Hours Accrued Per Month
Full Time	.75+	30+	4 hours/4 hours	8 hours	8 hours
Part Time	.74 or less	29 or less	not eligible	not eligible	not eligible

As a general practice, the supervisor will make an effort to approve a vacation request that is mutually convenient for the employee and the School. A requested vacation will be approved if the absence does not cause a disruption of service or place an undue burden on fellow employees. All vacation requests must be made in advance of the time to be taken. All requests must be entered and approved through the payroll system before taking the time. Additionally, all requests must be approved by your supervisor (via Intranet) before taking the time. Any changes to a vacation request must be pre-approved by the supervisor at least three (3) business days prior to the start of the requested date of vacation, except in an emergency situation. Failure to get pre-approval may result in disciplinary action. The supervisor may determine peak times in which vacations may not be approved.

Employees may be required to use their earned vacation hours during school recess. Vacation can be used in increments of 1 hour and only used from the employee's available accrual. Vacation hours cannot be advanced ahead of the earned accrual. Accrued and unused vacation hours will roll over from year to year but are capped at one and a half times the annual rate of accrual (18 days or 144 hours). Employees will not accrue any additional vacation until their balance has dropped below the annual cap. Accrued, unused vacation hours will be paid out upon termination (voluntary or involuntary discharge, death, end of employment agreement, etc.).

S. Work Year Calendars

Each year the Board of Directors will approve the instructional and work year calendars for the new school year. Specific work days for certificated staff are determined by the School based on a return date for prep days, professional development, and final date for grade submission. The work days will be designated within the date range listed on the employment agreement.

In coordination with HR, supervisors will prepare a work year calendar displaying the first and last day of the assignment, all recess periods, and designated non-work days. For employees working less than 12 months, non-work days will be determined at the discretion of the employer, indicated on a work calendar provided to the employee, and determined so that work schedules will provide the greatest support to the School or department.

Non-work days are unpaid days based upon the employee's position and employment agreement as stated on the work year calendar. Unlike accrued leave, non-work days will not carry over from year to year.

T. Make-up Time

Nonexempt employees may choose to use make up time in order to accommodate employee scheduling needs. Employees may choose to work over 8 hours on one or more days per week, so they make up work less than 8 hours another day for personal reasons. The extra hours worked for make-up time would not be counted as overtime. Employees are not to work more than 11 hours in a single workday (without prior approval), and the make-up time must all be taken and used within the pay work week. If employees request make-up time and have worked over 8 hours in a day earlier in the week, and their need for time off changes, the employer may still require the employee to take the planned time off to avoid unnecessary overtime. Unless otherwise approved, employees are not to work more than 40 hours per week, in which case, they will be eligible for overtime. Requests for make-up time must be submitted to the supervisor in advance.

U. Suggestions

The School is always striving to improve operating procedures and encourages all employees to make suggestions to this end. We welcome suggestions on subjects such as safety; ways to improve customer service; and, how to save labor, money, energy, time, and materials. All suggestions should be submitted in writing to the appropriate supervisor who will in turn discuss them with School management. We appreciate staff suggestions that help make the School more successful.

Confirmation of Receipt of Handbook

I have received the School's Employee Handbook. I understand and agree that it is my responsibility to read and familiarize myself with its policies and procedures, including the Schools policy for preventing discrimination, harassment and retaliation. I have been given the opportunity to ask any questions I might have about the policies in the Handbook.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School. The School reserves the right to change my hours, wages, and working conditions at any time. I understand and agree that other than the CEO, no manager, supervisor, or representative of the School has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the CEO has the authority to make any such agreement and then only in writing, signed by the CEO.

I understand and agree that nothing in the Employee Handbook creates or is intended to create a promise or representation of continued employment and that employment at the School is employment at-will; employment may be terminated at the will of either the School or myself. My signature certifies that I understand that the foregoing agreement on at-will status is the sole and entire agreement between the School and myself concerning the duration of my employment and the circumstances under which my employment may be terminated. It supersedes all prior agreements, understandings, and representations concerning my employment with the School.

Employee's Signature

Employee's Print Name

Date

Coversheet

Consent - Policy Development

Section: VIII. Consent
Item: D. Consent - Policy Development
Purpose: Vote
Submitted by:
Related Material:

MYA 5035 Student Freedom of Speech and Expression Policy - Redlined - 2024.12.03.pdf
MYA 5035 Student Freedom of Speech and Expression Policy - For Board Approval - 2024.12.03.pdf
MYA 5045 Acceptable Use Policy - Redlined - 2024.12.03.pdf
MYA 5045 Acceptable Use Policy - For Board Approval - 2024.12.03.pdf
MYA 5050 Academic Integrity Policy - Redlined - 2024.12.03.pdf
MYA 5050 Academic Integrity Policy - For Board Approval - 2024.12.03.pdf
MYA 5060 Acceleration Policy - Redlined - 2024.12.03.pdf
MYA 5060 Acceleration Policy - For Board Approval - 2024.12.03.pdf
MYA 5085 Communicable, Contagious, Or Infectious Disease Prevention Policy - redlined - 2024.12.03.pdf
MYA 5085 Communicable, Contagious, Or Infectious Disease Prevention Policy - For Board Approval - 2024.12.03.pdf
MYA 5110 Cell Phones, Smartphones, Pagers & Other Electronic Signaling Device Policy - redlined - 2024.12.03.pdf
MYA 5110 Cell Phones, Smartphones, Pagers & Other Electronic Signaling Device Policy - For Board Approval - 2024.12.03.pdf
MYA 5000 Student Services Concepts and Roles - Redlined - 2024.12.03.pdf
MYA 5000 Student Services Concepts and Roles - For Board Approval - 2024.12.03.pdf
MYA 5010 Educational Records and Student Information Policy - Redlined - 2024.12.03.pdf
MYA 5010 Educational Records and Student Information Policy - For Board Approval - 2024.12.03.pdf
MYA 5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy - redlined - 2024.12.03.pdf
MYA 5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy - For Board Approval - 2024.12.03.pdf
MYA 5020 Suicide Prevention Policy - Redlined - 2024.12.03.pdf
MYA 5020 Suicide Prevention Policy - For Board Approval - 2024.12.03.pdf
MYA 5030 Immunization Policy - Redlined - 2024.12.03.pdf
MYA 5030 Immunization Policy - For Board Approval - 2024.12.03.pdf
MYA 5070 Transgender and Gender Nonconforming Student Nondiscrimination Policy - Redlined - 2024.12.03.pdf
MYA 5070 Transgender and Gender Nonconforming Student Nondiscrimination Policy - For Board Approval - 2024.12.03.pdf
MYA 5075 Transcripts From Non-Accredited Schools Policy - Redlined - 2024.12.03.pdf
MYA 5075 Transcripts From Non-Accredited Schools Policy - For Board Approval - 2024.12.03.pdf

BACKGROUND:

The reviewed and revised Board policies have been updated to ensure alignment with current legal requirements, best practices, and organizational needs. These updates reflect recent legislative changes, compliance standards, and operational improvements.

Key Revisions Include:

1. **Compliance Updates:** Policies have been adjusted to meet new state and federal legal mandates.
2. **Clarity and Accessibility:** Language revisions were made to improve clarity and usability.
3. **Policy Enhancements:** Updates to address operational needs, reflect modern practices, and support the organization's mission.
4. **Consistency:** Streamlined and standardized policy language to ensure uniformity across all documents.

RECOMMENDATION:

It is recommended that the Board of Directors approve the reviewed and revised Board policies as presented for Motivated Youth Academy (#1628).

STUDENT SERVICES

5035-MYA

STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY

The Motivated Youth Academy (“MYA” or “Charter School”) Board of Directors (the “Board”) respects students’ rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia.

STUDENT EXPRESSION

Student free speech rights include, but are not limited to, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the Charter School or by use of Charter School facilities. Student expression on the Charter School website and online media shall generally be afforded the same protections as print media within the Policy.

Student expression, including, but not limited to, student expression on internet web sites, is generally constitutionally protected but shall be subject to discipline when such expression poses a threat to the safety of other students or staff, or substantially disrupts the educational program. The Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program.

Student freedom of expression shall be limited only as allowed by state and federal law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Unprotected Expression includes the following:

1. **Obscenity:** when the (1) average person applying current community standards finds the work as a whole appeals to the prurient interest, (2) the work is patently offensive, and (3) the work lacks serious literary, artistic, political, or scientific value. Examples include pornography or sexually explicit material.
2. **Defamation:** Libel (written defamation) and Slander (oral defamation), which includes but is not limited to inaccurately attributing a statement to another, either on purpose for public officials (which includes Charter School staff) or by mistake for private officials, that mischaracterizes the statement.
3. **Discriminatory Material:** material that demeans a person or group because of the person/group’s mental or physical disability, sex (including pregnancy and related

STUDENT SERVICES**5035-MYA****STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY**

conditions and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation that has the purpose of humiliating, offending, or provoking a person/group.

4. **Harassment (including sexual harassment), Intimidation and/or Bullying:** severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following: (1) placing a reasonable student or students in fear of harm to that student's or those students' person or property, (2) causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health, (3) causing a reasonable student to experience a substantial interference with the student's academic performance, (4) causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
5. **Fighting Words:** words likely to cause (1) the average person to fight or (2) the creation of a clear and present danger of violence, unlawful acts in violation of lawful school regulations, or the substantial disruption of school.
6. **Vulgarity and/or Profanity:** the continual use of curse words by a student, even after warning.
7. **Violating Privacy:** publicizing or distributing confidential or private material without permission.

DISTRIBUTION OF CIRCULARS, UN-OFFICIAL NEWSPAPERS, AND OTHER

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STUDENT SERVICES**5035-MYA****STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY****PRINTED MATTER**

Free inquiry and exchange of ideas are essential parts of a democratic education. Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Executive Director or designee at least one (1) school day prior to distribution. The Executive Director or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.
2. Distribution, free or for a fee, may take place during an educational activity provided there is no substantial disruption in the school programs as determined by the Executive Director.
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
4. The solicitation of signatures must not be substantially disruptive to the educational activity as determined by the Executive Director or designee.

OFFICIAL SCHOOL PUBLICATIONS

Student editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this Policy. However, it shall be the responsibility of the staff adviser(s) of student publications to supervise the production of the student staff, to maintain professional standards of English and journalism, and to maintain the provisions of this Policy. The staff adviser(s) shall help the student editors judge the literary value, newsworthiness and propriety of materials submitted for publication.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this Policy. MYA officials shall have the burden of showing justification without undue delay prior to a limitation of student expression under this Policy. If the staff adviser(s) consider material submitted for publication to violate this Policy, he or she will notify the student without undue delay and give specific reasons why the submitted material may not be published. The student should be given the opportunity to modify the material or appeal the decision of the staff adviser to the Executive Director.

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STUDENT SERVICES**5035-MYA****STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY****BUTTONS, BADGES, AND OTHER INSIGNIA OF SYMBOLIC EXPRESSION**

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

ORGANIZED DEMONSTRATIONS

Students have the right to lawful organized demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite students to create a clear and present danger of the commission of unlawful acts during educational activities or the violation of lawful school regulations, or demonstrations that substantially disrupt the orderly operation of the educational activity are prohibited.

No individual student may demonstrate in the name of the Charter or as an official Charter School group at any time unless authorized by the Charter School to participate in the activity.

Missing school to attend an organized demonstration is not an excused absence. MYA will follow its Attendance Policy when determining consequences for students. The Charter School will follow its Suspension and Expulsion Policy when determining consequences for students if the Board policy is violated.

Off-Campus Expression

Off-campus student expression, including but not limited to student expression on off-campus internet web sites, is generally constitutionally protected but shall be subject to discipline when there is a sufficient nexus between the speech and the Charter School.

Relevant considerations include:

1. The degree and likelihood of harm to the Charter School (staff, students, volunteers, and/or property) caused or augured by the expression,
2. Whether it is reasonably foreseeable that the expression would reach and impact the Charter School, and
3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of

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school violence.

The Charter School Executive Director or designee shall document the impact the expression had or could be expected to have on the educational program. Off-campus expression that substantially disrupts the educational program, or involves substantial disorder or invasion of the rights of others may be subject to discipline.

Off-campus expression may result in discipline if the expression involves but is not limited to:

- a. Serious or severe bullying or harassment targeting particular individuals;
- b. Threats aimed at teachers or other students;
- c. The failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities; or
- d. Breaches of school security devices.

ENFORCEMENT

1. Upon learning that students who are considering actions in the areas covered by this Policy will be informed of the possible consequences of their action under each specific circumstance, ~~the~~ ~~The~~ Executive Director shall ensure that due process is followed when resolving disputes regarding student freedom of expression.
2. This Policy does not prohibit or prevent the Charter School from adopting otherwise valid rules and regulations relating to oral communications by MYA students.
3. No MYA employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a student engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.
4. MYA shall not make or enforce a rule subjecting a student to disciplinary sanctions solely on the basis of conduct that is speech or other communication that, when engaged in outside of the campus, is protected from governmental restriction by the First Amendment to the United States Constitution or Section 2 of Article I of the California Constitution.

COMPLAINTS and APPEALS

The following procedures shall be used to address general disputes regarding student freedom of

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STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY

speech and expression:

1. The student and faculty member shall first attempt to resolve the problem internally.
2. If the student and faculty member are unable to resolve the dispute, the student and/or faculty member may bring the matter to the Charter School Executive Director or designee, who shall hear both sides and strive to resolve the dispute as quickly as possible.
3. Any student or faculty member may appeal the decision of the Charter School Executive Director or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five (5) school days from the time the unsatisfactory decision was rendered.

A student who feels their freedom of expression was unconstitutionally limited and/or limited on the basis of discrimination may file a complaint with Motivated Youth Academy through following the Charter School's General Complaint Policies and Procedures.

STUDENT SERVICES

5035-MYA

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STUDENT SERVICES**5035-MYA****STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY****DISTRIBUTION OF CIRCULARS, UN-OFFICIAL NEWSPAPERS, AND OTHER PRINTED MATTER**

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decision of the staff adviser to the Executive Director.

BUTTONS, BADGES, AND OTHER INSIGNIA OF SYMBOLIC EXPRESSION

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3. The relation between the content and/or context of the expression and the Charter School. There is always a sufficient nexus between the expression and the Charter School when the Charter School reasonably concludes that it faces a credible, identifiable threat of school violence.

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ENFORCEMENT

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STUDENT FREEDOM OF SPEECH AND EXPRESSION POLICY**COMPLAINTS and APPEALS**

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STUDENT SERVICES**5045-MYA****ACCEPTABLE USE POLICY**

The Motivated Youth Academy Board of Directors (the “Board” or the “School”) provides technology resources to its students solely for educational purposes. Through technology, the School provides access for students and staff to unlimited resources. Expanding technologies provide tremendous opportunities for enhancing, extending, and rethinking the learning process. The goal in providing these resources is to promote educational excellence by facilitating resource sharing, innovation, and communication with the support and supervision of the Educational Rights Holder and credentialed teacher. With this access brings the potential exposure to material that may not hold educational value, or may be harmful or disruptive to the student’s learning experience.

The purpose of this policy is to ensure that student Internet access on school owned computers will be appropriate and used only for educational purposes, consistent with the acceptable standards of the school.

All computer equipment, programs, supporting materials, and peripherals of any nature which the student receives from the school are loaned to the student for educational purposes only and belong to the school. As a condition of receiving and using any such equipment, the student and student’s Educational Rights Holders acknowledge that there is no right of or expectation of privacy whatsoever related to the student’s use of such equipment. The school retains the right to monitor, at all times, Internet/computer activity accessed by this equipment, review any material stored in files on such equipment, edit or remove any material which the school staff, in its sole discretion, believes violates the above standards, and terminate the Internet/Computer Agreement of any persons violating the conditions set forth in this policy.

Information services such as online educational resources provided by the School may occasionally require new registration and account information to continue the service. This will require the School to give out certain portions of student’s personal information to one or more 3rd party vendor(s) required for this requested service, such as logon information, etc. Student and Educational Rights Holder’s signatures of this policy and use of said computer equipment or school-provided online resources indicate specific consent to such release of personal information.

Students using the Internet shall be closely supervised by the Educational Rights Holder. Students and their Educational Rights Holders are ultimately responsible for the materials

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STUDENT SERVICES**5045-MYA****ACCEPTABLE USE POLICY**

accessed through the use of student Internet accounts. Educational Rights Holders or guardians will be responsible for the supervision of students using the Internet.

The California Computer Crime Bill (1979) added section 502 to the Penal Code making it a felony to intentionally access any computer or system or network for certain purposes, including:

- 1) Devising or executing any scheme or artifice to defraud or extort or,
- 2) Wrongfully controlling or obtaining money, property, or data.
- 3) Knowingly accessing and, without permission, adding, altering, damaging, deleting, or destroying any data, computer software, or computer programs which reside or exist internal or external to a computer, computer system, or computer network.
- 4) Knowingly and without permission accessing, or causing to be accessed, any computer, computer system, or computer network.
- 5) Knowingly introducing any computer contaminant into any computer, computer system, or computer network.

Anyone committing acts of this kind, or any other actions prohibited by law with school owned computers and/or equipment will face legal action and disciplinary procedures.

It is the intent of this policy to protect students from inappropriate information. However, the staff cannot screen all of the materials available on the Internet. Willful access to inappropriate material in any form by students as well as the importation of any material from “outside sources” on school owned computers and/or equipment is a violation of this policy and may result in disciplinary action including, but not limited to, the revocation of School-provided computer and/or equipment and/or discipline, up to and including, expulsion of the student. Students, staff and Educational Rights Holders hold a joint responsibility to ensure that inappropriate material is not displayed or available on any computer.

Educational Rights Holders/guardians will teach the student about Internet safety, including how to protect online privacy and how to avoid online predators using resources such as materials available at: <http://www.digitalcitizenship.net>. The School has also adopted Internet safety policies in accordance with applicable law, including the Children’s Internet Protection Act, which will be provided to Educational Rights Holders/guardians.

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STUDENT SERVICES**5045-MYA****ACCEPTABLE USE POLICY**

This policy does not attempt to articulate all required or proscribed behavior by users. Misuse may come in many forms; it is commonly viewed as any transmission(s) sent or received that suggest or indicate pornography, unethical or illegal solicitation, racism, sexism and inappropriate language.

The following characterize, but do not exhaustively list all unacceptable behavior:

- 1) Using the school funded Internet/computer system for illegal, inappropriate, or obscene purposes or in support of such activities.
- 2) Utilizing the school funded Internet/computer system for any illegal activity including violation of copyrights or other contracts relating to licensed uses.
- 3) Intentionally disrupting equipment of system performance.
- 4) Downgrading the equipment or system performance.
- 5) Damaging or misusing any hardware or software.
- 6) Utilizing the school's computing resources for commercial/financial gain or fraud.
- 7) Pirating and/or theft of data, equipment, or intellectual property.
- 8) Gaining or seeking to gain unauthorized access to resources or entities.
- 9) Utilizing the system to encourage the use of drugs, alcohol or tobacco or any promotion or attempt to promote any unethical behavior.
- 10) Using harassing, abusive or obscene language.
- 11) Annoying, harassing or intentionally offending another person.
- 12) Introducing computer viruses into the system.
- 13) Forging electronic mail messages or using an access owned by, or used by another.
- 14) Wasting of resources.
- 15) Invading the privacy of others.
- 16) Possessing data in any form (including hard copy or disk) which might be considered a violation of these rules.

Consequences of non-compliance

As with any other violation of school rules and regulations, consequences of violations include, but are not limited to, the following:

- 1) Suspension of school funded Internet access
- 2) Revocation of school funded Internet access

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- 3) Limitations of school funded computer access
- 4) Revocation of school funded computer access
- 5) Disciplinary processes up to expulsion or involuntary withdrawal
- 6) Legal action and prosecution
- 7) Financial liability for loss of Internet/computer system

The Educational Rights Holder/guardian is responsible to abide by and to ensure the student abides by the provisions and conditions of this policy and that any violations of the above provisions may result in disciplinary action, the revoking of the user account, and appropriate legal action.

The Educational Rights Holder/guardian is also responsible to report any misuse of the information system to school administration. All the rules of conduct described in the publication entitled "Internet/Computer Acceptable Use Regulations" apply when on the Internet or using the school-owned computer.

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STUDENT SERVICES**5050-MYA****ACADEMIC INTEGRITY POLICY**

The Board of Directors of Motivated Youth Academy (“MYA” or the “Charter School”) considers academic honesty to be one of its highest values. Students are expected to be the sole authors of their work and to exhibit honest behavior and academic integrity. Use of another person’s work or ideas must be accompanied by specific citations and references. The purpose of this Policy is to create and maintain ethics and integrity in all academic endeavors and to provide MYA students with an understanding of what is and is not acceptable.

DEFINITIONS:**1) ACADEMIC DISHONESTY**

A student cheats when they obtain or attempt to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. This may include but is not limited to:

- a. Copying, in part or in whole, from another student’s test, classwork, homework, data disk, or other media and claiming the work as one’s own.
- b. Submitting work completed by another person.
- c. Any act that interferes with a fair grading environment. Examples include helping another student to cheat; sharing or showing coursework to other students before submission; and/or stealing or interfering with other students’ work.
- d. Any form of dishonesty for academic advantage. Examples include false excuses for missed deadlines; falsifying or intentionally distorting the meaning of data; and/or re-submitting an assignment completed in a previous course.
- e. Altering or interfering with grading or grading instructions or stealing or altering tests or class materials.
- f. Encouraging or helping in any of the actions described above.

2) PLAGIARISM

1. The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.
2. Something used and represented in this manner.

EXAMPLES OF PLAGIARISM AND ACADEMIC DISHONESTY INCLUDE, BUT ARE NOT LIMITED TO:

1. Quoting someone else's words, sentences, paragraphs, or an entire paper without

STUDENT SERVICES**5050-MYA****ACADEMIC INTEGRITY POLICY**

- acknowledging the source
2. Paraphrasing someone else's ideas, opinions, or theory without acknowledging the source
 3. Imitating someone else's structure or argument without acknowledging the source
 4. Using more of a source than you acknowledged in your citation
 5. Copying a fellow student's work, paper, and/or essays and turning it in as your own
 6. Copying another student's computer file and submitting the work as your own, or allowing such to happen
 7. Buying an essay, paper, or written work online without acknowledging the source
 8. Using teacher manuals or answer keys

Regardless of the student's intent, the above acts constitute plagiarism and/or academic dishonesty. In essence, plagiarism is the theft of someone else's ideas and/or work. Whether a student copies verbatim or simply rephrases the ideas of another without properly acknowledging the source, it is still plagiarism. In the preparation of work submitted to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from other sources. Sources include published primary and secondary materials, electronic media, and information and opinions gathered directly from other people.

PROCESS FOR ADDRESSING INCIDENTS OF ACADEMIC DISHONESTY IF A STUDENT IS SUSPECTED OF PLAGIARISM OR ACADEMIC DISHONESTY**INITIAL INCIDENT:**

The teacher of record will confirm the student plagiarized or has been academically dishonest. The teacher of record will consult with school administration to set up a plan to help the student learn about plagiarism and academic dishonesty, and how to avoid it in the future. The student may be required to redo the assignment and may receive a reduction in the grade of that assignment depending on the age of the student and the severity of the academic dishonesty.

SECOND INCIDENT:

If a student is suspected of plagiarism or academic dishonesty for a second time:

The student may receive an F/zero for the assignment. A conference call with teacher of record,

STUDENT SERVICES**5050-MYA****ACADEMIC INTEGRITY POLICY**

Educational Rights Holder of minor student or adult student, and school administrator will be scheduled to explain seriousness and to provide additional support.

THIRD INCIDENT:

If a student is suspected of plagiarism or academic dishonesty for a third time:

The student may receive a F/zero on the assignment. The student may receive a reduction of one letter grade for the entire course, regardless of which courses the first two offenses occurred. A conference call with the teacher of record, Educational Rights Holder of minor student or adult student, and school administrator will be scheduled to determine if the student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

FOURTH INCIDENT:

The student may receive an F/zero on the assignment. The student may receive an F/zero for the entire course, regardless of which courses the first three offenses occurred. A conference call with the teacher of record, Educational Rights Holder of minor student or adult student, and school administrator will be scheduled to discuss providing notification that student's related education records, including disciplinary records, may be provided to colleges or other school districts where the student seeks to enroll or transfer as permitted in accordance with applicable law. The student may be subject to discipline in accordance with applicable due process provisions in accordance with the relevant charter petition, which is available upon request.

SPECIAL EDUCATION STUDENTS OR STUDENTS WITH 504 PLANS

If the at-risk student is an identified Special Education student, including a student with an Individualized Education Program ("IEP") or Section 504 plan, the teacher will contact the Special Education Program Manager or school counselor/504 coordinator and comply with all provisions of applicable law in addressing any student conduct concerns, including plagiarism.

GRIEVANCE PROCEDURE:

The following procedure is established to ensure that students' grievances are addressed fairly by the appropriate persons in a timely manner. The Charter School prohibits discrimination against students/families on the basis of based on the actual or perceived characteristics of mental or

STUDENT SERVICES**5050-MYA****ACADEMIC INTEGRITY POLICY**

physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance.

If a student is determined to have committed plagiarism, cheating or other forms of academic dishonesty, is subject to consequences, and the Educational Rights Holder or student disagrees:

The student and Educational Rights Holder will address the Executive Director or designee in writing with the reason for the grievance, including why they believe the accusation is not accurate/appropriate. The Executive Director or designee will investigate and respond with a written determination within ten (10) working days. If the concern or grievance is not resolved, the student and Educational Rights Holder may, within ten (10) working days, request a review with the Chair of the Board. The Chair of the Board shall investigate and make the final decision.

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orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance.

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The student and Educational Rights Holder will address the Executive Director or designee in writing with the reason for the grievance, including why they believe the accusation is not accurate/appropriate. The Executive Director or designee will investigate and respond with a written determination within ten (10) working days. If the concern or grievance is not resolved, the student and Educational Rights Holder may, within ten (10) working days, request a review with the Chair of the Board. The Chair of the Board shall investigate and make the final decision.

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GRADE ACCELERATION POLICY

Motivated Youth Academy (“MYA”) has adopted this Grade Promotion Policy to apply to all students requesting grade promotion. MYA is committed to the success of each student. The goal of promotion is to create a bridge between the readiness of a student and the level and pace of instruction.

Promotion of a student can happen naturally within an independent study model and doesn’t typically need to be formally reflected in the student’s assigned grade level. Therefore, a thorough evaluation of a request to promote will be conducted before approving a promotion request.

Please note that TK students that were not eligible for kindergarten due to the age cut-off requirement must finish the two-year program by completing kindergarten before being considered for promotion. Educational rights holders of students in all other grade levels may request a grade level promotion of their student.

MYA reviews promotion requests at the end of each school year, after the student has been enrolled in MY Academy for the majority of the school year just completed. Exceptions may be made by a school administrator to review a promotion request earlier.

A promotion request may only be made if a previous Student Success Team (SST) meeting has been held during the current and just completed school year for the student. If an SST meeting was not held during the current and just completed school year, then a promotion request can not be made for that school year.

Educational rights holder(s)/guardian(s) must submit the following to a school administrator or designee before the first day of the last learning period of the school year:

1. Written request for the promotion of the student
2. Explanation of why the request is being made
3. List of all interventions and curriculums utilized during the school year
4. Evidence and documentation to show that the majority of the content standards at the grade level being requested to skip have been met (this may include, but is not limited to assignment and work records, assessment scores, work samples, report cards). Please note the school may request additional documentation as needed.

GRADE ACCELERATION POLICY

Teachers of students for whom a grade promotion request has been made must submit the following to the school administrator or designee before the first day of the last learning period of the school year:

1. Completed updated SST request form
2. Updated state and local assessment data
3. Report cards, if applicable
4. Other relevant information

An SST/promotion meeting will be held prior to the end of the school year with the teacher, school counselor, and school administrator or designee. The educational rights holder/guardian is invited to attend the beginning of the meeting to explain their request and any documentation, however, their attendance is not required. The team, minus the educational rights holder/guardian, will review the information and decide if grade promotion is appropriate. If the team cannot come to a consensus, then the Executive Director holds the responsibility of making the final decision. The educational rights holder(s)/guardian(s) will be notified via email of the decision within five school days of the SST/promotion meeting.

If the request is denied, the educational rights holder(s)/guardian(s) has the right to appeal. If the promotion request is approved, then the educational rights holder(s)/guardian(s) must sign the Educational Rights Holder/Guardian Promotion Acknowledgement Form before the student's grade level will be changed in the school database.

Right to Appeal

If the educational rights holder(s)/guardian(s) disagree with the decision, they have the right to appeal to the school's Executive Director.

- 1) Educational rights holder(s)/guardian(s) choosing to appeal a denial to retain a student shall submit a request to appeal the decision to the Executive Director with a detailed explanation specifying the reasons why the decision should be overturned. The submission of the request to appeal must occur no later than five school days following the date the educational rights holder(s)/guardian(s) were notified via email of the denial.
- 2) The Executive Director shall review the appeal as well as the student's academic performance records on which the SST relied. The Executive Director shall be provided an opportunity to discuss records with the educational rights holder(s)/guardian(s) and SST meeting members if deemed necessary by the Executive Director.

GRADE ACCELERATION POLICY

- 3) The Executive Director will notify the educational rights holder(s)/guardian(s) of their decision via email within seven (7) school days of receiving the appeal request.
- 4) The Executive Director's decision is final.

GRADE ACCELERATION POLICY

Motivated Youth Academy (“MYA”) has adopted this Grade Promotion Policy to apply to all students requesting grade promotion. MYA is committed to the success of each student. The goal of promotion is to create a bridge between the readiness of a student and the level and pace of instruction.

Promotion of a student can happen naturally within an independent study model and doesn’t typically need to be formally reflected in the student’s assigned grade level. Therefore, a thorough evaluation of a request to promote will be conducted before approving a promotion request.

Please note that TK students that were not eligible for kindergarten due to the age cut-off requirement must finish the two-year program by completing kindergarten before being considered for promotion. Educational rights holders of students in all other grade levels may request a grade level promotion of their student.

MYA reviews promotion requests at the end of each school year, after the student has been enrolled in MY Academy for the majority of the school year just completed. Exceptions may be made by a school administrator to review a promotion request earlier.

A promotion request may only be made if a previous Student Success Team (SST) meeting has been held during the current and just completed school year for the student. If an SST meeting was not held during the current and just completed school year, then a promotion request can not be made for that school year.

Educational rights holder(s)/guardian(s) must submit the following to a school administrator or designee before the first day of the last learning period of the school year:

1. Written request for the promotion of the student
2. Explanation of why the request is being made
3. List of all interventions and curriculums utilized during the school year
4. Evidence and documentation to show that the majority of the content standards at the grade level being requested to skip have been met (this may include, but is not limited to assignment and work records, assessment scores, work samples, report cards). Please note the school may request additional documentation as needed.

GRADE ACCELERATION POLICY

Teachers of students for whom a grade promotion request has been made must submit the following to the school administrator or designee before the first day of the last learning period of the school year:

1. Completed updated SST request form
2. Updated state and local assessment data
3. Report cards, if applicable
4. Other relevant information

An SST/promotion meeting will be held prior to the end of the school year with the teacher, school counselor, and school administrator or designee. The educational rights holder/guardian is invited to attend the beginning of the meeting to explain their request and any documentation, however, their attendance is not required. The team, minus the educational rights holder/guardian, will review the information and decide if grade promotion is appropriate. If the team cannot come to a consensus, then the Executive Director holds the responsibility of making the final decision. The educational rights holder(s)/guardian(s) will be notified via email of the decision within five school days of the SST/promotion meeting.

If the request is denied, the educational rights holder(s)/guardian(s) has the right to appeal. If the promotion request is approved, then the educational rights holder(s)/guardian(s) must sign the Educational Rights Holder/Guardian Promotion Acknowledgement Form before the student's grade level will be changed in the school database.

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- 2) The Executive Director shall review the appeal as well as the student's academic performance records on which the SST relied. The Executive Director shall be provided an opportunity to discuss records with the educational rights holder(s)/guardian(s) and SST meeting members if deemed necessary by the Executive Director.

GRADE ACCELERATION POLICY

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- 4) The Executive Director's decision is final.

COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE PREVENTION POLICY

The Motivated Youth Academy Board of Directors (the “Board”) recognizes its shared responsibility with the home and the community to promote appropriate disease prevention procedures in the handling and the cleaning up of blood and bodily fluids.

The Board desires to protect the entire school community without segregation, discrimination or stigma. Accordingly, infectious disease prevention shall be taught regardless of whether a student or adult is known to have an identified infectious disease.

All employees shall be provided appropriate periodic instruction in basic procedures recommended by the California Department of Education and other public health agencies and associations.

Incidence and transmission of communicable diseases will be further limited through a rigorous program of immunization and health screening required of all students, faculty, and staff, as per state requirements. Students found to have communicable diseases will be included in all activities deemed by a physician to present no hazard of infection to other students.

IMMUNIZATIONS

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

The school shall not unconditionally admit any pupil unless, prior to his or her first admission to the school, he or she has been fully immunized. This section does not apply to a pupil in a home-based independent study program pursuant to Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 of the Education Code and does not receive classroom-based instruction.

All rising 7th grade students must meet state mandated immunization requirements. (See “Immunization Policy”)

SCIENCE LABORATORY INSTRUCTION

Students involved in science laboratory experiences shall be protected from contamination from bodily fluids of other persons and from contaminated instruments. Whenever possible, laboratory experiences involving bodily fluids will be conducted by way of teacher demonstration rather than by student participation. In cases when students will be participating in wet lab activities/experiments, students will receive applicable training.

Motivated Youth Academy

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Policy Adopted: October 10, 2019

Policy Reviewed: August 19, 2021

Policy Reviewed: March 14, 2024

Policy Reviewed: June 13, 2024

Policy Reviewed: month, day, year

COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE PREVENTION POLICY**INJURIES AND ACCIDENTS**

Whenever exposed to blood or other bodily fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures. Employees of Motivated Youth Academy are trained annually on Bloodborne Pathogen Exposure Prevention.

COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE PREVENTION POLICY

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Motivated Youth Academy

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STUDENT SERVICES**5110-MYA****CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICE POLICY**

The Motivated Youth Academy (“MYA” or the “Charter School”) Board of Directors recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as “private devices”) to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

Private devices shall be turned off and shall not be used:

- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this Policy. All Charter School employees shall remove any private device from the possession of a student found to be violating this Policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a Charter School employee may remove the private device and confiscate the private device. The Educational Rights Holder or

STUDENT SERVICES**5110-MYA****CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING
DEVICE POLICY**

adult student will be contacted to pick up any confiscated private devices at the conclusion of a Charter School sponsored activity.

In addition to this Policy, all other applicable Charter School student discipline policies and rules shall apply to any student who fails to comply with the requirements of this Policy.

Students who possess any private device(s) shall assume sole responsibility for the maintenance and care of any such private device(s) in accordance with this Policy. At no time shall the Charter School be responsible for preventing theft, loss or damage to any private devices brought to Charter School sponsored activities.

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STUDENT SERVICES

5110-MYA

CELL PHONES, SMARTPHONES, PAGERS & OTHER ELECTRONIC SIGNALING DEVICE POLICY

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STUDENT SERVICES

MYA-5000

CONCEPTS AND ROLES

The goal of the Motivated Youth Academy Board of Directors (the “Board”) is to provide students with a personalized and supportive educational experience. As such, the Board is committed to maintaining a safe, positive school environment for all students as well as providing student services that promote student welfare and high academic achievement. Students enrolled in Motivated Youth Academy benefit from an individualized instructional model that has flexible pacing and scheduling. The Board expects students to make good use of this learning opportunity by demonstrating regular engagement, appropriate conduct, and respect for others.

The Board is committed to providing equal educational opportunities and keeping MYA free from any discriminatory practices. The Board prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. Any complaint of misconduct will be promptly and thoroughly investigated and appropriate corrective action taken if warranted.

The CEO, School Director(s), or designees shall keep Educational Rights Holders and students well informed about Charter School rules and regulations related to Students Services. This includes, but is not limited to attendance, physical and mental health, immunizations, records, academics, protected programs, and student conduct. When conducting hearings related to discipline, attendance and other student matters, all students will be afforded their due process in accordance with the law and the policies of Motivated Youth Academy.

Consistent with Education Code requirements, Motivated Youth Academy will annually notify students and Educational Rights Holders of their legal rights and responsibilities. Students and Educational Rights Holders will also receive a copy of legally mandated student services policies and the **Student and Educational Rights Holders Handbook**~~student handbook~~ on an annual basis.

STUDENT SERVICES**MYA-5000****CONCEPTS AND ROLES**

The goal of the Motivated Youth Academy Board of Directors (the “Board”) is to provide students with a personalized and supportive educational experience. As such, the Board is committed to maintaining a safe, positive school environment for all students as well as providing student services that promote student welfare and high academic achievement. Students enrolled in Motivated Youth Academy benefit from an individualized instructional model that has flexible pacing and scheduling. The Board expects students to make good use of this learning opportunity by demonstrating regular engagement, appropriate conduct, and respect for others.

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STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

Motivated Youth Academy (“MYA” or the “Charter School”) adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by the Charter School.

Definitions

1. **Education Record:** An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche that directly relates to a student and is maintained by the Charter School or by a party acting for the Charter School. Such information includes, but is not limited to: Date and place of birth; Educational Rights Holder’s address, mother’s maiden name and where the parties may be contacted for emergency purposes;
 - a. Grades, test scores, courses taken, academic specializations and school activities;
 - b. Special education records;
 - c. Disciplinary records;
 - d. Medical and health records;
 - e. Attendance records and records of past schools attended; and/or
 - f. Personal information such as, but not limited to, a student’s name, the name of a student’s Educational Rights Holder(s) or other family members, student identification numbers, social security numbers, photographs, biometric record, or any other type of information that aids in the identification of a student.
 - g. An education record does not include any of the following:
 - i. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
 - ii. Records maintained by a law enforcement unit of the Charter School that were created by that law enforcement unit for the purpose of law enforcement;
 - iii. In the case of a person who is employed by the Charter School but not in attendance at the Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual’s capacity as an employee and are not available for any other purpose;
 - iv. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or

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STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with the treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the Charter School;

- v. Records that only contain information about an individual after the individual is no longer a student at the Charter School; or
 - vi. Grades on peer-graded papers before they are collected and recorded by a teacher.
2. **Personally Identifiable Information:** Personally identifiable information (“PII”) is information about a student that is contained in the student’s education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 (FERPA). PII includes, but is not limited to: a student’s name; the name of a student’s Educational Rights Holder or other family members; the address of a student or student’s family; a personal identifier, such as the student’s Social Security number, student number or biometric record; other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the Charter School reasonably believes knows the identity of the student to whom the education record relates.
3. **Directory Information:** The Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by the Charter School pursuant to the FERPA (20 U.S.C. § 1232g). The Charter School has designated the following information as directory information:
- a. Student’s name
 - b. Student’s address
 - c. Educational Rights Holder’s address
 - d. Telephone listing
 - e. Student’s electronic mail address
 - f. Educational Rights Holder’s electronic mail address
 - g. Photograph
 - h. Date and place of birth
 - i. Dates of attendance

STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

- j. Grade level
 - k. Participation in officially recognized activities and sports
 - l. Weight and height of members of athletic teams
 - m. Degrees, honors, and awards received
 - n. The most recent educational agency or institution attended
 - o. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
4. **Educational Rights Holder:** Educational Rights Holder means an Educational Rights Holder of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
 5. **Eligible Student:** Eligible student means a student who has reached eighteen (18) years of age.
 6. **School Official:** A school official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of the Charter School. A school official also may include a volunteer for the Charter School or an independent contractor of the Charter School or other party who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; an Educational Rights Holder or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or an Educational Rights Holder, student, or other volunteer assisting another school official in performing the school official's tasks.
 7. **Legitimate Educational Interest:** A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the school official's professional responsibility.

Disclosure of Directory Information

At the beginning of each school year, the Charter School shall provide Educational Rights Holders and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The Educational Rights Holder's or eligible student's right to require that the Charter School not release "directory information" without obtaining prior written consent from the Educational Rights Holder or

Motivated Youth Academy*Policy Adopted: October 10, 2019**Policy Revised: July 20, 2020**Policy Revised: December, 14, 2023**Policy Revised: June 13, 2024**Policy Revised: month, day, year**Page 3 of 11*

STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

eligible student; and 3) The period of time within which a Educational Rights Holder or eligible student must notify the Charter School in writing of the categories of “directory information” that it may not disclose without the Educational Rights Holder’s or eligible student’s prior written consent. The Charter School will continue to honor a valid request to opt-out of the disclosure of a former student’s directory information made while the former student was in attendance unless the student rescinds the opt-out request.

Annual Notification to Educational Rights Holders and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the Charter School shall provide eligible students currently in attendance and Educational Rights Holder of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the Educational Rights Holders and eligible students that they have the right to:

1. Inspect and review the student’s education records;
2. Seek amendment of the student’s education records that the Educational Rights Holder or eligible student believes to be inaccurate, misleading or otherwise in violation of the student’s privacy rights;
3. Consent to disclosures of PII contained in the student’s education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by the Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written Educational Rights Holder’s consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that the Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Educational Rights Holder and Eligible Student Rights Relating to Education Records

Educational Rights Holders and eligible students have the right to review the student’s education

STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

records. In order to do so, Educational Rights Holders and eligible students shall submit a request to review education records in writing to the registrar/admissions office. Within five (5) business days, the Charter School shall comply with the request.

Copies of Education Records

The Charter School will provide copies of requested documents within five (5) business days of a written request for copies. The Charter School may charge reasonable fees for copies it provides to Educational Rights Holders or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Records

Following the inspection and review of a student's education record, an Educational Rights Holder or eligible student may file a written request with the registrar/admissions office to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate
- b. Misleading
- c. In violation of the privacy rights of the student

The Charter School will respond within thirty (30) days of the receipt of the request to amend. The Charter School's response will be in writing and if the request for amendment is denied, the Charter School will set forth the reason for the denial and inform the Educational Rights Holder or eligible student of their right to a hearing challenging the content of the education record.

If the Director or designee sustains any or all of the allegations, the Director or designee must order the correction or the removal and destruction of the information. The Director or designee must then inform the Educational Rights Holder or eligible student of the amendment in writing.

Hearing to Challenge Education Record

If the Charter School denies an Educational Rights Holder or eligible student's request to amend an education record, the Educational Rights Holder or eligible student may, within thirty (30) days of the denial, request in writing that the Educational Rights Holder or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Director or designee may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the Educational Rights Holder has given

STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Director or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. An Educational Rights Holder appointed by the Director or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by the Charter School to the Educational Rights Holder or eligible student no later than twenty (20) days before the hearing.

The Director or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The Educational Rights Holder or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The Educational Rights Holder or eligible student may also, at the Educational Rights Holder or eligible student's own expense, be assisted or represented by one or more individuals of the Educational Rights Holder's or eligible student's choice, including an attorney. The decision of the Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, the Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the Educational Rights Holder or eligible student of the amendment in writing.

If, as a result of the hearing, the Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the Educational Rights Holder or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why the Educational Rights Holder or eligible student disagrees with the decision of the Charter School, or both. If the Charter School places a statement by the Educational Rights Holder or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Disclosure of Education Records and Directory Information

Motivated Youth Academy

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*Policy Adopted: October 10, 2019**Policy Revised: July 20, 2020**Policy Revised: December, 14, 2023**Policy Revised: June 13, 2024**Policy Revised: month, day, year*

STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

The Charter School must have a signed and dated written consent from the Educational Rights Holder or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the Educational Rights Holder or eligible student may request a copy of the disclosed records and the Charter School shall provide the Educational Rights Holder or eligible student with a copy of the records disclosed upon request. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

The Charter School will only disclose PII on the condition that the receiving party not disclose the information to any party without the prior written consent of the Educational Rights Holder or eligible student and that the receiving party uses the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. The Charter School must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a warrant, judicial order or lawfully issued subpoena, or directory information or to Educational Rights Holders or eligible students, the Charter School will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the Educational Rights Holder or eligible student and that the receiving party use it for the purpose for which the disclosure was made. Note specifically that the Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

The Charter School will disclose education records, without prior written consent of the Educational Rights Holder or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 Code of Federal Regulations ("C.F.R.") Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the Educational Rights Holder or eligible student of the request for records at the Educational Rights Holder or eligible student's last known address, unless the disclosure is initiated by the Educational Rights Holder or eligible student. Additionally, the Charter School will give the Educational Rights Holder or eligible student, upon request, a copy of the record that was disclosed and give the Educational Rights Holder or eligible student, upon request, an

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- opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
 4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
 5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
 6. Accrediting organizations in order to carry out their accrediting functions;
 7. Educational Rights Holders of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
 8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the Educational Rights Holder or eligible student of the order or subpoena in advance of compliance, so that the Educational Rights Holder or eligible student may seek a protective order;
 9. Persons who need to know in cases of health and safety emergencies;
 10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
 11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for student and Educational Rights Holders, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
 12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School may disclose the final results of the disciplinary proceeding, regardless of whether the Charter School concluded a violation was committed.

Record Keeping Requirements

The Charter School will maintain a record of each request for access to and each disclosure of PII from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

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For disclosures of PII to institutions that make disclosures of the information on behalf of the Charter School in accordance with 34 C.F.R. § 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of the Charter School and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to Educational Rights Holders or eligible students, the Charter School officials with a legitimate purpose of inspecting the records, a party with written consent from the Educational Rights Holder or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of PII may be inspected by Educational Rights Holders and eligible students, the Charter School officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the record keeping procedures of the Charter School.

Student cumulative records may not be removed from the premises of the Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

Complaints

Educational Rights Holders and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Office of the Chief Privacy Officer~~Family Policy Compliance Office~~
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5920

Record Retention

The Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 and 438, per the following:

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1. Mandatory Permanent Student Records: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
 - a. Legal name of student
 - b. Date of birth
 - c. Method of verification of birth date
 - d. Sex of student
 - e. Place of birth
 - f. Name and address of Educational Rights Holder of minor student
 - g. Address of minor student if different than above
 - h. An annual verification of the name and address of the Educational Rights Holder and the residence of the student
 - i. Entering and leaving date of each school year and for any summer session or other extra session
 - j. Subjects taken during each year, half year, summer session or quarter
 - k. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
 - l. Verification of or exemption from required immunizations
 - m. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

2. Mandatory Interim Student Records: must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
 - a. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the Educational Rights Holder or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
 - b. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver.
 - c. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.
 - d. Language training records.

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- e. Progress slips and/or notices.
- f. Parental restrictions regarding access to directory information or related stipulations.
- g. Parental or adult student rejoinders to challenged records and to disciplinary action.
- h. Parental authorizations or prohibitions of student participation in specific programs.
- i. Results of standardized tests administered within the preceding three years.

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

3. Permitted Records: must be maintained and may be destroyed when their usefulness ceases or six (6) months following the student's completion or withdrawal from school. These records are defined as:

- a. Objective counselor and/or teacher ratings
- b. Standardized test results older than three years
- c. Routine discipline data
- d. Verified reports of relevant behavioral patterns
- e. All disciplinary notices
- f. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student has enrolled. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

Motivated Youth Academy (“MYA” or the “Charter School”) adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by the Charter School.

Definitions

1. **Education Record:** An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche that directly relates to a student and is maintained by the Charter School or by a party acting for the Charter School. Such information includes, but is not limited to: Date and place of birth; Educational Rights Holder’s address, mother’s maiden name and where the parties may be contacted for emergency purposes;
 - a. Grades, test scores, courses taken, academic specializations and school activities;
 - b. Special education records;
 - c. Disciplinary records;
 - d. Medical and health records;
 - e. Attendance records and records of past schools attended; and/or
 - f. Personal information such as, but not limited to, a student’s name, the name of a student’s Educational Rights Holder(s) or other family members, student identification numbers, social security numbers, photographs, biometric record, or any other type of information that aids in the identification of a student.
 - g. An education record does not include any of the following:
 - i. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
 - ii. Records maintained by a law enforcement unit of the Charter School that were created by that law enforcement unit for the purpose of law enforcement;
 - iii. In the case of a person who is employed by the Charter School but not in attendance at the Charter School, records made and maintained in the normal course of business, relate exclusively to the individual in that individual’s capacity as an employee and are not available for any other purpose;
 - iv. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or

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paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with the treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the Charter School;

- v. Records that only contain information about an individual after the individual is no longer a student at the Charter School; or
 - vi. Grades on peer-graded papers before they are collected and recorded by a teacher.
2. **Personally Identifiable Information:** Personally identifiable information (“PII”) is information about a student that is contained in the student’s education records that cannot be disclosed without compliance with the requirements of Family Educational Rights and Privacy Act of 2001 (FERPA). PII includes, but is not limited to: a student’s name; the name of a student’s Educational Rights Holder or other family members; the address of a student or student’s family; a personal identifier, such as the student’s Social Security number, student number or biometric record; other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the Charter School reasonably believes knows the identity of the student to whom the education record relates.
3. **Directory Information:** The Charter School may disclose the PII that it has designated as directory information, consistent with the terms of the annual notice provided by the Charter School pursuant to the FERPA (20 U.S.C. § 1232g). The Charter School has designated the following information as directory information:
- a. Student’s name
 - b. Student’s address
 - c. Educational Rights Holder’s address
 - d. Telephone listing
 - e. Student’s electronic mail address
 - f. Educational Rights Holder’s electronic mail address
 - g. Photograph
 - h. Date and place of birth
 - i. Dates of attendance

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- j. Grade level
 - k. Participation in officially recognized activities and sports
 - l. Weight and height of members of athletic teams
 - m. Degrees, honors, and awards received
 - n. The most recent educational agency or institution attended
 - o. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
4. **Educational Rights Holder:** Educational Rights Holder means an Educational Rights Holder of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
 5. **Eligible Student:** Eligible student means a student who has reached eighteen (18) years of age.
 6. **School Official:** A school official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of the Charter School. A school official also may include a volunteer for the Charter School or an independent contractor of the Charter School or other party who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the Charter School with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; an Educational Rights Holder or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or an Educational Rights Holder, student, or other volunteer assisting another school official in performing the school official's tasks.
 7. **Legitimate Educational Interest:** A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill the school official's professional responsibility.

Disclosure of Directory Information

At the beginning of each school year, the Charter School shall provide Educational Rights Holders and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The Educational Rights Holder's or eligible student's right to require that the Charter School not release "directory information" without obtaining prior written consent from the Educational Rights Holder or

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eligible student; and 3) The period of time within which a Educational Rights Holder or eligible student must notify the Charter School in writing of the categories of “directory information” that it may not disclose without the Educational Rights Holder’s or eligible student’s prior written consent. The Charter School will continue to honor a valid request to opt-out of the disclosure of a former student’s directory information made while the former student was in attendance unless the student rescinds the opt-out request.

Annual Notification to Educational Rights Holders and Eligible Students

At the beginning of each school year, in addition to the notice required for directory information, the Charter School shall provide eligible students currently in attendance and Educational Rights Holder of students currently in attendance with a notice of their rights under the FERPA. The notice shall inform the Educational Rights Holders and eligible students that they have the right to:

1. Inspect and review the student’s education records;
2. Seek amendment of the student’s education records that the Educational Rights Holder or eligible student believes to be inaccurate, misleading or otherwise in violation of the student’s privacy rights;
3. Consent to disclosures of PII contained in the student’s education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA;
4. File with the U.S. Department of Education a complaint concerning alleged failures by the Charter School to comply with the requirements of FERPA and its promulgated regulations; and
5. Request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written Educational Rights Holder’s consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that the Charter School forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer; and
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

Educational Rights Holder and Eligible Student Rights Relating to Education Records

Educational Rights Holders and eligible students have the right to review the student’s education

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records. In order to do so, Educational Rights Holders and eligible students shall submit a request to review education records in writing to the registrar/admissions office. Within five (5) business days, the Charter School shall comply with the request.

Copies of Education Records

The Charter School will provide copies of requested documents within five (5) business days of a written request for copies. The Charter School may charge reasonable fees for copies it provides to Educational Rights Holders or eligible students. However, no charge shall be made for furnishing (1) up to two transcripts of former students' records or (2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

Request for Amendment to Education Records

Following the inspection and review of a student's education record, an Educational Rights Holder or eligible student may file a written request with the registrar/admissions office to correct or remove any information in the student's education record that is any of the following:

- a. Inaccurate
- b. Misleading
- c. In violation of the privacy rights of the student

The Charter School will respond within thirty (30) days of the receipt of the request to amend. The Charter School's response will be in writing and if the request for amendment is denied, the Charter School will set forth the reason for the denial and inform the Educational Rights Holder or eligible student of their right to a hearing challenging the content of the education record.

If the Director or designee sustains any or all of the allegations, the Director or designee must order the correction or the removal and destruction of the information. The Director or designee must then inform the Educational Rights Holder or eligible student of the amendment in writing.

Hearing to Challenge Education Record

If the Charter School denies an Educational Rights Holder or eligible student's request to amend an education record, the Educational Rights Holder or eligible student may, within thirty (30) days of the denial, request in writing that the Educational Rights Holder or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is: inaccurate, misleading, or in violation of the privacy rights of the student.

The Director or designee may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the Educational Rights Holder has given

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written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- a. The Director or designee of a public school other than the public school at which the record is on file;
- b. A certificated Charter School employee; and
- c. An Educational Rights Holder appointed by the Director or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by the Charter School to the Educational Rights Holder or eligible student no later than twenty (20) days before the hearing.

The Director or designee of a public school will serve as the chairman and shall not be required to use formal rules of evidence or procedure. The Educational Rights Holder or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The Educational Rights Holder or eligible student may also, at the Educational Rights Holder or eligible student's own expense, be assisted or represented by one or more individuals of the Educational Rights Holder's or eligible student's choice, including an attorney. The decision of the Director or designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, the Charter School's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the Charter School decides that the information is inaccurate, misleading, or in violation of the privacy rights of the student, it will amend the record accordingly and inform the Educational Rights Holder or eligible student of the amendment in writing.

If, as a result of the hearing, the Charter School decides that the information in the education record is not inaccurate, misleading, or in violation of the privacy rights of the student, it shall inform the Educational Rights Holder or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why the Educational Rights Holder or eligible student disagrees with the decision of the Charter School, or both. If the Charter School places a statement by the Educational Rights Holder or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Disclosure of Education Records and Directory Information

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 4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
 5. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
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 10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
 11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and/or a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for student and Educational Rights Holders, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or
 12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School may disclose the final results of the disciplinary proceeding, regardless of whether the Charter School concluded a violation was committed.

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Student cumulative records may not be removed from the premises of the Charter School, unless the individual removing the record has a legitimate educational interest, and is authorized by the Director, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Charter School premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

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Office of the Chief Privacy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Record Retention

The Charter School complies with the definition and retention of student records as established in Title 5 of the California Code of Regulations (“CCR”) sections 431 and 438, per the following:

Motivated Youth Academy

Policy Adopted: October 10, 2019

Policy Revised: July 20, 2020

Policy Revised: December, 14, 2023

Policy Revised: June 13, 2024

Policy Revised: month, day, year

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STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

1. Mandatory Permanent Student Records: must be maintained indefinitely or an exact copy thereof for every student who was enrolled in the charter school. These records are defined as:
 - a. Legal name of student
 - b. Date of birth
 - c. Method of verification of birth date
 - d. Sex of student
 - e. Place of birth
 - f. Name and address of Educational Rights Holder of minor student
 - g. Address of minor student if different than above
 - h. An annual verification of the name and address of the Educational Rights Holder and the residence of the student
 - i. Entering and leaving date of each school year and for any summer session or other extra session
 - j. Subjects taken during each year, half year, summer session or quarter
 - k. If marks or credit are given, the mark or number of credits toward graduation allows for work taken.
 - l. Verification of or exemption from required immunizations
 - m. Date of high school graduation or equivalent

The mandatory permanent student record or a copy thereof shall be forwarded by the Charter School upon request of a public or private school in which the student has enrolled. If the Charter School forwards the original mandatory permanent student record, a copy must be maintained by the Charter School. If the Charter School forwards a copy, the original must be maintained by the Charter School.

2. Mandatory Interim Student Records: must be maintained until judged to be disposable defined as “when the student leaves the charter school or when their usefulness ceases.” These records may be destroyed during the third (3rd) school year following the determination that the records are disposable (i.e. 2019-2020 records may be destroyed after July 1, 2023). These records are defined as:
 - a. A log or record identifying those persons (except authorized school personnel) or organizations requesting or receiving information from the record. The log or record shall be accessible only to the Educational Rights Holder or the eligible student, or a dependent adult student, or an adult student, or the custodian of records.
 - b. Health information, including Child Health Developmental Disabilities Prevention Program verification or waiver.
 - c. Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.
 - d. Language training records.

STUDENT SERVICES**5010-MYA****EDUCATIONAL RECORDS AND STUDENT INFORMATION POLICY**

- e. Progress slips and/or notices.
- f. Parental restrictions regarding access to directory information or related stipulations.
- g. Parental or adult student rejoinders to challenged records and to disciplinary action.
- h. Parental authorizations or prohibitions of student participation in specific programs.
- i. Results of standardized tests administered within the preceding three years.

The mandatory interim student record or a copy thereof shall be forwarded by the Charter School upon request of a public school in California in which the student has enrolled. If the transfer is to an out of state or to a private school, the mandatory interim student record may be forwarded. If the Charter School forwards the original mandatory interim student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

3. Permitted Records: must be maintained and may be destroyed when their usefulness ceases or six (6) months following the student's completion or withdrawal from school. These records are defined as:
 - a. Objective counselor and/or teacher ratings
 - b. Standardized test results older than three years
 - c. Routine discipline data
 - d. Verified reports of relevant behavioral patterns
 - e. All disciplinary notices
 - f. Attendance records not covered in the 5 CCR § 400

Permitted student records may be forwarded upon a request by a public or private school in which a student has enrolled. If the Charter School forwards the original permitted student record, a copy must be maintained by the Charter School until it is destroyed in accordance with this Policy. If the Charter School forwards a copy, the original must be maintained by the Charter School until destroyed in accordance with this Policy.

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

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

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

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

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

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

Gigi Lenz, Operations and Program Manager
Title IX/Uniform Complaint Procedure Coordinator

Motivated Youth Academy

Policy Adopted: October 10, 2019

Policy Revised: August 13, 2020

Policy Revised: September 13, 2021

Policy Revised: December 14, 2023

Policy Revised: June 13, 2024

Policy Revised: month, day, year

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TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

(619) 343-2048
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500 La Terraza Blvd Ste 150
Escondido, CA 92025

PROHIBITED UNLAWFUL HARASSMENT UNDER TITLE IX

Prohibited Unlawful Harassment is defined as:

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

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

SEXUAL HARASSMENT

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

Sexual harassment consists of sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

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

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TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

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

Sexual harassment may include, but is not limited to:

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

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

PROHIBITED BULLYING

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

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

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

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

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

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

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

1. A message, text, sound, video, or image.
2. A post on a social network internet website including, but not limited to:
 - a. Posting to or creating a burn page. A "burn page" means an internet website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation* of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above.
* "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

- reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “cyber sexual bullying” including, but not limited to:
- a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - c. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

GRIEVANCE PROCEDURES

Reporting

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

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

Gigi Lenz, Operations and Program Manager
Title IX/Uniform Complaint Procedure Coordinator
(619) 343-2048
glenz@myacademy.org

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

500 La Terraza Blvd Ste 150
Escondido, CA 92025

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

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

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

Motivated Youth Academy acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the coordinator or designee on a case-by-case basis.

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

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

Investigation

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

Motivated Youth Academy

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Policy Revised: August 13, 2020

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TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

and provide an approximate date when the investigation will be complete.

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

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

Consequences

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

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

Right of Appeal

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

A copy of the TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM is available on the following page and can also be [downloaded here](#).

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING
POLICY**



TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):

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

List any witnesses that were present:

Where did the incident(s) occur?

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

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

Signature of Complainant Date

Print Name

Motivated Youth Academy

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**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING
POLICY**

To be completed by the Charter School:

Received By: _____ Date: _____

Follow up meeting with complainant held on:

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

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TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

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3. Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - a. Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.
 - b. Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - c. Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

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

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

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1. A message, text, sound, video, or image.
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 - a. Posting to or creating a burn page. A "burn page" means an internet website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
 - b. Creating a credible impersonation* of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above.
* "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

- reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
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3. An act of “cyber sexual bullying” including, but not limited to:
- a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
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GRIEVANCE PROCEDURES

Reporting

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

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

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

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

Motivated Youth Academy acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the coordinator or designee on a case-by-case basis.

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

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

Investigation

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

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TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

and provide an approximate date when the investigation will be complete.

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

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

Consequences

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

Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures (“UCP”) complaint form at any time during the process.

Right of Appeal

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

A copy of the TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM is available on the following page and can also be [downloaded here](#).

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING
POLICY**



TITLE IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):

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

List any witnesses that were present:

Where did the incident(s) occur?

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

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

Signature of Complainant Date

Print Name

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To be completed by the Charter School:

Received By: _____ Date: _____

Follow up meeting with complainant held on:

SUICIDE PREVENTION POLICY

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

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

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

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

Staff Development

The Charter School along with its partners has carefully reviewed available staff training to

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SUICIDE PREVENTION POLICY

ensure it promotes the mental health model of suicide prevention. Training shall be provided for all school staff members and shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
2. At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
3. At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - a. Suicide risk factors, warning signs, and protective factors;
 - b. How to talk with a student about thoughts of suicide;
 - c. How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
 - d. Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
 - e. Emphasis on reducing the stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - f. Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
 - g. Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - i. Youth affected by suicide;
 - ii. Youth with a history of suicide ideation or attempts;
 - iii. Youth with disabilities, mental illness, or substance abuse disorders;
 - iv. Lesbian, gay, bisexual, transgender, or questioning youth;

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- v. Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - vi. Youth who have suffered traumatic experiences;
- 4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - a. The impact of traumatic stress on emotional and mental health;
 - b. Common misconceptions about suicide;
 - c. Charter School and community suicide prevention resources;
 - d. Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - e. The factors associated with suicide (risk factors, warning signs, protective factors);
 - f. How to identify youth who may be at risk of suicide;
 - g. Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on the Charter School guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on the Charter School guidelines;
 - h. Charter School approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - i. Charter School approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - j. Responding after a suicide occurs (suicide postvention);
 - k. Resources regarding youth suicide prevention;
 - l. Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - m. Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

Employee Qualifications and Scope of Services

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

Educational Rights Holder and Caregivers Participation and Education

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

Student Participation and Education

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

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

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supervision of an appropriately trained individual acting within the scope of the individual's credential or license, students shall:

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

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

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

Intervention and Emergency Procedures

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

1. School Counselor
2. School Psychologist

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

The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's Educational Rights Holder as soon as possible if appropriate and in the best interest of the student. Determination of notification to Educational Rights

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Holders/caregivers should follow a formal initial assessment to ensure that the student is not endangered by Educational Rights Holder notification.

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

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

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

1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Eliciting immediate medical treatment if a suicide attempt has occurred;
 - b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Ensuring that the student is under continuous adult supervision until the Educational Rights Holder and/or appropriate support agent or agency can be contacted and has the opportunity to intervene;
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - e. Moving all other students out of the immediate area if applicable;
 - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the Educational Rights Holder and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, the Charter School shall verify with the Educational Rights Holder that the follow-up treatment has been accessed. Educational Rights Holders will be required to provide documentation of care for the student. If Educational Rights Holders refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the Educational Rights Holder to identify barriers to treatment (e.g., cultural

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stigma, financial issues) and work to rectify the situation and build an understanding of care. If follow up care is still not provided, the Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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

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

1. Contact the Educational Rights Holder and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the Educational Rights Holder to share information to ensure the facts regarding the crisis are correct.
4. The school Director or designee, as outlined in MYA Board Policy 1112, will coordinate media requests with the suicide prevention liaison. ~~The suicide prevention liaisons shall handle any media requests.~~
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and Educational Rights Holder steps for re-integration to school. Re-integration may include obtaining a written release from the Educational Rights Holder to speak with any health care providers; conferring with the student and Educational Rights Holder about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for makeup work (being understanding that missed assignments may

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add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the Educational Rights Holder to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

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

Responding After a Suicide Death (Postvention)

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

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to:
 - a. Confirm death and cause;
 - b. Identify a staff member to contact the deceased's family (within 24 hours);
 - c. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death;
 - b. Emotional support and resources available to staff;
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - d. Share information that is relevant and ~~that~~ which you have permission to disclose.
3. Prepare staff to respond to the needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment;
 - b. Talking points for staff to notify students;

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- c. Resources available to students.
- 4. Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- 5. Identify students affected by suicide death but not at risk of imitative behavior;
- 6. Communicate with the larger school community about suicide death;
- 7. Consider funeral arrangements for family and school community;
- 8. Respond to memorial requests in a respectful and non-harmful manner.; Responses should be handled in a thoughtful way and their impact on other students should be considered;
- 9. Identify a media spokesperson if needed.
- 10. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed;
 - b. Support siblings, close friends, teachers, and/or students of deceased;
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. The Charter School will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

SUICIDE PREVENTION POLICY

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

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

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

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

Staff Development

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

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all school staff members and shall include the following:

1. All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
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- foster care;
- vi. Youth who have suffered traumatic experiences;
- 4. In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
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credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs and to prevent the immediate risk of suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

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2. This Suicide Prevention Policy shall be easily accessible and prominently displayed on the Charter School's Web page and included in the Student and Educational Rights Holder's Handbook.
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Student Participation and Education

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

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credential or license, students shall:

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

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

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

Intervention and Emergency Procedures

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1. School Counselor
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The suicide prevention liaison shall immediately notify the Executive Director or designee, who shall then notify the student's Educational Rights Holder as soon as possible if appropriate and in the best interest of the student. Determination of notification to Educational Rights Holders/caregivers should follow a formal initial assessment to ensure that the student is not

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endangered by Educational Rights Holder notification.

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

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

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1. Ensure the student's physical safety by one or more of the following, as appropriate:
 - a. Eliciting immediate medical treatment if a suicide attempt has occurred;
 - b. Eliciting law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - c. Ensuring that the student is under continuous adult supervision until the Educational Rights Holder and/or appropriate support agent or agency can be contacted and has the opportunity to intervene;
 - d. Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - e. Moving all other students out of the immediate area if applicable;
 - f. Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - g. Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the Educational Rights Holder and student in a timely manner to provide referrals to appropriate services as needed and coordinate and consult with the county mental health plan if a referral is made for mental health or related services on behalf of a student who is a Medi-Cal beneficiary.
4. After a referral is made, the Charter School shall verify with the Educational Rights Holder that the follow-up treatment has been accessed. Educational Rights Holders will be required to provide documentation of care for the student. If Educational Rights Holders refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the Educational Rights Holder to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of

SUICIDE PREVENTION POLICY

care. If follow up care is still not provided, the Charter School may contact Child Protective Services.

5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the Charter School.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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

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

1. Contact the Educational Rights Holder and offer support to the family.
2. Discuss with the family how they would like the Charter School to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the Educational Rights Holder to share information to ensure the facts regarding the crisis are correct.
4. The school Director or designee, as outlined in MYA Board Policy 1112, will coordinate media requests with the suicide prevention liaison.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and Educational Rights Holder steps for re-integration to school. Re-integration may include obtaining a written release from the Educational Rights Holder to speak with any health care providers; conferring with the student and Educational Rights Holder about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for makeup work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the Educational

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Rights Holder to involve the student in an aftercare plan.

Supporting Students during or after a Mental Health Crisis

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

Responding After a Suicide Death (Postvention)

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

The suicide prevention liaison shall:

1. Coordinate with the Executive Director to:
 - a. Confirm death and cause;
 - b. Identify a staff member to contact the deceased's family (within 24 hours);
 - c. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
2. Coordinate an all-staff meeting, to include:
 - a. Notification (if not already conducted) to staff about suicide death;
 - b. Emotional support and resources available to staff;
 - c. Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - d. Share information that is relevant and which you have permission to disclose.
3. Prepare staff to respond to the needs of students regarding the following:
 - a. Review of protocols for referring students for support/assessment;
 - b. Talking points for staff to notify students;
 - c. Resources available to students.
4. Identify students significantly affected by suicide death and other students at risk of imitative behavior;

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5. Identify students affected by suicide death but not at risk of imitative behavior;
6. Communicate with the larger school community about suicide death;
7. Consider funeral arrangements for family and school community;
8. Respond to memorial requests in a respectful and non-harmful manner. Responses should be handled in a thoughtful way and their impact on other students should be considered;
9. Identify a media spokesperson if needed.
10. Include long-term suicide postvention responses:
 - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant events) and how these will be addressed;
 - b. Support siblings, close friends, teachers, and/or students of deceased;
 - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide.

Student Identification Cards

Charter School will include the telephone number for the National Suicide Prevention Lifeline (1-800-273-8255) and the National Domestic Violence Hotline (1-800-799-7233) on all student identification cards. The Charter School will also include the number for the Crisis Text Line, which can be accessed by texting HOME to 741741 and a local suicide prevention hotline on all student identification cards.

IMMUNIZATION POLICY

The Motivated Youth Academy Board of Directors (“Board”) has adopted this policy to adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120380, and Title 17, California Code of Regulations Sections 6000-6075 with exceptions allowed by Senate Bill No. 227.

All students enrolling in Motivated Youth Academy must present either the immunization record or complete the Non-Immunization Confirmation form if a student has not received any/all of the required doses.

Because Motivated Youth Academy is a non-classroom based school, students are exempt from the SB277 law, which requires students in California to be:

1. up to date on all vaccinations.
2. have a doctor's note outlining the plan to be up-to-date.
3. have a medical exemption form signed by a doctor.

Since, according to law, we are obligated to maintain records of students’ immunization status, the Educational Rights Holder must provide current immunization records for all vaccinations received and/or sign a Non-Immunization Confirmation form.

IMMUNIZATION INFORMATION

The following is a Frequently Asked Question guide (“FAQ”) for all Educational Rights Holders of current and prospective students of Motivated Youth Academy regarding the new legal changes surrounding Senate Bill 277 (“SB 277”) and required student immunizations.

FREQUENTLY ASKED QUESTIONS

What is SB 277?

Governor Jerry Brown signed Senate Bill 277 in 2015, which, among other things, amended Health and Safety Code section 120335 to require that all students, upon first admission to a private and public elementary or secondary school, child care center, day nursery, nursery school, family day care home or development center, show proof of immunization against the following diseases:

- a. Diphtheria
- b. Haemophilus influenzae type b
- c. Measles
- d. Mumps

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- e. Pertussis (whooping cough)
- f. Poliomyelitis
- g. Rubella
- h. Tetanus
- i. Hepatitis B
- j. Varicella (chickenpox).

Senate Bill 277 allows the Department of Health to identify other diseases requiring proof of immunization based on recommendations from the Advisory Committee on Immunization Practices of the United States Department of Health and Human Services and other appropriate agencies.

Starting July 1, 2016, all students who are admitted for the first time to an educational institution identified in the list above and all students advancing to 7th grade must provide proof of vaccination. (Health and Safety Code section 120335(g)(3).)

Senate Bill 277 provides the following limited exemptions to the vaccination requirement:

1. If a student submitted a personal belief exemption prior to January 1, 2016, that student can remain enrolled in a public school program without submitting proof of vaccination until the student enrolls in their next “grade span.” The law defines grade spans as a) birth to preschool, b) K to 6th grade and c) 7th to 12th grade. In other words, only when a student moves from one of these grade spans to the next must the student provide proof of vaccination. (Health and Safety Code section 120335(g)(1),(2).)
2. A written statement by a licensed physician attesting that the physical condition of a student is such, or medical circumstances relating to the student are such, that immunization is not considered safe, may also exempt the student from showing proof of immunization. The statement must identify the specific nature and probable duration of the medical condition or circumstances that contraindicated immunization. (Health and Safety Code section 120370(a).)
3. Students enrolled in home-based private school and independent study programs are also exempt. (Health and Safety Code section 120335(f).)

Please note that pursuant to Health and Safety Code section 120370(b) and notwithstanding the exemptions noted above, if an educational institution has good cause to believe that a student has been exposed to a disease listed above and his or her documentary proof of immunization status does not show proof of immunization against that disease, that student may be temporarily

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excluded from the school or institution until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease.

Must I vaccinate my student in order to remain enrolled in their current program at Motivated Youth Academy as they are independent study programs?

Motivated Youth Academy is an independent study program, and its primary method of instruction is independent study in accordance with Education Code section 551745 *et seq.* As such, a student enrolled in Motivated Youth Academy is exempt from the requirements of Senate Bill 277, as enacted, pursuant to Health and Safety Code section 120335(f). If a student were to enroll in another educational program that is not an independent study program, of course, then the requirements of Senate Bill 277 would apply to that student.

As stated above, the law exempts a student who is enrolled in an independent study program and does not receive classroom-based instruction.

What are the current vaccination requirements in order to enroll my student at Motivated Youth Academy?

Students entering Motivated Youth Academy who are not exempt will need the following immunization requirements:

Immunization	Dosage
Diphtheria, Pertussis, and Tetanus (DTaP)	*Five (5) doses
Polio	**Four (4) doses
Measles, Mumps, and Rubella (MMR)	Two (2) doses
Hepatitis B (Hep B)	Three (3) doses
Varicella (chickenpox)	Two (2) doses
Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap)	One (1) dose (students entering 7th grade only)

*Four doses of DTaP meet the requirement if at least one dose was given on or after the 4th birthday. Three doses meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine

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****Three doses of polio vaccine meet the requirement if one dose was given on or after the 4th birthday. Oral polio vaccine (OPV) doses given on or after April 1, 2016, do not count.**

What may happen if I choose not to vaccinate my student and there is an outbreak of measles or another type of communicable disease?

Beyond specific medical procedures, in the event of an outbreak of a communicable disease, if there is good cause to believe that a student has been exposed to a communicable disease and the student does not have the required immunization against that disease, that student may be temporarily excluded from the School until the local health officer (county department of health) is satisfied that the student is no longer at risk of developing or transmitting the disease.

How do I submit my Personal Belief Exemption to Motivated Youth Academy, and what is the deadline?

Personal Belief Exemptions are no longer accepted as of December 31, 2015. If a student submitted a personal belief exemption prior to January 1, 2016, that student can remain enrolled in a public school program without submitting proof of vaccination until the student enrolls in their next “grade span.” The law defines grade spans as:

- a. birth to preschool.
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This FAQ is intended to provide general information only. This FAQ is not intended to address all questions about SB 277 or immunizations, is not a substitute for legal advice, and to what extent this information conflicts with any relevant legal authority, such legal authority controls.

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1. Visit the California Department of Public Health’s website at www.shotsforschool.org.

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IMMUNIZATION POLICY

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STUDENT SERVICES**5070-MYA****TRANSGENDER AND GENDER NONCONFORMING STUDENT
NONDISCRIMINATION POLICY**

Motivated Youth Academy (“MYA” or the “Charter School”) adopts this Transgender and Gender Nonconforming Student Nondiscrimination Policy to apply to students enrolled in MYA.

MYA is committed to providing a safe and supportive learning environment for all students, to ensure that every student shall have access to the schools’ educational programs and activities. Additionally, MYA policy requires that all schools and all personnel promote acceptance and respect among students and staff.

This policy reflects the reality that transgender and gender nonconforming students are enrolled in the school. Its purpose is to advise school staff regarding issues relating to transgender students in order to create and maintain a safe learning environment for all students. The guidelines provided in this policy do not anticipate every situation that might occur with respect to transgender students.

The needs of each transgender student are unique. This policy should be interpreted consistently with the goals of reducing stigmatization and ensuring the integration of transgender students in educational programs and activities. California Education Code §210.7 states that ‘gender means sex,’ and includes a person’s gender identity and gender related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. California Education Code §220 and school policy require that all educational programs and activities should be conducted without discrimination based on actual or perceived sex, sexual orientation, or gender identity and expression. California Education Code §201 provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide an equal educational opportunity to all students.

Title IX of the Education Amendments of 1972 states, “No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” This Policy provides guidelines to ensure protection, respectful treatment, and equal access to educational programs and activities for transgender students.

PURPOSE**Motivated Youth Academy***Policy Adopted: May 14, 2020**Policy Reviewed: August 19, 2021**Policy Reviewed: March 14, 2024**Policy Reviewed: June 13, 2024**Policy Revised: month, day, year**Page 1 of x*

STUDENT SERVICES**5070-MYA****TRANSGENDER AND GENDER NONCONFORMING STUDENT
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The purpose of this policy is to foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expressions, and to facilitate compliance with local, state and federal laws concerning bullying, harassment and discrimination.

This policy should be interpreted consistently with the goals of reducing the stigmatization of and improving the educational integration of transgender and gender nonconforming students, maintaining the privacy of all students, and fostering cultural competence and professional development for school staff. Furthermore, this policy will support healthy communication between educators and educational rights holders to further the successful educational development and well-being of every student.

SCOPE

This policy covers conduct that takes place at any MYA ~~school~~-sponsored functions and activities. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, ~~on any MYA campus property~~, at school-sponsored functions and activities, ~~on school buses or vehicles and at bus stops~~, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, school staff, students, educational rights holders, and volunteers.

DEFINITIONS

The following definitions are provided not for the purpose of labeling students, but rather to assist in understanding this policy and the legal obligations of school staff. Students may or may not use these terms to describe themselves. These definitions are intended as functional descriptors.

Transgender and gender nonconforming youth use a number of words to describe their lives and gendered experiences. To list just a few examples, these students may refer to themselves as trans, transsexual, transgender, male-to-female (MTF), female-to-male (FTM), bi-gender, two-spirit, trans man, trans woman, and a variety of other terms. Terminology and language describing transgender individuals can differ based on region, language, race or ethnicity, age, culture, and many other factors. Generally speaking, school staff and educators should inquire

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which terms students may prefer and avoid terms that make these students uncomfortable; a good general guideline is to employ those terms which the students use to describe themselves.

1. Gender: a person's actual sex or perceived sex, and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance or behavior is different from that traditionally associated with a person's sex at birth [Title 5, California Code of Regulations, §4910(k)].
2. Gender Identity: A person's deeply held sense or psychological knowledge of their own gender. One's gender identity can be the same or different than the gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender. All people have a gender identity, not just transgender people. Gender identity is an innate, largely inflexible characteristic of each individual's personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial social development. A person's internal, deeply rooted identification as female, male or a non-binary understanding of gender, regardless of one's assigned sex at birth. The responsibility for determining an individual's gender identity rests with the individual.
3. Gender Expression: The manner in which a person represents or expresses their gender to others, often through appearance, behavior, clothing, hairstyles, activities, voice or mannerisms whether or not stereotypically associated with the person's assigned sex at birth. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, or gender fluid.
4. Gender Nonconforming: Displaying a gender identity or expression that may differ from those typically associated with one's sex assigned at birth. A person's gender expression may differ from stereotypical expectations about how females and males are "supposed to" look or act, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as both genders. Gender nonconforming is not synonymous with transgender; not all gender nonconforming students identify as transgender. Other terms that can have similar meanings include gender diverse or gender expansive.

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5. Transgender: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth and whose gender expression consistently varies from stereotypical expectations and norms. A transgender person desires to live persistently by a gender that differs from that which was assigned at birth. Other terms that can have similar meanings are transsexual and trans.
6. Transition: The process in which a person goes from living and identifying as one gender to living and identifying as another. Gender transition can occur at any age. It begins internally then expands to external expression. This can include social, medical and/or a legal transition.
7. LGBTQ: An acronym that stands for “lesbian, gay, bisexual, transgender, and queer/questioning.” Questioning incorporates those who are uncertain or fluid about their sexual orientation and/or gender identity.
8. Sex: The biological condition or quality of being female or male.
9. Sexual Orientation: A person’s emotional and sexual attraction to another person based on the gender of the other person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, and bisexual. Sexual orientation and gender identity are different.
10. Bullying: Bullying means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities by placing the student (or students) in reasonable fear of physical harm. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be included by the state or local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.
11. Harassment: Harassment means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be defined by the state or local educational agency]. This also includes conduct that targets a student because of a

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characteristic of a friend, family member, or other person or group with whom a student associates.

EDUCATIONAL RIGHTS HOLDER INVOLVEMENT

The educational rights holder(s) of transgender and gender nonconforming students can play a critical role in establishing a safe and accepting school environment for such youth. Transgender and gender nonconforming youth are ~~both~~ coming out in growing numbers and transitioning earlier. We encourage schools to work with supportive educational rights holders whenever possible to establish healthy communication and ensure the needs of these often vulnerable students are fully met.

FEDERAL PROTECTIONS

It is important to note that federal law, specifically Title IX, prohibits sexual harassment and discrimination based on gender or sex stereotypes in every jurisdiction. While Title IX does not specifically use the terms “transgender” or “gender identity or expression,” courts have held that harassment and other discrimination against transgender and gender nonconforming people constitutes sex discrimination.

GUIDELINES

The school shall accept the gender identity that each student asserts. There is no medical or mental health diagnosis or treatment threshold that students must meet in order to have their gender identity recognized and respected. The assertion may be evidenced by an expressed desire to be consistently recognized by their gender identity. Students ready to socially transition may initiate a process to change their name, pronoun, attire, and access to preferred activities and facilities. Each student has a unique process for transitioning. The school shall customize support to optimize each student’s integration.

1. Privacy and Confidentiality

- a. All persons, including students, have a right to privacy. This includes keeping a student’s actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis. Information about a student’s transgender status, legal name, or gender assigned at birth also may

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constitute confidential medical information. Disclosing this information to other students, their educational rights holders or other third parties may violate privacy laws, such as Federal Family Educational Rights and Privacy Act (FERPA). The School shall ensure that all medical information relating to transgender and gender nonconforming students shall be kept confidential in accordance with applicable state, local and federal privacy laws. School staff shall not disclose information that may reveal a student's transgender status to others, including educational rights holders and other school staff, unless legally required to do so or unless the student has authorized such disclosure.

- b. Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. When contacting the educational rights holder of a transgender student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, or educational rights holder has specified otherwise.
- c. School personnel may encounter situations where transgender students have not disclosed their transgender status. School personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply, or refer to a student's gender identity or expression.
- d. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance, or health, school personnel's focus should be specifically school-related and not on the student's gender identity or expression.
- e. When communicating to the media or community about issues related to gender identity, the school or Charter School shall have a single spokesperson to address the issue. Rather than directly commenting on the issue, ~~other School representatives/officials~~ **other School** and school staff shall direct educational rights holders and the media to the designated spokesperson. Protecting the privacy of transgender and gender nonconforming students must be a top priority for the spokesperson and all staff, and all medical information shall be kept strictly confidential. Violating confidentiality of this information is a violation of this policy and may be a violation of local, state or federal privacy laws.

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NONDISCRIMINATION POLICY****2. Official Records**

- a. The School is required to maintain, in perpetuity, mandatory permanent pupil records (“official records”) which include the legal name of the student and the student’s gender as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. The official records may include, but are not limited to, progress and grade reports, transcripts, assessment data, health records, discipline records, Individualized Education Programs (IEP), Section 504 Plans and the cumulative card and file. However, to the extent that the school is not legally required to use a student’s legal name and gender on other school records or documents, the school shall use the name and gender preferred by the student.
- b. The School will change a student’s name and gender on official records when the name of the student is changed by the appropriate court action, such as by a change of name proceedings. The new name is the official legal name of the student for all purposes, including school registration. Upon the submission of proper evidence of the court order, or through amendment of state or federally-issued identification, the student’s official name and gender in all school records shall be changed to reflect the legal name change. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

3. Unofficial Records

- a. The School shall permit a student to use a preferred name and gender on unofficial records. The unofficial records may include but are not limited to identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons and communications, team and academic rosters, diplomas, newspapers, newsletters, yearbooks and other site-generated unofficial records.
- b. The School shall input the student’s preferred name and gender in the appropriate fields of the School’s electronic data system to indicate how the student’s name and gender will appear on unofficial records.

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- c. The School shall permit a student or educational rights holder to request a change of name and/or gender so that a student may be registered in school under a name and gender that corresponds with the student's gender identity without obtaining a court order or without changing the student's official records.
 - d. After the school receives and verifies the contents of the written request, the school shall change the name and/or gender of the student in the School's electronic data system by entering the new name in the "preferred name" field. In the cumulative folder and registration card, name and gender should be cross-referenced.
- 4. Names/Pronouns
 - a. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their official records or obtaining educational rights holder permission. It is recommended that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in correspondence to the home, or at conferences with the student's educational rights holder.
 - b. Students shall be known by their name and gender of identity. However, there may be situations (e.g., communications with the family, official state or federal records, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize the safety, confidentiality, and respect of the student in a manner that affirms the law.
 - c. If school personnel are unsure how a student wants to be addressed in communications to the home or in conferences with educational rights holders, they may privately ask the student. For communications with a student's educational rights holder, school personnel should refer to this policy's prior section on "Privacy and Confidentiality."
 - d. Every effort should be made to use the preferred names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of School policy.

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NONDISCRIMINATION POLICY****5. Restroom Accessibility**

- a. Schools may maintain separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender identity asserted at school.
- b. If a student desires increased privacy, regardless of the underlying reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall restroom or the health office restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom.
- c. Administrators may take steps to designate single stall "gender neutral" restrooms on their campus.

6. Locker Room Accessibility

- a. Schools may maintain separate locker room facilities for male and female students. Students shall have access to the locker room facility that corresponds to their gender identity asserted at school.
- b. If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation such as:
 - i. Assignment of a student locker in near proximity to the coaches' office or a supportive peer group.
 - ii. Use of a private area within the public area of the locker room facility (e.g. nearby restroom stall with a door or an area separated by a curtain).
 - iii. Use of a nearby private area (e.g. nearby restroom or a health office restroom).
 - iv. A separate changing schedule.

7. Sports, Athletics, and Physical Education

- a. All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.
- b. When conducting physical education classes and fitness evaluations, the teacher will address and evaluate the student by their gender identity. Performance on the state physical fitness test (Fitnessgram) is evaluated by the State of California in

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accordance with the sex reported on the student's initial enrollment, even when the student identifies as transgender. In these events, the physical education teacher shall make every effort to maintain confidentiality of student information.

- c. Participation in competitive athletics, intramural sports, athletic teams, competitions, and contact sports shall be facilitated in a manner consistent with the student's gender identity asserted at school and in accordance with the California Interscholastic Federation bylaws.

8. School Activities and Programs

- a. Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of gender identity in any program or activity. These activities and programs may include, but are not limited to, cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, after school activities/programs and all extra-curricular activities.

9. Course Accessibility and Instruction

- a. Students have the right to equitable learning opportunities in their school. Students shall not be required to take and/or be denied enrollment in a course on the basis of their gender identity in any educational and academic program.

10. Dress Codes/School Uniform Policies

- a. School may enforce a dress code pursuant to School policy. Students have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. A school's dress code and school uniform policy shall be gender neutral. Schools cannot enforce specific attire based on gender.
- b. Students have the right to dress in accordance with their gender identity within the parameters of the dress code, as it relates to the school uniform or safety issues (e.g., prohibiting attire that promotes drugs or violence, or is gang-affiliated).

11. Student Safety

- a. School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying and/or intimidation.

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- b. School staff and families should work together to resolve complaints alleging discrimination, harassment, bullying and/or intimidation based on a student's actual or perceived gender identity or expression. Complaints of this nature are to be handled in the same manner as other complaints. Consideration should be given as to whether a Sexual Harassment investigation is warranted.
- c. School staff shall take all reported incidents of bullying seriously and take appropriate measures to ensure that the bullying stops.
- d. School administration shall respond immediately to incidents of discrimination, harassment, bullying and/or intimidation by taking actions that include, but are not limited to, the following:
 - i. intervening to stop the behavior;
 - ii. investigating and documenting the incident;
 - iii. determining and enforcing appropriate corrective actions; and
 - iv. monitoring to ensure that the behavior does not re-occur.
- e. School staff should take all reasonable steps to ensure safety and access for transgender and gender nonconforming students at their school. School staff shall support students' rights to assert their gender identity and expression.
- f. Students shall not be disciplined solely on the basis of their actual or perceived gender identity or expression.
- g. Students shall be informed that they have the responsibility to report situations/incidents of discrimination, harassment, bullying and/or intimidation to the designated site administrator in cases where they may be a target or witness.
- h. Students shall be informed of their role in ensuring a school environment that is free from discrimination, harassment, bullying and/or intimidation. Students should consider how others may perceive or be affected by their actions and words.

12. Student Transitions

- a. In order to maintain privacy and confidentiality regarding their transition and gender identity, transgender students may wish — but are not required — to transition over a summer break or between grades. Regardless of the timing of a student's transition, the school shall act in accordance with the following age-appropriate policies.

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- b. When a student transitions during the school year, the school shall hold a meeting with the student (and educational rights holders if they are involved in the process) to ascertain their desires and concerns. The school should discuss a timeline for the transition in order to create the conditions supporting a safe and accepting environment at the school. Finally, the school shall train school administrators and any educators that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

Training and Professional Development

The Charter School shall conduct staff training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees. To the extent funding is available, the School shall implement ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying, harassment and discrimination. The content of such professional development shall include, but not be limited to:

1. terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. developmentally appropriate strategies for communication with students and educational rights holders about issues related to gender identity and gender expression that protect student privacy;
3. developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
4. school policies regarding bullying, discrimination, and gender identity and expression issues and responsibilities of staff.

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NONDISCRIMINATION POLICY**

Motivated Youth Academy (“MYA” or the “Charter School”) adopts this Transgender and Gender Nonconforming Student Nondiscrimination Policy to apply to students enrolled in MYA.

MYA is committed to providing a safe and supportive learning environment for all students, to ensure that every student shall have access to the schools’ educational programs and activities. Additionally, MYA policy requires that all schools and all personnel promote acceptance and respect among students and staff.

This policy reflects the reality that transgender and gender nonconforming students are enrolled in the school. Its purpose is to advise school staff regarding issues relating to transgender students in order to create and maintain a safe learning environment for all students. The guidelines provided in this policy do not anticipate every situation that might occur with respect to transgender students.

The needs of each transgender student are unique. This policy should be interpreted consistently with the goals of reducing stigmatization and ensuring the integration of transgender students in educational programs and activities. California Education Code §210.7 states that ‘gender means sex,’ and includes a person’s gender identity and gender related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth. California Education Code §220 and school policy require that all educational programs and activities should be conducted without discrimination based on actual or perceived sex, sexual orientation, or gender identity and expression. California Education Code §201 provides that public schools have an affirmative obligation to combat sexism and other forms of bias, and a responsibility to provide an equal educational opportunity to all students.

Title IX of the Education Amendments of 1972 states, “No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” This Policy provides guidelines to ensure protection, respectful treatment, and equal access to educational programs and activities for transgender students.

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The purpose of this policy is to foster an educational environment that is safe and free from discrimination for all students, regardless of sex, sexual orientation, gender identity, or gender expressions, and to facilitate compliance with local, state and federal laws concerning bullying, harassment and discrimination.

This policy should be interpreted consistently with the goals of reducing the stigmatization of and improving the educational integration of transgender and gender nonconforming students, maintaining the privacy of all students, and fostering cultural competence and professional development for school staff. Furthermore, this policy will support healthy communication between educators and educational rights holders to further the successful educational development and well-being of every student.

SCOPE

This policy covers conduct that takes place at any MYA-sponsored functions and activities. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, at school-sponsored functions and activities, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, school staff, students, educational rights holders, and volunteers.

DEFINITIONS

The following definitions are provided not for the purpose of labeling students, but rather to assist in understanding this policy and the legal obligations of school staff. Students may or may not use these terms to describe themselves. These definitions are intended as functional descriptors.

Transgender and gender nonconforming youth use a number of words to describe their lives and gendered experiences. To list just a few examples, these students may refer to themselves as trans, transsexual, transgender, male-to-female (MTF), female-to-male (FTM), bi-gender, two-spirit, trans man, trans woman, and a variety of other terms. Terminology and language describing transgender individuals can differ based on region, language, race or ethnicity, age, culture, and many other factors. Generally speaking, school staff and educators should inquire which terms students may prefer and avoid terms that make these students uncomfortable; a good general guideline is to employ those terms which the students use to describe themselves.

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1. Gender: a person's actual sex or perceived sex, and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance or behavior is different from that traditionally associated with a person's sex at birth [Title 5, California Code of Regulations, §4910(k)].
2. Gender Identity: A person's deeply held sense or psychological knowledge of their own gender. One's gender identity can be the same or different than the gender assigned at birth. Most people have a gender identity that matches their assigned gender at birth. For some, however, their gender identity is different from their assigned gender. All people have a gender identity, not just transgender people. Gender identity is an innate, largely inflexible characteristic of each individual's personality that is generally established by age four, although the age at which individuals come to understand and express their gender identity may vary based on each person's social and familial social development. A person's internal, deeply rooted identification as female, male or a non-binary understanding of gender, regardless of one's assigned sex at birth. The responsibility for determining an individual's gender identity rests with the individual.
3. Gender Expression: The manner in which a person represents or expresses their gender to others, often through appearance, behavior, clothing, hairstyles, activities, voice or mannerisms whether or not stereotypically associated with the person's assigned sex at birth. Students who adopt a presentation that varies from the stereotypic gender expectations sometimes may describe themselves as gender nonconforming, gender queer, or gender fluid.
4. Gender Nonconforming: Displaying a gender identity or expression that may differ from those typically associated with one's sex assigned at birth. A person's gender expression may differ from stereotypical expectations about how females and males are "supposed to" look or act, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as both genders. Gender nonconforming is not synonymous with transgender; not all gender nonconforming students identify as transgender. Other terms that can have similar meanings include gender diverse or gender expansive.
5. Transgender: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned sex at birth and whose gender expression consistently varies from stereotypical expectations and norms. A transgender

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person desires to live persistently by a gender that differs from that which was assigned at birth. Other terms that can have similar meanings are transsexual and trans.

6. Transition: The process in which a person goes from living and identifying as one gender to living and identifying as another. Gender transition can occur at any age. It begins internally then expands to external expression. This can include social, medical and/or a legal transition.
7. LGBTQ: An acronym that stands for “lesbian, gay, bisexual, transgender, and queer/questioning.” Questioning incorporates those who are uncertain or fluid about their sexual orientation and/or gender identity.
8. Sex: The biological condition or quality of being female or male.
9. Sexual Orientation: A person’s emotional and sexual attraction to another person based on the gender of the other person. Common terms used to describe sexual orientation include, but are not limited to, heterosexual, lesbian, gay, and bisexual. Sexual orientation and gender identity are different.
10. Bullying: Bullying means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities by placing the student (or students) in reasonable fear of physical harm. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be included by the state or local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.
11. Harassment: Harassment means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, gender identity or expression, religion [or any other distinguishing characteristics that may be defined by the state or local educational agency]. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.

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NONDISCRIMINATION POLICY****EDUCATIONAL RIGHTS HOLDER INVOLVEMENT**

The educational rights holder(s) of transgender and gender nonconforming students can play a critical role in establishing a safe and accepting school environment for such youth. Transgender and gender nonconforming youth are coming out in growing numbers and transitioning earlier. We encourage schools to work with supportive educational rights holders whenever possible to establish healthy communication and ensure the needs of these often vulnerable students are fully met.

FEDERAL PROTECTIONS

It is important to note that federal law, specifically Title IX, prohibits sexual harassment and discrimination based on gender or sex stereotypes in every jurisdiction. While Title IX does not specifically use the terms “transgender” or “gender identity or expression,” courts have held that harassment and other discrimination against transgender and gender nonconforming people constitutes sex discrimination.

GUIDELINES

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1. Privacy and Confidentiality

- a. All persons, including students, have a right to privacy. This includes keeping a student’s actual or perceived gender identity and expression private. Such private information shall be shared only on a need to know basis. Information about a student’s transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. Disclosing this information to other students, their educational rights holders or other third parties may violate privacy

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laws, such as Federal Family Educational Rights and Privacy Act (FERPA). The School shall ensure that all medical information relating to transgender and gender nonconforming students shall be kept confidential in accordance with applicable state, local and federal privacy laws. School staff shall not disclose information that may reveal a student's transgender status to others, including educational rights holders and other school staff, unless legally required to do so or unless the student has authorized such disclosure.

- b. Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share. The fact that a student chooses to disclose his or her transgender status to staff or other students does not authorize school staff to disclose other medical information about the student. When contacting the educational rights holder of a transgender student, school staff should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, or educational rights holder has specified otherwise.
- c. School personnel may encounter situations where transgender students have not disclosed their transgender status. School personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply, or refer to a student's gender identity or expression.
- d. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance, or health, school personnel's focus should be specifically school-related and not on the student's gender identity or expression.
- e. When communicating to the media or community about issues related to gender identity, the school or Charter School shall have a single spokesperson to address the issue. Rather than directly commenting on the issue, other School representatives/officials shall direct educational rights holders and the media to the designated spokesperson. Protecting the privacy of transgender and gender nonconforming students must be a top priority for the spokesperson and all staff, and all medical information shall be kept strictly confidential. Violating confidentiality of this information is a violation of this policy and may be a violation of local, state or federal privacy laws.

2. Official Records

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- a. The School is required to maintain, in perpetuity, mandatory permanent pupil records (“official records”) which include the legal name of the student and the student’s gender as indicated on official government issued documents such as birth certificates, passports and identification cards/permits. The official records may include, but are not limited to, progress and grade reports, transcripts, assessment data, health records, discipline records, Individualized Education Programs (IEP), Section 504 Plans and the cumulative card and file. However, to the extent that the school is not legally required to use a student’s legal name and gender on other school records or documents, the school shall use the name and gender preferred by the student.
 - b. The School will change a student’s name and gender on official records when the name of the student is changed by the appropriate court action, such as by a change of name proceedings. The new name is the official legal name of the student for all purposes, including school registration. Upon the submission of proper evidence of the court order, or through amendment of state or federally-issued identification, the student’s official name and gender in all school records shall be changed to reflect the legal name change. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.
3. Unofficial Records
 - a. The School shall permit a student to use a preferred name and gender on unofficial records. The unofficial records may include but are not limited to identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons and communications, team and academic rosters, diplomas, newspapers, newsletters, yearbooks and other site-generated unofficial records.
 - b. The School shall input the student’s preferred name and gender in the appropriate fields of the School’s electronic data system to indicate how the student’s name and gender will appear on unofficial records.
 - c. The School shall permit a student or educational rights holder to request a change of name and/or gender so that a student may be registered in school under a name

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and gender that corresponds with the student's gender identity without obtaining a court order or without changing the student's official records.

- d. After the school receives and verifies the contents of the written request, the school shall change the name and/or gender of the student in the School's electronic data system by entering the new name in the "preferred name" field. In the cumulative folder and registration card, name and gender should be cross-referenced.

4. Names/Pronouns

- a. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their official records or obtaining educational rights holder permission. It is recommended that teachers privately ask transgender or gender nonconforming students at the beginning of the school year how they want to be addressed in class, in correspondence to the home, or at conferences with the student's educational rights holder.
- b. Students shall be known by their name and gender of identity. However, there may be situations (e.g., communications with the family, official state or federal records, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize the safety, confidentiality, and respect of the student in a manner that affirms the law.
- c. If school personnel are unsure how a student wants to be addressed in communications to the home or in conferences with educational rights holders, they may privately ask the student. For communications with a student's educational rights holder, school personnel should refer to this policy's prior section on "Privacy and Confidentiality."
- d. Every effort should be made to use the preferred names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of School policy.

5. Restroom Accessibility

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STUDENT SERVICES**5070-MYA****TRANSGENDER AND GENDER NONCONFORMING STUDENT
NONDISCRIMINATION POLICY**

- a. Schools may maintain separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender identity asserted at school.
 - b. If a student desires increased privacy, regardless of the underlying reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall restroom or the health office restroom. The use of a restroom should be determined by the student's choice; no student shall be compelled to use an alternative restroom.
 - c. Administrators may take steps to designate single stall "gender neutral" restrooms on their campus.
6. Locker Room Accessibility
- a. Schools may maintain separate locker room facilities for male and female students. Students shall have access to the locker room facility that corresponds to their gender identity asserted at school.
 - b. If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation such as:
 - i. Assignment of a student locker in near proximity to the coaches' office or a supportive peer group.
 - ii. Use of a private area within the public area of the locker room facility (e.g. nearby restroom stall with a door or an area separated by a curtain).
 - iii. Use of a nearby private area (e.g. nearby restroom or a health office restroom).
 - iv. A separate changing schedule.
7. Sports, Athletics, and Physical Education
- a. All students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity. Furthermore, unless precluded by state interscholastic association policies, all students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity.
 - b. When conducting physical education classes and fitness evaluations, the teacher will address and evaluate the student by their gender identity. Performance on the state physical fitness test (Fitnessgram) is evaluated by the State of California in accordance with the sex reported on the student's initial enrollment, even when

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STUDENT SERVICES**5070-MYA****TRANSGENDER AND GENDER NONCONFORMING STUDENT
NONDISCRIMINATION POLICY**

the student identifies as transgender. In these events, the physical education teacher shall make every effort to maintain confidentiality of student information.

- c. Participation in competitive athletics, intramural sports, athletic teams, competitions, and contact sports shall be facilitated in a manner consistent with the student's gender identity asserted at school and in accordance with the California Interscholastic Federation bylaws.

8. School Activities and Programs

- a. Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of gender identity in any program or activity. These activities and programs may include, but are not limited to, cheer class, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, after school activities/programs and all extra-curricular activities.

9. Course Accessibility and Instruction

- a. Students have the right to equitable learning opportunities in their school. Students shall not be required to take and/or be denied enrollment in a course on the basis of their gender identity in any educational and academic program.

10. Dress Codes/School Uniform Policies

- a. School may enforce a dress code pursuant to School policy. Students have the right to dress in accordance with their gender identity, within the constraints of the dress codes adopted by the school. A school's dress code and school uniform policy shall be gender neutral. Schools cannot enforce specific attire based on gender.
- b. Students have the right to dress in accordance with their gender identity within the parameters of the dress code, as it relates to the school uniform or safety issues (e.g., prohibiting attire that promotes drugs or violence, or is gang-affiliated).

11. Student Safety

- a. School staff must ensure that students are provided with a safe school environment that is free of discrimination, harassment, bullying and/or intimidation.
- b. School staff and families should work together to resolve complaints alleging discrimination, harassment, bullying and/or intimidation based on a student's

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Policy Reviewed: August 19, 2021

Policy Reviewed: March 14, 2024

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Policy Revised: month, day, year

STUDENT SERVICES**5070-MYA****TRANSGENDER AND GENDER NONCONFORMING STUDENT
NONDISCRIMINATION POLICY**

actual or perceived gender identity or expression. Complaints of this nature are to be handled in the same manner as other complaints. Consideration should be given as to whether a Sexual Harassment investigation is warranted.

- c. School staff shall take all reported incidents of bullying seriously and take appropriate measures to ensure that the bullying stops.
- d. School administration shall respond immediately to incidents of discrimination, harassment, bullying and/or intimidation by taking actions that include, but are not limited to, the following:
 - i. intervening to stop the behavior;
 - ii. investigating and documenting the incident;
 - iii. determining and enforcing appropriate corrective actions; and
 - iv. monitoring to ensure that the behavior does not re-occur.
- e. School staff should take all reasonable steps to ensure safety and access for transgender and gender nonconforming students at their school. School staff shall support students' rights to assert their gender identity and expression.
- f. Students shall not be disciplined solely on the basis of their actual or perceived gender identity or expression.
- g. Students shall be informed that they have the responsibility to report situations/incidents of discrimination, harassment, bullying and/or intimidation to the designated site administrator in cases where they may be a target or witness.
- h. Students shall be informed of their role in ensuring a school environment that is free from discrimination, harassment, bullying and/or intimidation. Students should consider how others may perceive or be affected by their actions and words.

12. Student Transitions

- a. In order to maintain privacy and confidentiality regarding their transition and gender identity, transgender students may wish — but are not required — to transition over a summer break or between grades. Regardless of the timing of a student's transition, the school shall act in accordance with the following age-appropriate policies.
- b. When a student transitions during the school year, the school shall hold a meeting with the student (and educational rights holders if they are involved in the process) to ascertain their desires and concerns. The school should discuss a

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STUDENT SERVICES**5070-MYA**

**TRANSGENDER AND GENDER NONCONFORMING STUDENT
NONDISCRIMINATION POLICY**

timeline for the transition in order to create the conditions supporting a safe and accepting environment at the school. Finally, the school shall train school administrators and any educators that interact directly with the student on the transition plan, timelines for transition, and any relevant legal requirements.

Training and Professional Development

The Charter School shall conduct staff training for all staff members on their responsibilities under applicable laws and this policy, including teachers, administrators, counselors, social workers, and health staff. Information regarding this policy shall be incorporated into training for new school employees. To the extent funding is available, the School shall implement ongoing professional development to build the skills of all staff members to prevent, identify and respond to bullying, harassment and discrimination. The content of such professional development shall include, but not be limited to:

1. terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
2. developmentally appropriate strategies for communication with students and educational rights holders about issues related to gender identity and gender expression that protect student privacy;
3. developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;
4. school policies regarding bullying, discrimination, and gender identity and expression issues and responsibilities of staff.

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STUDENT SERVICES**5075-MYA****TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY**

Motivated Youth Academy (“MYA” or the “Charter School”) adopts this Transcripts from Non-Accredited Schools Policy to apply to students enrolled in MYA.

MYA strives to provide a rich, personalized path toward meeting graduation requirements. MY Academy welcomes transfer students from all educational backgrounds. When a student enrolls with MYA from a non-accredited school or homeschool MY Academy staff will vet the courses and credits being claimed before they are added to the student’s MY Academy transcript.

Policy for Accepting Credits on Transcripts from Non-accredited Schools and Homeschools

MYA will evaluate transcripts from a student’s previous school and grant credit toward MYA graduation requirements if the credits were earned at an accredited school and are credits that could have been earned at MYA.

Grade Level Placement

MYA will place students based on the grade level that corresponds with their 9th grade cohort year in CALPADS. Students who enroll from non-accredited schools or homeschools and have no attendance history in CALPADS will be placed in the grade level commensurate with their chronological age.

Non-accredited Schools/Homeschools

Students presenting transcripts/credits from a homeschool and/or non-accredited schools will be asked to provide additional documentation listed below for those courses, including but not limited to work samples, test scores, or projects for each course. These will be evaluated by MYA staff, and credits will be granted at their discretion. Generally, MYA will accept a maximum of 40 credits per semester.

Documentation Requirements

Students/educational rights holders must submit the following:

1. Five work samples per course per semester that represent course mastery
2. A list of curriculum used per course
3. A summary of [standards](#) met per course
 - a. Examples of acceptable samples include:
 - i. Graded midterm or final exam
 - ii. Significant/in-depth project
 - b. Transcript or grade report from vetted curriculum provider (e.g. Blue Tent, Apex, BYU)

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STUDENT SERVICES**5075-MYA****TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY**

c. Assessment results indicating proficiency/mastery. Examples include:

- i. SAT Subject test score of 560
- ii. Local assessment scores - iReady at or above grade level
- iii. Diagnostic Exams for Core Subjects

Educational rights holders must provide transcripts and work samples/evidence within one week of the initial phone call from MY Academy staff requesting the transcript, work samples and other evidence.

Students will be placed at the grade level commensurate with their 9th grade cohort year as listed within CALPADS. If that data is not available, students will be placed based on their birthdate.

MYA may accept a maximum of 40 credits per semester for courses taken in high school (9-12) as follows:

1. Five - 5 unit core courses (English, history, math, science, Visual and Performing Arts (VAPA), Languages Other Than English (LOTE), Career Technical Education (CTE) ~~VAPA, LOTE, CTE~~ and two elective courses).
2. Courses are accepted at the discretion of the Director of Secondary Education and the Lead Secondary Education Coordinator.

MYA may accept a maximum of 10 credits per semester for math or LOTE courses taken in middle school (7th/8th) as follows:

1. Four - 5 unit core courses (Algebra I, Geometry, Algebra II, LOTE I and LOTE II courses). No credit is awarded for courses taken in any other discipline.
2. A student may also be required to take a mathematics or LOTE placement test.
3. Please note that students still must complete 2 math courses in grades 9 - 12, regardless of how many math courses were completed in middle school.
4. Courses are accepted at the discretion of MY Academy staff.

Motivated Youth Academy

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Policy Adopted: November 18, 2021

Policy revised: March 14, 2024

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STUDENT SERVICES**5075-MYA****TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY**

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STUDENT SERVICES**5075-MYA****TRANSCRIPTS FROM NON-ACCREDITED SCHOOLS POLICY**

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Coversheet

Approval of 2024-2025 First Interim Financial Report

Section:	IX. Business/Financial Services
Item:	A. Approval of 2024-2025 First Interim Financial Report
Purpose:	Vote
Submitted by:	
Related Material:	MYA First Interim Sept-Oct 24.10.31.pdf



Motivated Youth Academy

October 2024 Financials

First Interim

12/12/2024 Board Meeting

Highlights

- Variance analysis includes data for September and October.
- Enrollment stands at 249, with ADA of 231.57, and an Attendance Yield of 93%. There are no changes to this projection for the First Interim.
- Overall, expenses and revenues are trending close to previous projections.
- The projected days cash on hand at year-end are 118 days.
- \$469K in ERTC revenues, along with an additional \$91K in interest revenue, are included in the actuals.
- There are four specialty funds to utilize this year: AMS, EEBG, A-G, AMIMBG, & CSI.
- The year-end surplus is forecasted at \$17K, reflecting \$15K more this month.

Compliance and Reporting

- 13.41 : 1 Pupil to Teacher – compliant
- 40/80 currently supports an 85% funding determination. FY24-25 is NOT a funding determination year but we will track anyway.

Pupil:Teacher Ratio	
13.41	: 1

Cert.	Instr.
53.7%	78.1%
662,795	(89,874)

Revenue

- Revenues are forecasting at \$4.84M and \$21K more than the prior forecast.
- State Aid and Federal Revenues remain unchanged at \$3.56M and \$268K.
- Other State Revenue is forecasted at \$905K, reflecting a \$77K decrease after recategorizing interest funds. \$469K in ERTC revenues have now materialized.
- Other Local Revenue is projected at \$105K and added \$97K this month. Of this increase, \$91K comes from interest revenue from the IRS related to ERTC funds.
- Overall, revenue are trending close to prior projections for the First Interim.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	\$ 985,353	\$ 719,453	\$ 265,900	\$ 3,566,893	\$ 3,566,893	\$ -
Federal Revenue	4,406	59,797	(55,391)	267,664	246,381	21,283
Other State Revenue	495,727	190,689	305,038	905,468	892,164	13,303
Other Local Revenue	102,658	2,333	100,324	105,097	7,000	98,097
Total Revenue	\$ 1,588,144	\$ 972,273	\$ 615,871	\$ 4,845,122	\$ 4,712,438	\$ 132,683

Expenses

- Expenses are projecting at \$4.83M and increased a modest \$6K this month.
- Personnel costs are \$11K higher and mostly from higher Classified Salaries.
- Operational costs are \$5K lower but trending close to prior forecast.
- Below are some of the more significant but anticipated costs that have occurred:
 - \$56K paid for the ERTC consultant Michael Williams.
 - \$22K for Signature Resolutions, LLC costs.
 - \$17K for IT expenses for Keyn Group, LLC support.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 601,420	\$ 577,392	\$ (24,028)	\$ 1,961,586	\$ 1,881,250	\$ (80,336)
Classified Salaries	281,436	238,109	(43,327)	771,990	728,663	(43,327)
Benefits	245,261	273,041	27,780	857,344	867,374	10,030
Books and Supplies	111,091	64,290	(46,802)	291,172	292,181	1,009
Subagreement Services	2,458	17,136	14,678	176,032	184,842	8,810
Operations	63,584	39,589	(23,995)	123,943	118,767	(5,176)
Facilities	12,547	10,400	(2,147)	33,347	31,200	(2,147)
Professional Services	288,025	169,240	(118,785)	612,346	544,911	(67,435)
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
Total Expenses	\$ 1,605,822	\$ 1,389,197	\$ (216,625)	\$ 4,827,760	\$ 4,649,189	\$ (178,571)

Fund Balance

- MYA is forecasting a \$17K year-end surplus at 1st Interim.
- The fund balance is projecting at 24.4% of annual expenses.
- MYA continues with a healthy fund balance.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ (17,678)	\$ (416,924)	\$ 399,246	\$ 17,362	\$ 63,249	\$ (45,888)
Beginning Fund Balance	<u>1,158,566</u>	<u>1,158,566</u>		<u>1,158,566</u>	<u>1,158,566</u>	
Ending Fund Balance	<u>\$ 1,140,888</u>	<u>\$ 741,642</u>		<u>\$ 1,175,928</u>	<u>\$ 1,221,815</u>	
<i>As a % of Annual Expenses</i>	23.6%	16.0%		24.4%	26.3%	

Appendices

- Monthly Cash Flow / Forecast 24-25
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Compliance Reminders

FY24-25 Motivated Youth Academy

Monthly Cash Flow/Forecast 24/25

Revised 11/24/2024

Actuals Through:

ADA = 231.57



		Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA = 231.57	
State Aid - Revenue Limit																	
8011	LCFF State Aid	149,060	149,060	268,309	268,309	269,245	269,245	269,245	269,245	215,102	215,102	215,102	215,102	215,101	2,987,225	2,978,774	8,451
8012	Education Protection Account	-	-	11,596	-	-	11,579	-	-	11,579	-	-	-	11,561	46,314	46,314	-
8096	In Lieu of Property Taxes	-	32,081	64,162	42,775	42,731	42,731	42,731	42,731	74,471	37,235	37,235	37,235	37,235	533,354	541,805	(8,451)
		149,060	181,141	344,067	311,084	311,976	323,555	311,976	311,976	301,151	252,337	252,337	252,337	263,897	3,566,893	3,566,893	(0)
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	2,713	2,713	2,713	2,713	3,850	3,850	3,850	3,850	3,850	30,104	30,104	-
8290	Title I, Part A - Basic Low Income	-	-	-	-	-	42,494	-	-	-	-	-	-	14,165	56,659	37,280	19,379
8291	Title II, Part A - Teacher Quality	-	-	-	1,851	-	5,552	-	-	-	-	-	-	(1)	7,402	5,553	1,849
8296	Other Federal Revenue	-	-	-	2,500	-	-	43,361	-	-	43,361	-	-	84,222	173,444	173,444	-
8299	Prior Year Federal Revenue	-	55	-	-	-	-	-	-	-	-	-	-	-	55	-	55
		-	55	-	4,351	2,713	50,759	46,074	2,713	3,850	47,211	3,850	3,850	102,236	267,664	246,381	21,283
Other State Revenue																	
8311	State Special Education	-	-	9,579	17,243	18,056	18,056	18,056	18,056	20,257	20,257	20,257	20,257	20,257	200,334	200,334	-
8520	Child Nutrition	-	-	-	-	1,193	1,193	1,193	1,193	1,193	1,193	1,193	1,193	2,385	11,926	12,553	(628)
8550	Mandated Cost	-	-	-	-	-	11,069	-	-	-	-	-	-	-	11,069	11,069	-
8560	State Lottery	-	-	-	-	-	-	15,828	-	-	15,828	-	-	31,563	63,219	57,661	5,558
8598	Prior Year Revenue	-	-	344,303	124,602	-	-	-	-	-	-	-	-	-	468,905	-	468,905
8599	Other State Revenue	-	-	-	-	1,042	1,042	35,651	1,042	1,042	35,651	1,042	1,042	72,460	150,016	610,548	(460,532)
		-	-	353,882	141,845	20,291	31,360	70,728	20,291	22,492	72,929	22,492	22,492	126,666	905,468	892,164	13,303
Other Local Revenue																	
8660	Interest Revenue	1,449	-	72,258	28,951	105	105	105	105	105	105	105	105	-	103,500	2,000	101,500
8980	Contributions, Unrestricted	-	-	-	-	200	200	200	200	200	200	200	200	-	1,597	5,000	(3,403)
		1,449	-	72,258	28,951	305	305	305	305	305	305	305	305	-	105,097	7,000	98,097
Total Revenue		150,509	181,196	770,208	486,231	335,285	405,979	429,084	335,285	327,797	372,782	278,984	278,984	492,799	4,845,122	4,712,438	132,683
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	74,241	113,633	119,765	133,140	120,210	120,210	120,210	120,210	120,210	120,210	120,210	120,210	-	1,402,456	1,370,843	(31,613)
1175	Teachers' Extra Duty/Stipends	-	-	-	-	8,947	8,947	8,947	8,947	8,947	8,947	8,947	8,947	-	71,576	104,500	32,924
1200	Pupil Support Salaries	15,985	18,841	18,716	18,766	18,641	18,641	18,641	18,641	18,641	18,641	18,641	18,641	-	221,441	139,235	(82,206)
1300	Administrators' Salaries	21,764	22,139	22,014	22,414	22,223	22,223	22,223	22,223	22,223	22,223	22,223	22,223	-	266,113	266,672	558
		111,990	154,613	160,495	174,321	170,021	170,021	170,021	170,021	170,021	170,021	170,021	170,021	-	1,961,586	1,881,250	(80,336)
Classified Salaries																	
2100	Instructional Salaries	20,976	19,698	16,049	22,812	18,470	18,470	18,470	18,470	18,470	18,470	18,470	18,470	-	227,297	214,475	(12,821)
2200	Support Salaries	52,149	44,717	35,265	47,508	25,261	25,261	25,261	25,261	25,261	25,261	25,261	25,261	-	381,730	303,135	(78,595)
2400	Clerical and Office Staff Salaries	4,595	7,085	4,282	6,299	17,588	17,588	17,588	17,588	17,588	17,588	17,588	17,588	-	162,964	211,053	48,090
		77,721	71,500	55,596	76,619	61,319	61,319	61,319	61,319	61,319	61,319	61,319	61,319	-	771,990	728,663	(43,327)
Benefits																	
3101	STRS	-	350	29,778	29,440	32,542	32,542	32,542	32,542	32,542	32,542	32,542	32,542	-	319,906	359,319	39,413
3301	OASDI	4,702	5,169	3,701	5,066	3,588	3,588	3,588	3,588	3,588	3,588	3,588	3,588	-	47,346	45,177	(2,169)
3311	Medicare	2,693	3,308	3,039	3,575	3,306	3,306	3,306	3,306	3,306	3,306	3,306	3,306	-	39,065	37,844	(1,221)
3401	Health and Welfare	28,366	29,812	28,652	30,307	26,250	26,250	26,250	26,250	26,250	26,250	26,250	26,250	-	327,138	303,750	(23,388)
3501	State Unemployment	284	427	206	193	1,349	1,349	6,744	5,396	2,698	1,349	1,349	1,349	-	22,693	26,453	3,759
3601	Workers' Compensation	13,287	-	-	22,905	3,192	3,192	3,192	3,192	3,192	3,192	3,192	3,192	-	61,731	36,539	(25,192)
3901	Other Benefits	-	-	-	-	4,933	4,933	4,933	4,933	4,933	4,933	4,933	4,933	-	39,466	58,293	18,827
		49,331	39,067	65,376	91,487	75,162	75,162	80,557	79,208	76,510	75,162	75,162	75,162	-	857,344	867,374	10,030
Books and Supplies																	
4100	Textbooks and Core Curricula	-	-	-	-	857	1,017	1,017	1,017	1,017	1,017	1,017	1,017	-	7,973	8,000	27
4302	School Supplies	-	94	13	24	-	48	711	7,528	2,652	2,652	2,652	2,652	-	19,025	19,025	-
4305	Software	51,613	6,871	4,447	11,376	4,653	4,763	4,763	4,763	4,763	4,763	4,763	4,763	-	112,298	112,300	2
4310	Office Expense	298	8,298	1,128	12,619	2,690	3,567	3,567	3,567	3,567	3,567	3,567	3,567	-	50,000	50,000	0
4311	Business Meals	62	-	129	1,862	259	350	350	350	350	350	350	350	-	4,762	4,800	38
4400	Noncapitalized Equipment	-	8,567	(763)	2,383	-	193	2,833	30,005	10,571	10,571	10,571	10,571	-	85,503	85,503	-
4700	Food Services	-	-	982	1,089	1,193	1,193	1,193	1,193	1,193	1,193	1,193	1,193	-	11,611	12,553	942
		51,973	23,830	5,936	29,353	9,651	11,130	14,433	48,421	24,112	24,112	24,112	24,112	-	291,172	292,181	1,009
Subagreement Services																	
5102	Special Education	-	-	-	70	3,010	3,010	3,010	3,010	3,010	3,010	3,010	3,010	-	24,150	30,100	5,950
5104	Transportation	-	-	-	-	930	930	930	930	930	930	930	930	-	7,440	9,300	1,860
5106	Other Educational Consultants	-	462	1,740	186	-	354	5,194	55,000	19,377	19,377	19,377	19,377	-	140,442	140,442	-
5107	Instructional Services	-	-	-	-	500	500	500	500	500	500	500	500	-	4,000	5,000	1,000
		-	462	1,740	256	4,440	4,794	9,634	59,440	23,817	23,817	23,817	23,817	-	176,032	184,842	8,810
Operations and Housekeeping																	
5201	Auto and Travel	816	1,606	2,136	6,199	250	250	250	250	250	250	250	250	-	12,760	18,800	6,040

FY24-25 Motivated Youth Academy

Monthly Cash Flow/Forecast 24/25

Revised 11/24/2024

Actuals Through:

ADA = 231.57



ADA = 231.57			Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5300	Dues & Memberships		3,286	-	1,230	968	856	995	1,142	1,142	1,142	1,142	1,142	1,142	-	14,186	13,700	(485)
5400	Insurance		11,481	2,110	2,110	2,110	1,620	1,620	1,620	1,620	1,620	1,620	1,620	1,620	-	30,775	29,167	(1,608)
5516	Miscellaneous Expense		-	-	-	-	500	500	500	500	500	500	500	500	-	4,000	5,000	1,000
5900	Communications		954	10,386	7,829	7,871	3,486	3,486	3,187	4,067	4,067	4,067	4,067	4,067	-	57,531	48,800	(8,731)
5901	Postage and Shipping		240	306	790	1,155	275	275	275	275	275	275	275	275	-	4,692	3,300	(1,392)
			16,778	14,408	14,094	18,304	6,988	7,127	6,974	7,854	7,854	7,854	7,854	7,854	-	123,943	118,767	(5,176)
Facilities, Repairs and Other Leases																		
5601	Rent		2,724	2,410	3,319	2,813	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	-	27,733	24,700	(3,033)
5602	Additional Rent		-	-	-	-	333	333	333	333	333	333	333	333	-	2,667	4,000	1,333
5604	Other Leases		320	320	320	320	208	208	208	208	208	208	208	208	-	2,947	2,500	(447)
			3,044	2,730	3,639	3,133	2,600	2,600	2,600	2,600	2,600	2,600	2,600	2,600	-	33,347	31,200	(2,147)
Professional/Consulting Services																		
5801	IT		14,271	4,720	16,814	890	4,192	4,192	4,192	4,192	4,192	4,192	4,192	4,192	-	70,229	62,300	(7,929)
5802	Audit & Taxes		9,012	-	-	-	4,140	4,140	3,418	-	-	-	-	-	-	20,710	20,700	(10)
5803	Legal		-	4,152	-	21,915	2,958	2,925	2,925	2,925	2,925	2,925	2,925	2,925	-	49,500	49,500	-
5804	Professional Development		20,450	26,946	3,960	1,207	2,823	2,917	2,917	2,917	2,917	2,917	2,917	2,917	-	75,803	75,800	(3)
5805	General Consulting		16,700	9,050	4,150	79,833	9,417	9,917	9,917	9,917	9,917	9,917	9,917	9,917	-	188,566	134,000	(54,566)
5806	Special Activities/Field Trips		-	-	-	49	-	54	788	8,347	2,941	2,941	2,941	2,941	-	21,000	21,000	-
5807	Bank Charges		25	20	221	25	67	67	67	67	67	67	67	67	-	825	800	(25)
5808	Printing		-	452	-	601	-	-	-	-	-	-	-	-	-	1,053	-	(1,053)
5809	Other taxes and fees		13	176	290	122	283	283	283	283	283	283	283	283	-	2,868	3,400	532
5810	Payroll Service Fee		488	1,048	1,080	1,080	2,325	2,325	2,325	2,325	2,325	2,325	2,325	2,325	-	22,295	27,900	5,605
5811	Management Fee		7,854	10,812	-	20,096	7,564	7,564	7,564	7,564	7,564	7,564	7,564	7,564	-	99,271	88,444	(10,828)
5812	District Oversight Fee		-	-	3,616	3,616	2,808	2,912	2,808	2,808	2,710	2,271	2,271	2,271	4,011	32,102	32,102	-
5813	County Fees		2,271	-	-	-	-	-	1,467	-	-	1,467	-	-	1,467	6,671	4,400	(2,271)
5814	SPED Encroachment		-	-	-	-	727	727	727	844	844	844	844	844	1,783	8,065	8,065	-
5815	Public Relations/Recruitment		-	-	-	-	1,653	1,833	1,650	1,650	1,650	1,650	1,650	1,650	-	13,387	16,500	3,113
			71,084	57,376	30,131	129,434	38,956	39,855	41,046	43,720	38,334	39,361	37,894	37,894	7,260	612,346	544,911	(67,435)
Depreciation																		
			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest																		
			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses			381,923	363,987	337,007	522,906	369,136	372,007	386,584	472,584	404,566	404,245	402,778	402,778	7,260	4,827,760	4,649,189	(178,571)
Monthly Surplus (Deficit)			(231,414)	(182,790)	433,201	(36,675)	(33,850)	33,972	42,500	(137,299)	(76,769)	(31,463)	(123,794)	(123,794)	485,538	17,362	63,249	(45,888)
Cash Flow Adjustments																0.4%		
Monthly Surplus (Deficit)			(231,414)	(182,790)	433,201	(36,675)	(33,850)	33,972	42,500	(137,299)	(76,769)	(31,463)	(123,794)	(123,794)	485,538	17,362		
Cash flows from operating activities																		
Depreciation/Amortization			-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables			14,446	-	109,919	86,161	-	-	476,692	-	-	-	-	-	(492,799)	194,419		
Grants and Contributions Rec.			23,440	-	746	17,252	-	-	-	-	-	-	-	-	-	41,438		
Due To/From Related Parties			-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses			59,116	(4,606)	35,203	(890)	-	-	-	-	-	-	-	-	-	88,823		
Other Assets			-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable			(24,696)	1,550	(6,302)	325	-	-	-	-	-	-	-	-	7,260	(21,862)		
Accrued Expenses			(13,242)	(11,725)	(25,414)	19,268	-	-	-	-	-	-	-	-	-	(31,114)		
Other Liabilities			-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue			2,667	2,667	4,800	48,396	-	-	-	-	-	-	-	(221,170)	-	(162,640)		
Total Change in Cash			(169,683)	(194,904)	552,152	133,836	(33,850)	33,972	519,192	(137,299)	(76,769)	(31,463)	(123,794)	(344,964)			# Days Cash	
																118		
Cash, Beginning of Month			1,429,289	1,259,606	1,064,702	1,616,855	1,750,691	1,716,841	1,750,813	2,270,005	2,132,706	2,055,937	2,024,474	1,900,680				
Cash, End of Month			1,259,606	1,064,702	1,616,855	1,750,691	1,716,841	1,750,813	2,270,005	2,132,706	2,055,937	2,024,474	1,900,680	1,555,715				

MY Academy Charter**Budget vs Actual**

For the period ended October 31, 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	\$ 268,309	\$ 268,483	\$ (174)	\$ 834,738	\$ 566,798	\$ 267,940	\$2,978,774
Education Protection Account	-	-	-	11,596	11,579	18	46,314
In Lieu of Property Taxes	42,775	43,408	(633)	139,019	141,076	(2,057)	541,805
Total State Aid - Revenue Limit	311,084	311,891	(807)	985,353	719,453	265,900	3,566,893
Federal Revenue							
Special Education - Entitlement	-	2,713	(2,713)	-	5,728	(5,728)	30,104
Title I, Part A - Basic Low Income	-	-	-	-	9,320	(9,320)	37,280
Title II, Part A - Teacher Quality	1,851	-	1,851	1,851	1,388	463	5,553
Other Federal Revenue	2,500	43,361	(40,861)	2,500	43,361	(40,861)	173,444
Prior Year Federal Revenue	-	-	-	55	-	55	-
Total Federal Revenue	4,351	46,074	(41,723)	4,406	59,797	(55,391)	246,381
Other State Revenue							
State Special Education	17,243	18,056	(813)	26,822	38,119	(11,297)	200,333
State Child Nutrition	-	628	(628)	-	628	(628)	12,553
Mandated Cost	-	-	-	-	-	-	11,069
State Lottery	-	-	-	-	-	-	57,661
Prior Year Revenue	124,602	-	124,602	468,905	-	468,905	-
Other State Revenue	-	150,784	(150,784)	-	151,942	(151,942)	610,547
Total Other State Revenue	141,845	169,468	(27,623)	495,727	190,689	305,038	892,164
Other Local Revenue							
Interest Revenue	28,951	167	28,784	102,658	667	101,991	2,000
Contributions, Unrestricted	-	417	(417)	-	1,667	(1,667)	5,000
Total Other Local Revenue	28,951	583	28,367	102,658	2,333	100,325	7,000
Total Revenues	486,231	528,017	(41,787)	1,588,144	972,273	615,871	4,712,438
Expenses							
Certificated Salaries				601,420			
Teachers' Salaries	133,140	120,210	(12,930)	440,778	409,166	(31,613)	1,370,843
Teachers' Extra Duty/Stipends	-	8,947	8,947	-	32,924	32,924	104,500
Pupil Support Salaries	18,766	11,603	(7,164)	72,309	46,412	(25,898)	139,235
Administrators' Salaries	22,414	22,223	(192)	88,332	88,891	558	266,672
Other Certificated Salaries	-	-	-	-	-	-	-
Total Certificated Salaries	174,321	162,982	(11,339)	601,420	577,392	(24,028)	1,881,250
Classified Salaries				281,436			
Instructional Salaries	22,812	18,470	(4,341)	79,535	66,713	(12,821)	214,475
Support Salaries	47,508	25,261	(22,247)	179,640	101,045	(78,595)	303,135
Supervisors' and Administrators' Salaries	-	-	-	-	-	-	-
Clerical and Office Staff Salaries	6,299	17,588	11,289	22,261	70,351	48,090	211,053
Total Classified Salaries	76,619	61,319	(15,300)	281,436	238,109	(43,327)	728,663
Benefits				245,261			
State Teachers' Retirement System, certificated positions	29,440	31,130	1,690	59,567	110,282	50,714	359,319
OASDI/Medicare/Alternative, certificated positions	5,066	3,802	(1,264)	18,639	14,763	(3,876)	45,177
Medicare/Alternative, certificated positions	3,575	3,252	(323)	12,614	11,825	(790)	37,844
Health and Welfare Benefits, certificated positions	30,307	25,313	(4,995)	117,138	101,250	(15,888)	303,750
State Unemployment Insurance, certificated positions	193	1,323	1,129	1,111	5,290	4,179	26,452
Workers' Compensation Insurance, certificated positions	22,905	3,140	(19,765)	36,192	11,417	(24,775)	36,539
Other Benefits, certificated positions	-	5,010	5,010	-	18,214	18,214	58,293
Total Benefits	91,487	72,969	(18,518)	245,261	273,041	27,780	867,374
Books & Supplies							
Textbooks and Core Materials	-	667	667	-	2,667	2,667	8,000
School Supplies	24	-	(24)	130	316	186	19,025
Software	11,376	9,358	(2,017)	74,307	37,433	(36,874)	112,300
Office Expense	12,619	4,167	(8,453)	22,343	16,667	(5,677)	50,000
Business Meals	1,862	400	(1,462)	2,053	1,600	(453)	4,800
Noncapitalized Equipment	2,383	-	(2,383)	10,187	1,422	(8,765)	85,503
Food Services	1,089	1,046	(43)	2,071	4,184	2,113	12,553
Total Books & Supplies	29,353	15,638	(13,715)	111,091	64,289	(46,802)	292,181
Subagreement Services							
Special Education	70	2,508	2,438	70	10,033	9,963	30,100
Transportation	-	775	775	-	3,100	3,100	9,300

MY Academy Charter**Budget vs Actual**

For the period ended October 31, 2024

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Other Educational Consultants	186	-	(186)	2,388	2,336	(52)	140,442
Instructional Services					1,667	1,667	5,000
Total Subagreement Services	256	3,283	3,027	2,458	17,136	14,678	184,842
Operations & Housekeeping							
Auto and Travel	6,199	1,567	(4,632)	10,757	6,267	(4,490)	18,800
Dues & Memberships	968	1,142	174	5,484	4,567	(917)	13,700
Insurance	2,110	2,431	320	17,812	9,722	(8,090)	29,167
Miscellaneous Expense	-	417	417	-	1,667	1,667	5,000
Communications	7,871	4,067	(3,804)	27,040	16,267	(10,773)	48,800
Postage and Shipping	1,155	275	(880)	2,492	1,100	(1,392)	3,300
Total Operations & Housekeeping	18,304	9,897	(8,407)	63,584	39,589	(23,995)	118,767
Facilities, Repairs & Other Leases							
Rent	2,813	2,058	(755)	11,267	8,233	(3,033)	24,700
Additional Rent	-	333	333	-	1,333	1,333	4,000
Other Leases	320	208	(112)	1,280	833	(447)	2,500
Total Facilities, Repairs & Other Leases	3,133	2,600	(533)	12,547	10,400	(2,147)	31,200
Professional/Consulting Services							
IT	890	5,192	4,302	36,696	20,767	(15,929)	62,300
Audit & Taxes	-	6,900	6,900	9,012	6,900	(2,112)	20,700
Legal	21,915	4,125	(17,790)	26,067	16,500	(9,567)	49,500
Professional Development	1,207	6,317	5,109	52,564	25,267	(27,297)	75,800
General Consulting	79,833	11,167	(68,666)	109,733	44,667	(65,066)	134,000
Special Activities/Field Trips	49	-	(49)	49	349	300	21,000
Bank Charges	25	67	41	292	267	(25)	800
Printing	601	-	(601)	1,053	-	(1,053)	-
Other Taxes and Fees	122	283	161	602	1,133	532	3,400
Payroll Service Fee	1,080	2,325	1,245	3,695	9,300	5,605	27,900
Management Fee	20,096	7,370	(12,725)	38,761	29,481	(9,280)	88,444
District Oversight Fee	3,616	2,807	(809)	7,232	6,475	(757)	32,102
County Fees	-	1,100	1,100	2,271	1,100	(1,171)	4,400
SPED Encroachment	-	727	727	-	1,535	1,535	8,065
Public Relations/Recruitment	-	1,375	1,375	-	5,500	5,500	16,500
Total Professional/Consulting Services	129,434	49,754	(79,680)	288,025	169,240	(118,785)	544,911
Total Expenses	522,906	378,443	(144,463)	1,605,822	1,389,197	(216,626)	4,649,187
Change in Net Assets	(36,675)	149,575	(186,249)	(17,679)	(416,924)	399,245	63,251
Net Assets, Beginning of Period	1,177,562			1,158,566			
Net Assets, End of Period	\$ 1,140,888			\$ 1,140,888			

MY Academy Charter**Statement of Financial Position****October 31, 2024**

	Current Balance	Beginning Year Balance	YTD Change	YTD % Change
Assets				
Current Assets				
Unrestricted Cash	\$ 1,750,691	\$ 1,429,289	\$ 321,402	22%
Cash & Cash Equivalents	1,750,691	1,429,289	321,402	22%
Accounts Receivable	58,691	100,129	(41,438)	-41%
Public Funding Receivables	31,187	241,713	(210,526)	-87%
Prepaid Expenses	48,641	137,463	(88,823)	-65%
Total Current Assets	1,889,210	1,908,595	(19,385)	-1%
Total Assets	\$ 1,889,210	\$ 1,908,595	\$ (19,385)	-1%
Liabilities				
Current Liabilities				
Accounts Payable	\$ (258)	\$ 28,865	\$ (29,123)	-101%
Accrued Liabilities	94,824	125,937	(31,114)	-25%
Deferred Revenue	653,756	595,226	58,530	10%
Total Current Liabilities	748,322	750,029	(1,706)	0%
Total Liabilities	748,322	750,029	(1,706)	0%
Total Net Assets	1,140,888	1,158,566	(17,679)	-2%
Total Liabilities and Net Assets	\$ 1,889,210	\$ 1,908,595	\$ (19,385)	-1%

MY Academy Charter
Check Register
For the period ended October 31, 2024

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20911	SchoolsFirst Plan Administration	MYA 403b 9/26/24	10/2/2024	\$5,521.99
20912	Acacia HR	Services for October 2024	10/3/2024	4,800.00
20913	Amazon Capital	Office Supplies	10/3/2024	66.55
20914	California Schools VEBA	Health Ins. - 10/24	10/3/2024	33,695.21
20915	Charter Impact	Business Management - 10/24	10/3/2024	7,854.00
20916	Verizon	Communication Svcs - 08/06/24 - 09/05/24	10/3/2024	310.08
20917	Signature Resolution	Legal Svcs - Lares v. The Collaborative	10/7/2024	21,840.00
20918	Alpha Vision	Software - Backupify G-Suite - 10/24	10/8/2024	70.00
20919	Amtrust North America	Workers' Comp Audit - 07/2023	10/8/2024	22,905.00
20920	Charter Impact	Payroll Processing Fee - 09/24	10/8/2024	367.75
20921	Hatch & Cesario, Attorneys-at	Legal Svcs - 09/24	10/8/2024	75.00
20922	NCS Pearson	SpEd Assessment Software	10/8/2024	1,975.00
20923	Pro Imprint	SSC Tabling Supplies	10/8/2024	2,950.70
20924	School Pathways	Annual Subscription True Up - 07/01/24 - 09/30/24	10/8/2024	169.69
20925	Verizon	Communication Svcs - 09/02/24 - 10/01/24	10/8/2024	5,782.42
20926	YMCA of San Diego	Membership - 09/23/24 - 03/23/25	10/8/2024	186.00
20927	Aloha Copy &	CUME File Scanning	10/16/2024	1,971.66
20928	American Casual	Community Outreach Supplies	10/16/2024	952.43
20929	California Association of Public Information	Webinar Registration - 10/10/24	10/16/2024	30.00
20930	Cook Center for Human	2024-25 Parent/Staff Coaching	10/16/2024	5,000.00
20931	Corodata Records Management	Record Storage - 09/24	10/16/2024	63.28
20932	San Diego Computer Using	Powered Learning Fair '24 - Registration (2)	10/16/2024	159.14
20934	School Pathways	Subscription (35) - 07/01/24 - 06/30/25	10/16/2024	5,158.59
20935	TSW Therapy	SpEd Svcs	10/16/2024	70.00
20936	Scenario Learning	2024-25 Employee Safety & Compliance Training	10/18/2024	716.63
20937	C and L Hath Consulting	Custom Apparel	10/22/2024	4,286.70
20938	Campo Café	Meals - 09/24/24 - 10/17/24	10/22/2024	1,089.35
20939	Charter Schools Development	CSDC Membership - 11/24/24 - 11/23/25	10/22/2024	968.00
20940	Forth and Sons	Web Svcs - QR Codes	10/22/2024	650.00
20941	KRA Corporation	Consulting Svcs - 09/24	10/22/2024	4,972.80
20942	Pro Imprint	Custom Apparel	10/22/2024	513.00
20943	Securian Life Insurance	Life Ins - 10/24	10/22/2024	878.29
20944	CFOMW Tax	General Consulting Fee	10/23/2024	55,985.34
20945	Acacia HR	Services for November 2024	10/30/2024	4,800.00
20946	Charter Impact	Student Data Svcs - 09/24	10/30/2024	12,241.50
20947	Securian Life Insurance	ANGELA, SULLIVAN, HEIDI	10/30/2024	890.29
322271620000122	R&B Communications	Website Svcs - 08/24	10/8/2024	2,503.00
322271620000123	Michael P Humphrey	Stipend - 10/24 - Additional	10/8/2024	1,100.00
322271620000124	William W. Hall	Stipend - 10/24 - Additional	10/8/2024	1,100.00
322271620000125	Peter Matz	Stipend - 10/24	10/8/2024	650.00
322271620000126	Steve Fraire	Stipend - 10/24	10/8/2024	650.00
322271620000127	Larry Albert Alvarado	Stipend - 10/24	10/8/2024	650.00
322271620000128	GHA Technologies	Laptop (2)	10/8/2024	1,188.57
322271620000129	Amazon Capital	Office Supplies	10/8/2024	38.66
322271620000130	Propio Language Services	Interpretation Svcs - 09/24	10/8/2024	124.60
322271620000131	Keyn Group	IT Support - Additional Devices	10/18/2024	240.00
322271620000132	R&B Communications	Website Svcs - 09/24	10/18/2024	1,003.00
322271620000133	Amazon Capital	Office Supplies	10/18/2024	263.32
322271620000134	Liminex, Inc	License (250) - 11/01/24 - 10/31/25	10/30/2024	1,510.00
ACH	Chase	Service Charges	10/3/2024	25.45
ACH	Paylocity	Federal & State Tax Payments for Pay Date 100324S	10/3/2024	35.42
ACH	Paylocity	Federal & State Tax Payments for Pay Date 101024	10/9/2024	8,232.68
ACH	Chase	Chase CC# 0904 Payment Oct24	10/15/2024	12,164.63
ACH	OneBridge FSA	Admin Fees & Minimum Adjustment	10/16/2024	50.00
ACH	Paylocity	Q3 2024 Payroll Tax Payment	10/17/2024	417.22
ACH	Paylocity	Paylocity Fees 10/24	10/21/2024	712.02
ACH	Philadelphia Insurance	Ins. 10/24 - Specialty School Umbrella	10/23/2024	2,110.18
ACH	Paylocity	Federal & State Tax Payments for Pay Date 102524	10/24/2024	39,027.85
Voided - 20895	R&B Communications	Website Svcs - 08/24	10/7/2024	Void
Voided - 20933	Scenario Learning	2024-25 Employee Safety & Compliance Training	10/16/2024	Void
Total Disbursements Issued in August				\$ 283,762.99

Motivated Youth Academy 60-Day Compliance Calendar October 31, 2024						
Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Set by Authorizer (by Dec 15)	1st Interim Financial Report - Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.asp
DATA TEAM	Dec-13	CALPADS - Fall 1 Certification deadline - Please be mindful that Level-2 certification within CALPADS means that these data have been reviewed and approved by your superintendent or IRC administrator. Failure to properly review and amend these data in CALPADS within the allotted amendment window will result in the improper certification of official Fall 1 data within CALPADS, which can impact a number of things, including LCFF funding, reclassified fluent-English proficient (RFEP) counts/rates, and A–G graduate counts.	Charter Impact with MYA support	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Dec-15	Annual Audit Review and Board Approval - Charter Schools are required to submit an independent audit report to the CDE, the State Controller’s Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by December 15 of each year.	MYA with Charter Impact support	Yes	No	https://www.cde.ca.gov/fg/au/ag/submitauditrpt.asp
FINANCE	Dec-15	LREBG Interim Expenditure Reporting - LEAs receiving LREBG apportionments are required to report interim expenditures of those apportioned funds by December 15, 2024. The LREBG Interim Expenditure Report will be completed and submitted through the CDE’s Grant Management and Reporting Tool (GMART). Please see the CDE GMART Instructions web page for more information on how to complete, submit, and export the Interim Expenditure Report.	Charter Impact with MYA support	No	No	https://www.cde.ca.gov/fg/aa/ca/lrebgbgpgminfo.asp
DATA	Dec-16	CALPADS - Fall 2 Submission Window opens - Information will be used by the US Department of Education and the California Department of Education to gain insights into student course enrollments, services rendered in support of school's English Learner population, staff assignments and full-time equivalent levels. The reported data represent a snapshot of a school's status in the previously listed areas per Census Day, October 2,2024. Schools have until February 28, 2025 to certified data. IMPORTANT: Fall 2 Staff assignment data will be referenced by the Commission on Teacher Credentialing (CTC) for accountability purposes. CTC will cross reference teachers' credential information with the courses/sections they are assigned to teach. CTC will report misassignments/discrepancies to your charter authorizer.	Charter Impact submits with data provided by MYA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
DATA TEAM	Set by Authorizer (by Jan 17)	Principal Apportionment P1 - The First Principal attendance period, designated P-1, is the attendance count for all full school months during the period from July 1 through the last school month that ends on or before December 31 of the FY, and is used by the CDE to compute the P-1 Apportionment. Attendance data collected within the P-1 reporting date range must be uploaded into the state's Principal Apportionment Data Collection portal.	Charter Impact with MYA support	No	Yes	https://www.cde.ca.gov/fg/sf/pa/
FINANCE	Jan-15	Federal Stimulus Reporting - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received from ESSER II and ESSER III. LEAs are required to report corrections for the period through September 30, 2024.	Charter Impact with MYA support	No	No	https://www.cde.ca.gov/fg/cr/reporting.asp
FINANCE	Jan-15	Consolidated Application (ConApp) reporting - Winter - The ConApp is used by the CDE to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The winter release is submitted in January of each year and contains the LEA's entitlements for each funded program.	Charter Impact with MYA support	No	No	https://www.cde.ca.gov/fg/aa/co/carass.asp
DATA	Jan-24	CALPADS - Fall 1 Amendment deadline - Final opportunity to review and correct your certified CALPADS - Fall 1 student data. Students' program eligibility information associated with lunch, special education, homeless, English language learner, school enrollment and graduation statuses will be submitted to the CDE. This data will be used to in CDE's CA Dashboard calculations and determine access to funding such as student meal reimbursements and unduplicated count factors.	Charter Impact submits with data provided by MYA	No	No	https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp
FINANCE	Jan-31	Federal Cash Management - Period 3 - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III EL; Title III Immigrant; and Title IV, Part A programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/fg/aa/cm/

Coversheet

Approval of Annual Independent Auditors' Report for Motivated Youth Academy, Year Ended June 30, 2024 (Draft) - Prepared by CliftonLarsonAllen (CLA)

Section: IX. Business/Financial Services
Item: B. Approval of Annual Independent Auditors' Report for Motivated Youth Academy, Year Ended June 30, 2024 (Draft) - Prepared by CliftonLarsonAllen (CLA)
Purpose: Vote
Submitted by:
Related Material:
MYA Audited Financial Statement ending 6.30.24 DRAFT as of 2024.12.12.pdf
MYA Representation Letter DRAFT as of 2024.12.12.pdf
MYA Governance Communication DRAFT as of 2024.12.12.pdf

MOTIVATED YOUTH ACADEMY
FINANCIAL STATEMENTS
AND SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2024
MOTIVATED YOUTH ACADEMY - CHARTER #1628

DRAFT - For Discussion Purposes only; Subject to Revision

**MOTIVATED YOUTH ACADEMY
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Motivated Youth Academy
Escondido, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Motivated Youth Academy (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2024, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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

Board of Directors
Motivated Youth Academy

Auditors' Responsibility for the Audit of the Financial Statements

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

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

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

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

Board of Directors
Motivated Youth Academy

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The supplementary information (as identified in the table of contents) accompanying supplementary schedules are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the local education agency organization structure but does not include the financial statements and our auditors' report thereon. Our opinion on the financial statements does not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by Government Auditing Standards

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

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

**MOTIVATED YOUTH ACADEMY
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2024**

ASSETS

CURRENT ASSETS

Cash and Cash Equivalents	\$ 1,429,289
Accounts Receivable	341,842
Prepaid Expenses and Other Assets	137,463
Total Current Assets	<u>\$ 1,908,594</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts Payable and Accrued Liabilities	\$ 154,802
Deferred Revenue	595,226
Total Current Liabilities	<u>750,028</u>

NET ASSETS

Net Assets Without Donor Restrictions	<u>1,158,566</u>
Total Net Assets	<u>1,158,566</u>
Total Liabilities and Net Assets	<u>\$ 1,908,594</u>

See accompanying Notes to Financial Statements.

**MOTIVATED YOUTH ACADEMY
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2024**

REVENUES, WITHOUT DONOR RESTRICTIONS

State Revenue:	
State Aid	\$ 2,988,842
Other State Revenue	301,633
Federal Revenue:	
Grants and Entitlements	265,203
Local Revenue:	
In-Lieu Property Tax Revenue	534,137
Investment Income	9,011
Other Revenue	708
Total Revenues	<u>4,099,534</u>

EXPENSES

Program Services	3,745,163
Management and General	379,054
Total Expenses	<u>4,124,217</u>

CHANGE IN NET ASSETS

(24,683)

Net Assets Without Donor Restrictions - Beginning of Year

1,183,249**NET ASSETS WITHOUT DONOR RESTRICTIONS - END OF YEAR**\$ 1,158,566

See accompanying Notes to Financial Statements.

**MOTIVATED YOUTH ACADEMY
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2024**

	Program Services	Management and General	Total
Salaries and Wages	\$ 2,159,310	\$ 38,323	\$ 2,197,633
Pension Expense	290,212	-	290,212
Other Employee Benefits	372,032	6,650	378,682
Payroll Taxes	57,168	1,022	58,190
Management Fees	-	127,299	127,299
Legal Expenses	-	32,142	32,142
Accounting Expenses	-	31,473	31,473
Instructional Materials	174,427	1,192	175,619
Other Fees for Services	225,093	105,705	330,798
Office Expenses	66,853	1,195	68,048
Printing and Postage Expenses	-	589	589
Information Technology Expenses	202,450	1,163	203,613
Occupancy Expenses	51,024	912	51,936
Travel Expenses	46,920	-	46,920
Insurance Expense	28,438	508	28,946
Other Expenses	71,236	30,881	102,117
Total Expenses by Function	<u>\$ 3,745,163</u>	<u>\$ 379,054</u>	<u>\$ 4,124,217</u>

See accompanying Notes to Financial Statements.

**MOTIVATED YOUTH ACADEMY
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2024**

CASH FLOWS FROM OPERATING ACTIVITIES

Change in Net Assets	\$ (24,683)
Adjustments to Reconcile Change in Net Assets to Net	
Cash Used by Operating Activities:	
(Increase) Decrease in Assets:	
Accounts Receivable	(128,803)
Prepaid Expenses and Other Assets	(82,738)
Increase (Decrease) in Liabilities:	
Accounts Payable and Accrued Liabilities	(153,250)
Deferred Revenue	(430)
Net Cash Used by Operating Activities	<u>(389,904)</u>

NET CHANGE IN CASH AND CASH EQUIVALENTS

(389,904)

Cash and Cash Equivalents - Beginning of Year

1,819,193**CASH AND CASH EQUIVALENTS - END OF YEAR**\$ 1,429,289

See accompanying Notes to Financial Statements.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Motivated Youth Academy is a charter school and is a nonprofit benefit corporation under the laws of the State of California as of June 30, 2024.

Basis of Accounting

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

Basis of Presentation

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

Use of Estimates

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

Functional Allocation of Expenses

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

Cash and Cash Equivalents

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

Net Asset Classes

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

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

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Asset Classes (Continued)

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

Accounts Receivables

Accounts receivable primarily represent amounts due from federal and state governments as of June 30, 2024. Management believes that all receivables are fully collectible, therefore no provisions for uncollectible accounts were recorded.

Revenue Recognition

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

Contributions

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

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2024, the School has conditional grants of \$619,194 of which \$595,226 is recognized as deferred revenue in the statement of financial position.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Property Taxes

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

Income Taxes

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

Adoption of New Accounting Standards

In February 2016, the FASB issued Accounting Standards Update 2016-02, *Leases* (ASC 842). The new standard increases transparency and comparability among organizations by requiring the recognition of ROU assets and lease liabilities on the statement of financial position. Most prominent of the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases. Under the standard, disclosures are required to meet the objective of enabling users of financial statements to assess the amount, timing, and uncertainty of cash flows arising from leases.

The School adopted the requirements of the guidance effective July 1, 2022 and has elected to apply the provisions of this standard to the beginning of the period of adoption with certain practical expedients available.

The School has elected to adopt the package of practical expedients available in the year of adoption. The School has elected to adopt the available practical expedient to use hindsight in determining the lease term and in assessing impairment of the School's ROU assets.

The School elected the available practical expedients to account for existing capital leases and operating leases as finance leases and operating leases, respectively, under the new guidance, without reassessing (a) whether the contracts contain leases under the new standard, (b) whether classification of capital leases or operating leases would be different in accordance with the new guidance, or (c) whether the unamortized initial direct costs before transition adjustments would have met the definition of initial direct costs in the new guidance at lease commencement.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Adoption of New Accounting Standards (Continued)

In addition, the School elected the hindsight practical expedient to determine the lease term for existing leases.

As a result of the adoption of the new lease accounting guidance, the School did not recognize a right of use asset or lease liability on the statement of financial position as they did not have any leases in the current year that fell under ASC 842.

Evaluation of Subsequent Events

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

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$1,771,131.

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

NOTE 3 CONCENTRATION OF CREDIT RISK

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

The School also maintains cash in the County Treasury (the County). The County pools these funds with those of other educational Schools in the County and invests the cash. These pooled funds are carried at costs which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are proportionately shared by all funds in the pool. The County is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et. seq. The funds maintained by the County are either secured by federal depository insurance or collateralized. The fair value of the School's deposits in this pool as of June 30, 2024, as provided by the pool sponsor was \$615,733.

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 4 EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

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

State Teachers' Retirement System (STRS)

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multi-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2023 total STRS plan net assets are \$316.9 billion, the total actuarial present value of accumulated plan benefits is \$455 billion, contributions from all employers totaled \$7.738 billion, and the plan is 75.9% funded. The School did not contribute more than 5% of the total contributions to the plan.

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

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.205% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2024 was 19.10% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

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

<u>Year Ended June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2022	\$ 126,349	100%
2023	\$ 216,554	100%
2024	\$ 290,212	100%

**MOTIVATED YOUTH ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2024**

NOTE 5 CONTINGENCIES, RISKS, AND UNCERTAINTIES

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

DRAFT - For Discussion Purposes only; Subject to Revision

SUPPLEMENTARY INFORMATION

DRAFT - For Discussion Purposes only; Subject to Revision

**MOTIVATED YOUTH ACADEMY
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2024**

	Required Instructional Days	Track E Calendar Days	Track F Calendar Days	Status
Grade 6	175	Grade not offered	175	In compliance
Grade 7	175	Grade not offered	175	In compliance
Grade 8	175	Grade not offered	175	In compliance
Grade 9	175	175	175	In compliance
Grade 10	175	175	175	In compliance
Grade 11	175	175	175	In compliance
Grade 12	175	175	175	In compliance

See the Auditors' Report and accompanying Notes to Supplementary Information

**MOTIVATED YOUTH ACADEMY
SCHEDULE OF AVERAGE DAILY ATTENDANCE (ADA)
YEAR ENDED JUNE 30, 2024**

	Second Period Report		Annual Report	
	Classroom Based	Total	Classroom Based	Total
Grades 4-6	-	2.96	-	3.43
Grades 7-8	-	45.89	-	48.29
Grades 9-12	-	183.06	-	190.90
ADA Totals	-	231.91	-	242.62

See the Auditors' Report and accompanying Notes to Supplementary Information

**MOTIVATED YOUTH ACADEMY
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2024**

June 30, 2024 Annual Financial Report Fund Balances (Net Assets)	\$ 1,164,815
Adjustments and Reclassifications:	
Increase (Decrease) of Fund Balance (Net Assets):	
Accounts Payable and Accrued Liabilities	<u>(6,249)</u>
Net Adjustments and Reclassifications	<u>(6,249)</u>
June 30, 2024 Audited Financial Statement Fund Balances (Net Assets)	<u>\$ 1,158,566</u>

See the Auditors' Report and accompanying Notes to Supplementary Information

**MOTIVATED YOUTH ACADEMY
NOTES TO SUPPLEMENTARY INFORMATION
JUNE 30, 2024**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

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

NOTE 2 SCHEDULE OF AVERAGE DAILY ATTENDANCE

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

NOTE 3 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

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

OTHER INFORMATION

DRAFT - For Discussion Purposes only; Subject to Revision

**MOTIVATED YOUTH ACADEMY
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2024**

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

The charter school number is: 1628

The board of directors and the administrators as of the year ended June 30, 2024 were as follows:

BOARD OF DIRECTORS

Member	Office	Term Expires
William Hall	President	September 14, 2026
Michael Humphrey	Vice President	September 14, 2026
Steve Fraire	Clerk	September 8, 2025
Pete Matz	Member	September 14, 2026
Susan Houle	Member	September 14, 2026

ADMINISTRATORS

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

Board of Directors
Motivated Youth Academy
Escondido, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Motivated Youth Academy (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Report on Internal Control Over Financial Reporting

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

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

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

Board of Directors
Motivated Youth Academy

Report on Compliance and Other Matters

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

Purpose of this Report

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

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE AND REPORT ON INTERNAL CONTROL OVER STATE COMPLIANCE

Board of Directors
Motivated Youth Academy
Escondido, California

Report on Compliance

Opinion on State Compliance

We have audited Motivated Youth Academy's (the School) compliance with the types of compliance requirements applicable to the School described in the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2024. The School's applicable State compliance requirements are identified in the table below.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that are applicable to the School for the year ended June 30, 2024.

Basis for Opinion

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Our responsibilities under those standards and *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

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

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School's state programs.

Board of Directors
Motivated Youth Academy

Auditors' Responsibility for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of the government program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

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

Board of Directors
Motivated Youth Academy

Compliance Requirements Tested

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

<u>Description</u>	<u>Procedures Performed</u>
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After/Before School Education and Safety Program	Not Applicable ¹
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	Not Applicable ²
Immunizations	Not Applicable ³
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELO-G)	Yes
Career Technical Education Incentive Grant (CTEIG)	Not Applicable ⁴
Expanded Learning Opportunities Program	Not Applicable ⁵
Transitional Kindergarten	Not Applicable ⁶
Charter Schools:	
Attendance	Yes
Mode of Instruction	Not Applicable ⁷
Nonclassroom-Based Instruction/Independent Study	Yes
Determination of Funding for Nonclassroom-Based Instruction	Yes
Annual Instructional Minutes – Classroom Based	Not Applicable ⁸
Charter School Facility Grant Program	Not Applicable ⁹

Not Applicable¹: The School did not operate an after or before school program component of this grant.

Not Applicable²: The School did not report ADA pursuant to Education Code section 51749.5.

Not Applicable³: The School did not have any charter school subject to audit of immunizations as listed in the California Department of Public Health (CDPH) website as listed in the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*.

Not Applicable⁴: The School did not receive a CTEIG allocation for the audit year.

Not Applicable⁵: The School did not receive Expanded Learning Opportunities Program funds for the audit year.

Not Applicable⁶: The School did not report ADA for the audit year for transitional kindergarten.

Not Applicable⁷: The School did not report ADA to the CDE as generated through classroom-based instruction.

Board of Directors
Motivated Youth Academy

Not Applicable⁸: The School did not report any ADA as generated through classroom-based instruction.

Not Applicable⁹: The School did not receive Charter School Facility Grant Program funding for the year audited.

Other Matters

The results of our audit procedures disclosed instances of noncompliance, which are required to be reported in accordance with *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* and which are described in the accompanying schedule of findings and questioned costs as item 2024-001. Our opinion on each state program is not modified with respect to this matter.

Government Auditing Standards requires the auditor to perform limited procedures on the School's response to the noncompliance findings identified in our audit and described in the accompanying schedule of findings and questioned costs. The School's response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control over Compliance

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance and therefore, material weaknesses or significant deficiencies may exist that were not identified. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, as discussed below, we did identify certain deficiencies in internal control over compliance that we consider to be a significant deficiency.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying schedule of findings and questioned costs as items 2024-001, to be a significant deficiency.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

Board of Directors
Motivated Youth Academy

Government Auditing Standards requires the auditor to perform limited procedures on the Schools' response to the internal control over compliance findings identified in our audit described in the accompanying schedule of findings and questioned costs. the Schools' response was not subjected to the other auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

**MOTIVATED YOUTH ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2024**

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

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

Section II – Financial Statement Findings

Our audit did not disclose any matters required to be reported in accordance with *Government Auditing Standards*.

Findings and Questioned Costs – State Compliance

2024-001 Unduplicated Local Control Funding Formula Pupil Counts 40000

Criteria: Education code section 42238.02 (b)(2) requires a charter school to submit its enrolled free and reduced-price meal eligibility, foster youth and English learner pupil-level records for enrolled pupils using the California Longitudinal Pupil Achievement Data System (CalPADS). The CalPADS 1.17 and 1.18 reports should accurately report the number of students eligible for free and reduced-price meals and those identified as “English Learners.”

Condition: During our testing, we compared students’ family income per Free and Reduced Price Meal (FRPM) eligibility applications to the Income Eligibility Scales for 2023-2024. We found 1 students out of 7 students selected for review, that was inaccurately reported as eligible for free price meals. The errors identified was extrapolated to the population of the free and reduced eligible pupils, resulting in 3 pupils.

**MOTIVATED YOUTH ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)
YEAR ENDED JUNE 30, 2024**

Findings and Questioned Costs – State Compliance (Continued)

2024-001 Unduplicated Local Control Funding Formula Pupil Counts (Continued) 40000

Effect: The School is not in compliance with Education code section 42238.02 (b)(2). The error identified above was extrapolated to the population of the free and reduced eligible pupils and the 1.17 and 1.18 reports contained errors as follows:

Charter School Audit Adjustments to CALPADS Data - Motivated Youth Academy for June 30, 2024

Original		Updated		Net Change		LCFF Entitlement		
Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Enrollment Count	Unduplicated Pupil Count	Original Entitlement	Revised Entitlement	Adjustment
557	415	557	412	0	(3)	3,524,018	3,511,340	(12,678)

Cause: The School provided meal applications for the student that qualified the students as reduced and did not support the free or reduced classification that was submitted to CalPADS. The error was identified due to lack of oversight for the School in regards to verifying meal applications.

Questioned Costs: The error identified in the condition was extrapolated to the population of free and reduced eligible pupils and resulted in revised entitlement with a likely error extrapolated to the total population error decrease of \$12,678 which is used in the calculation of the LCFF entitlement.

Recommendation: We recommend that the School employ additional monitoring processes to review the Free and Reduced-Price Meal (FRPM) eligibility data to ensure reporting errors are minimized and corrections are made on a timely basis.

Repeat Finding: This is not a repeating finding.

Views of Responsible Officials and Planned Corrective Actions (Unaudited): Starting July 1, 2024, the School created a 0.5 full-time equivalent Admissions Coordinator position. The position's essential duties include reviewing all aspects of registration and enrollment, including the verification of all required documents for Free and Reduced Price Meal (FRPM) eligibility applications.

Additionally, starting July 1, 2024, the Operations and Program Manager oversees an Internal Process conducted by the School's Operations Department of all student registration and enrollment records.

**MOTIVATED YOUTH ACADEMY
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2024**

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

DRAFT - For Discussion Purposes only; Subject to Revision

REPORT DATE

CliftonLarsonAllen LLP
 2210 East Route 66
 Glendora, CA 91740

This representation letter is provided in connection with your audit of the financial statements of Motivated Youth Academy, which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion on whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP).

Certain representations in this letter are described as being limited to misstatements that are material. Misstatements, including omissions, are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

We confirm, to the best of our knowledge and belief, as of REPORT DATE, the following representations made to you during your audit.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement agreement dated February 27, 2024, for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.
2. We acknowledge and have fulfilled our responsibility for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.
3. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.
4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control over the receipt and recording of contributions.
5. Methods, data, and significant assumptions used by us in making accounting estimates and their related disclosures, including those measured at fair value, are appropriate to achieve recognition, measurement, or disclosure that is reasonable in accordance with U.S. GAAP.
6. Significant estimates have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP. Significant estimates are estimates at the financial statement date that could change materially within the next year.

7. Related party relationships and transactions, including, but not limited to, accounts receivable or payable, sales, purchases, loans, transfers, leasing arrangements, and guarantees, have been appropriately accounted for and disclosed in accordance with the requirements of U.S. GAAP.
8. No events, including instances of noncompliance, have occurred subsequent to the financial statement date and through the date of this letter that would require adjustment to, or disclosure in, the financial statements or in the schedule of findings and questioned costs.
9. We have not identified or been notified of any uncorrected financial statement misstatements.
10. The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.
11. Material concentrations have been properly disclosed in accordance with U.S. GAAP. Concentrations refer to individual or group concentrations of contributors, grantors, clients, customers, suppliers, lenders, products, services, fund-raising events, sources of labor or materials, licenses or other rights, or operating areas or markets for which events could occur that would significantly disrupt normal finances within the next year.
12. Guarantees, whether written or oral, under which the entity is contingently liable, have been properly recorded or disclosed in accordance with U.S. GAAP.
13. Receivables recorded in the financial statements represent valid claims against debtors for sales or other charges arising on or before the financial statement date, and the carrying amounts of those receivables and related allowances are determined in accordance with U.S. GAAP.
14. Arrangements with financial institutions involving compensating balances or other arrangements involving restrictions on cash balances, lines of credit, or similar arrangements have been properly disclosed.
15. We have analyzed all lease contracts and have considered and recorded material embedded leases contained within other contracts in accordance with U.S. GAAP.
16. Designations of net assets, or reclassifications of net assets, have been properly authorized, approved, and reflected in the financial statements.
17. The cost allocation methods used to allocate the entity's expenses to the appropriate functional classification as program services, management and general, and fundraising are properly supported by the entity's books and records. The cost allocation methods used are rational, systematic, and consistently applied. The bases used for allocation of functional expenses are reasonable.

Information Provided

1. We have provided you with:

- a. Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements such as records (including information obtained from within and outside of the general and subsidiary ledgers), documentation, and other matters.
 - b. Additional information that you have requested from us for the purpose of the audit.
 - c. Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
 - d. Complete minutes of the meetings of the governing board and related committees, or summaries of actions of recent meetings for which minutes have not yet been prepared.
 - e. Access to all audit or relevant monitoring reports, if any, received from funding sources.
2. There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
3. All material transactions have been recorded in the accounting records and are reflected in the financial statements.
4. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
5. We have no knowledge of any fraud or suspected fraud that affects the entity and involves:
 - a. Management;
 - b. Employees who have significant roles in internal control; or
 - c. Others when the fraud could have a material effect on the financial statements.
6. We have no knowledge of any allegations of fraud, or suspected fraud, affecting the entity's financial statements communicated by employees, former employees, grantors, regulators, or others.
7. We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations and provisions of contracts and grant agreements, or waste or abuse whose effects should be considered when preparing financial statements.
8. We have disclosed to you all known actual or possible litigation, claims, and assessments whose effects should be considered when preparing the financial statements.
9. There are no other material liabilities or gain or loss contingencies that are required to be accrued or disclosed in accordance with U.S. GAAP.
10. There are no known related-party relationships or transactions which need to be accounted for or disclosed in accordance with U.S. GAAP.

11. The entity has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets, nor has any asset been pledged as collateral, except as made known to you and disclosed in the financial statements.
12. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to Motivated Youth Academy; and we have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
13. We have complied with all restrictions on resources (including donor restrictions) and all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor requirements to maintain a specific asset composition necessary to satisfy their restrictions.
14. Motivated Youth Academy is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the entity's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
15. We are responsible for determining whether we have received, expended, or otherwise been the beneficiary of any federal awards during the period of this audit. No federal award, received directly from federal agencies or indirectly as a subrecipient, was expended in an amount that cumulatively totals from all sources \$750,000 or more. For this representation, "award" means financial assistance and federal cost-reimbursement contracts that non-federal entities receive directly from federal awarding agencies or indirectly from pass-through entities. It does not include procurement contracts, user grants, or contracts used to buy goods or services from vendors.
16. We acknowledge our responsibility for presenting the Schedule of Instructional Time, Schedule of Average Daily Attendance, and Reconciliation of Annual Financial Report with Audited Financial Statements (the supplementary information) in accordance with U.S. GAAP, and we believe the supplementary information, including its form and content, is fairly presented in accordance with U.S. GAAP. The methods of measurement and presentation of the supplementary information have not changed from those used in the prior period, and we have disclosed to you any significant assumptions or interpretations underlying the measurement and presentation of the supplementary information. If the supplementary information is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the supplementary information no later than the date we issue the supplementary information and the auditors' report thereon.
17. We acknowledge our responsibility for the preparation of the other information included in our annual report, which is comprised of the Local Education Agency Organization Structure (other information). The other information is consistent with the financial statements and does not contain any material misstatements. With regard to the other information that has not been provided to you, the final version of the documents will be provided to you when available, and prior to issuance of the annual

report by the entity, so that you can complete your required procedures. We agree to correct material inconsistencies that you may identify.

18. As part of your audit, you prepared the draft financial statements, related notes, and supplementary information. We have designated an individual who possesses suitable skill, knowledge, and/or experience to understand and oversee your services; have made all management judgments and decisions; and have assumed all management responsibilities. We have evaluated the adequacy and results of the service. We have reviewed, approved, and accepted responsibility for those financial statements, related notes, schedule of expenditures of federal awards, and supplementary information. We have also ensured that the entity's data and records are complete and received sufficient information to oversee the service.

19. In regards to the preparation of the informational tax return services performed by you, we have:

- a. Made all management judgments and decisions and assumed all management responsibilities.
- b. Designated an individual who possesses suitable skill, knowledge, and/or experience to understand and oversee the services.
- c. Evaluated the adequacy and results of the services performed.
- d. Accepted responsibility for the results of the services.
- e. Ensured that the entity's data and records are complete and received sufficient information to oversee the services.

20. With respect to state compliance:

- a. We are responsible for understanding and complying with, and have complied with the requirements of the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, and has established and maintained effective internal control over compliance that provides reasonable assurance that the organization is in compliance with regulations.
- b. We are responsible for establishing and maintaining, and have established and maintained, effective internal control over state compliance that provides reasonable assurance that we are meeting state compliance requirements. We believe the internal control system is adequate and is functioning as intended.
- c. We have identified and disclosed to you all of our state programs and related activities subject to the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel.
- d. We have made available to you all correspondence with state agencies relevant to state compliance.

- e. We have disclosed to you any communications from state agencies concerning possible noncompliance with compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditors' report.
 - f. We have complied with the compliance requirements and have identified and disclosed to you all amounts questioned and all known noncompliance with state compliance requirements.
 - g. We have disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, and internal or external monitoring that directly relate to the objectives of the compliance audit, including findings received and corrective actions taken from the end of the period covered by the compliance audit to the date of the auditors' report.
 - h. We have disclosed to you our interpretation of compliance requirements that may have varying interpretations.
 - i. We have made available to you all documentation related to compliance requirements.
 - j. We have disclosed to you the nature of any subsequent events that provide additional evidence about conditions that existed at the end of the reporting period affecting noncompliance during the reporting period.
 - k. There are no known instances of noncompliance with direct and material compliance requirements that occurred subsequent to the period covered by the auditors' report.
 - l. We have disclosed to you whether any changes in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies and/or material weaknesses in internal control over compliance, have occurred subsequent to the period covered by the auditors' report.
 - m. We are responsible for taking corrective action on each audit finding of the compliance audit and have developed a corrective action plan that meets the state compliance requirements of the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel.
21. We have a process to track the status of audit findings and recommendations.
22. We have identified to you any previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.

Signature: _____ Title: _____



CliftonLarsonAllen LLP
CLAconnect.com

Board of Directors
Motivated Youth Academy
Escondido, California

We have audited the financial statements of Motivated Youth Academy as of and for the year ended June 30, 2023, and have issued our report thereon dated December 14, 2023. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America and *Government Auditing Standards, and the 2022-2023 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Appeals Panel*, as well as certain information related to the planned scope and timing of our audit in our planning communication dated May 25, 2023. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings or issues

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Motivated Youth Academy are described in Note 1 to the financial statements.

The School adopted the Financial Accounting Standards Board (FASB) Accounting Standards Update No. 2016-02, Leases (ASC 842), for the year ended June 30, 2023; however, there are no material leases that qualify under the adoption.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no accounting estimates affecting the financial statements which were particularly sensitive or required substantial judgments by management.

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Significant unusual transactions

We identified no significant unusual transactions.

Board of Directors
Motivated Youth Academy
Page 2

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

Disagreements with management

For purposes of this communication, a disagreement with management is a disagreement on a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated December 14, 2023.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Supplementary information in relation to the financial statements as a whole

With respect to the Schedule of Instructional Time, Schedule of Average Daily Attendance (ADA), and Reconciliation of Annual Financial Report with Audited Financial Statements (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated December 14, 2023.

The Local Education Agency Organization Structure accompanying the financial statements, which is the responsibility of management, was prepared for purposes of additional analysis and is not a required part of the financial statements. Such information was not subjected to the auditing procedures applied in the audit of the financial statements, and, accordingly, we did not express an opinion or provide any assurance on it.

* * *

Upcoming auditing standards

Our promise is to get to know you and help you. For your consideration, we provided recent auditing standards applicable to your entity.

Accounting Estimates and Risk Assessment –

- Effective for audits of financial statements for periods ending on or after December 15, 2023. For your entity – June 30, 2024's financial statements.
- Enhanced financial reporting framework surrounding management estimates, including a method, assumptions, and further audit process on the data (Statement on Auditing Standards (SAS) No. 143).
- Enhances the requirements and guidance on identifying and assessing the risks of material misstatement, particularly the areas of understanding the entity's system of internal control and assessing control risk (SAS 145).
- Additional consideration on the entity and its control environment, requiring separate assessment of inherent risk and control risk.
- Expanded testing and disclosures for the use of specialists and pricing information from external information sources.

This communication is intended solely for the information and use of the Board of Directors and management of Motivated Youth Academy and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

CliftonLarsonAllen LLP

Glendora, California
December 14, 2023

DRAFT - For Discussion Purposes only; Subject to Revision

Coversheet

Approval of 2024-2025 School Plan for Student Achievement (SPSA)

Section: X. Education/Student Services
Item: A. Approval of 2024-2025 School Plan for Student Achievement (SPSA)
Purpose: Vote
Submitted by:
Related Material:
MYA School Plan for Student Achievement (SPSA) 2024-2025 Report 2024.12.12.pdf
MYA School Plan for Student Achievement (SPSA) 2024-2025 Presentation 2024.12.12.pdf

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Motivated Youth Academy	37-68213-0129668	11/21/24	12/12/24

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Motivated Youth Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Motivated Youth Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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

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

Motivated Youth Academy's Schoolwide Plan (SWP) is aligned with the Local Control and Accountability Plan (LCAP). MYA's SWP goals and actions are focused on providing students with academic support to graduate from high school and are aligned with the school's LCAP goals: Goal 1: Increasing Student Academic Achievement; Goal 2: Promote High Attendance & Positive School Climate; Goal 3: Increase Family Community Engagement; Goal 4: Ensure Students are on Track to Graduate.

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

SPSA/LCAP Input Survey 11/18/24 - 12/15/24

Educational Partner Advisory Committee Input Meeting: 11/21/24

SPSA Staff Meeting: 01/21/25

SSC SPSA input, review, and approval of SPSA: 11/21/24

School Board Meeting to review and approve the SPSA: 12/12/24

Support with the alignment of the Title I plan, the SPSA and the LCAP is provided by the Assistant Director and Instructional Assistant, on Tuesdays at 1:00 p.m.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

SPSA/LCAP Input Survey 11/18/24 - 12/15/24

Educational Partner Advisory Committee Input Meeting: 11/21/24

SPSA Staff Meeting: 01/21/25

SSC SPSA input, review, and approval of SPSA: 11/21/24

School Board Meeting to review and approve the SPSA: 12/12/24

Support and collaboration with the alignment of the Title I plan, the SPSA and the LCAP is provided by the Assistant Director and Instructional Assistant, on Tuesdays at 1:00 p.m.

To ensure parents have the opportunity to provide input, communication of the following meetings are shared through a variety of platforms, including the school website, school newsletters, school social media and teacher meetings. In addition, all Education Partners are encouraged to attend public board meetings, Educational Partner Advisory Committee (EPAC) meetings, School Site Council (SSC) meetings. Invitations are sent through the Teacher of Record,

school newsletters and social media platforms. MYA sends multiple reminders, and agendas are posted in advance. Meeting agendas and minutes are posted on the website under the Board Governance heading. All of these meetings are held through Zoom and are accessible by online devices.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

After a thorough review of the resources available to our students at Motivated Youth Academy, we have concluded that there is a resource inequity under the college and career indicator for hispanic and socioeconomically disadvantaged student groups, which were both red while all students were yellow. While this resource inequity could be due to a small sample size of students, MY Academy's use of evidence-based interventions cater to our students' academic needs. These interventions, coupled with diligent monitoring, are essential in supporting student success and ensuring high school graduation for all.

In our evaluation process, we utilized data from the California School Dashboard, CAASPP scores, and other local metrics to identify specific areas needing attention to foster student progress toward graduation and to enhance our overall graduation rate. This analysis included a detailed review of ethnicity and student group graduation rates and attendance records available on the California Schools Dashboard and Data Quest. These insights help us closely monitor specific student groups and tailor our support accordingly. Our Director of Student Services provided valuable data-driven information, and the Coordinator of Special Projects ensured alignment with LCAP goals and action steps, particularly in tracking student progress towards graduation.

The MYA Board of Directors convenes monthly to stay informed about school performance and progress. In these meetings, achievements are highlighted, and potential barriers to learning or gaps in achievement are discussed. The Board collaborates with school leadership and staff to set goals and develop plans, allocating resources such as funding, materials, and teachers effectively to meet these needs.

We recognize the ongoing importance of enhancing students' academic performance and ensuring their readiness for high school graduation. Our commitment to continuous improvement drives our efforts to elevate MYA's graduation rates and support every student's educational journey.

Student Performance Data

2023-2024 DASS Graduation Rate: ALL 83.8%

2023-2024 62.2% (82, 4 year cohort students), Graduates Meeting UC/CSU Req and Graduates earning Golden State Seal data not available, yet.

2022-2023 DASS Graduation Rate: ALL 75%

2022-2023 38% (65, 4 year cohort students), Graduates Meeting UC/CSU Req: 6.4%, Graduates earning Golden State 0%

2020-21 DASS Graduation Rate: ALL 93.3%

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

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

2018-19: 39.6% (48, 4 year cohort students), Graduates Meeting UC/CSU Req: 15.8% Graduates earning Golden State 5.3%

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

2023-2024 Chronic Absenteeism:

All: (322 enrolled), (48 within chronic absenteeism count) 14.9%
 Hispanic: (175 enrolled), (22 within chronic absenteeism count) 12.6%
 African American: (16 enrolled), (4 within chronic absenteeism count) 25%
 White: (72 enrolled), (11 within chronic absenteeism count) 15.3%
 American Indian or Native Alaskan: (24 enrolled), (3 within chronic absenteeism count) 12.5%
 Socioeconomic: (234 enrolled), (36 within chronic absenteeism count) 15.4%
 Students with Disabilities: (74 enrolled), (19 within chronic absenteeism count) 25.7%

2023-2024 Chronic Absenteeism Data by Grade Level (Grades 9-12):

Grades 9-12 All: 18.1%
 Grades 9-12 Hispanic or Latino: 14.4%
 Grades 9-12 African American: 33.3%
 Grades 9-12 White: 18.6%
 Grades 9-12 American Indian or Native Alaskan: 18.8%
 Grades 9-12 Socioeconomic: 20.0%
 Grades 9-12 Students with Disabilities: 32.8%

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Red- Graduation Rate
 Red- English Language Arts
 Red- Mathematics

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

College and Career- Yellow for all students, Red for Hispanic and SED

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Motivated Youth Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	7.95%	4.64%	7.08%	12	9	15
African American	1.99%	3.09%	5.66%	3	6	12
Asian	0.66%	1.03%	0.47%	1	2	1
Filipino	1.32%	2.58%	0.94%	2	5	2
Hispanic/Latino	58.94%	57.73%	54.25%	89	112	115
Pacific Islander	%	0.52%	%	0	1	
White	19.21%	22.68%	23.11%	29	44	49
Two or More Races	9.93%	7.73%	8.02%	15	15	17
Not Reported	%	0%	0.47%	0	0	1
Total Enrollment				151	194	212

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 1	1		
Grade 4	1		
Grade 5	5	1	
Grade 6	10	10	2
Grade 7	12	15	12
Grade 8	10	16	26
Grade 9	17	39	48
Grade 10	25	37	37
Grade 11	25	36	40
Grade 12	45	40	47
Total Enrollment	151	194	212

Conclusions based on this data:

1. Enrollment is not typical of public schools in the areas we are authorized to serve; for example, almost 10% of our population is Native American and only 23% is white. In addition, the age range of our population is skewed toward the upper grades because we serve a large number of "at-promise" youth who are on their 2nd or higher attempt to complete their FAPE and complete their high school graduation credits.
2. Over the three years, there have been notable changes in the racial and ethnic composition of the student population. The percentage of American Indian students increased to 7.08% in 23-24 from 4.64% in 22-23. In contrast, the percentage of Hispanic/Latino students remained the majority, with a slight decrease from 57.73% to 54.25%.
3. The total enrollment increased from 151 students in 21-22 to 194 students in 22-23 to 212 in 23-24. This indicates overall growth in the school's student population.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	18	16	22	7.8%	11.9%	10.4%
Fluent English Proficient (FEP)	15	40	37	15.6%	9.9%	17.5%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. The number of English Learners (EL) in the student population has shown some fluctuations over the past three years. It decreased from 18 students in 21-22 to 16 students in 22-23 and then increase to 22 in 23-24. These fluctuations may reflect changes in student demographics or English language support programs.
2. The data indicates a notable increase in Fluent English Proficient (FEP) students over the three years. In 21-22, there were 15 FEP students and than substantial increases to 40 FEP students and 37 FEP students in 22-23 and 23-24, respectively. This suggests that a substantial number of English Learners have transitioned to Fluent English Proficient status over this period.
3. There has been a general increase in EL students over the three years. In 21-22, EL students made up 7.80% of the student body, which increased to 11.9% in 22-23 and remained consistent at 10.4% in 23-24.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	*			*			*					
Grade 5	11	*		10	*		10	*		90.9		
Grade 6	19	12	6	15	12	6	15	10	6	78.9	100.0	100
Grade 7	25	25	21	21	25	21	21	25	21	84.0	100.0	100
Grade 8	23	20	36	19	18	35	19	18	34	82.6	90.0	97.2
Grade 11	41	40	54	25	36	49	25	35	45	61.0	90.0	90.7
All Grades	120	99	117	91	93	111	91	90	106	75.8	93.9	94.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	*			*			*			*			*		
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	2476.	*	*	0.00	*	*	26.67	*	*	40.00	*	*	33.33	*	*
Grade 7	2479.	2505.	2468.	4.76	8.00	14.29	14.29	32.00	14.29	23.81	20.00	14.29	57.14	40.00	57.14
Grade 8	2495.	2469.	2443.	0.00	5.56	5.88	21.05	0.00	8.82	42.11	22.22	17.65	36.84	72.22	67.65
Grade 11	2562.	2546.	2514.	4.00	17.14	4.44	48.00	25.71	20.00	24.00	22.86	37.78	24.00	34.29	37.78
All Grades	N/A	N/A	N/A	4.40	11.11	6.60	26.37	23.33	16.04	29.67	20.00	24.53	39.56	45.56	52.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	2.94	*	*	47.06	*	*	50.00
Grade 11	*	17.14	11.36	*	54.29	63.64	*	28.57	25.00
All Grades	12.09	15.56	7.62	60.44	47.78	56.19	27.47	36.67	36.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	3.03	*	*	30.30	*	*	66.67
Grade 11	*	14.29	0.00	*	54.29	36.36	*	31.43	63.64
All Grades	9.89	11.11	3.92	42.86	45.56	32.35	47.25	43.33	63.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	14.71	*	*	47.06	*	*	38.24
Grade 11	*	5.71	2.27	*	77.14	88.64	*	17.14	9.09
All Grades	9.89	4.44	7.62	72.53	76.67	69.52	17.58	18.89	22.86

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	2.94	*	*	52.94	*	*	44.12
Grade 11	*	17.14	6.82	*	60.00	72.73	*	22.86	20.45
All Grades	5.49	10.00	6.67	72.53	61.11	60.00	21.98	28.89	33.33

Conclusions based on this data:

1. Motivated Youth Academy serves primarily at-risk students. More than 70% of our students meet the at-risk categories which has qualified MY Academy as a Dashboard Alternative School Status (DASS). As such, having experienced multiple failures in a traditional setting, our students come to us late in their education and are extremely credit deficient. Some of our student population have been out of school and classified as drop-outs. The students represented in the testing data, are not students who have been with us on a traditional 4-year cohort. A typical student comes to Motivated Youth Academy as an extremely credit deficient 16 to 22 years old, seeking a high school diploma.
2. Students reading skills remained steady. The percent of students at or above standard remained consistent at about 63% in 22-23 and 23-24. Students writing skills decreased with 43% below standard in 22-23 increasing to 63.73% in 23-24.
3. Due to small sample sizes, data is not available in all grade levels. However, MYA continued to maintain a 95% participation rate in 22-23 and 23-24, meeting state participation requirements, which increased from 75.8% in 21-22. This indicates a growth in school culture surrounding the importance of participating in state testing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	*			*			*					
Grade 5	11	*		10	*		10	*		90.9		
Grade 6	19	12	6	15	12	6	15	10	6	78.9	100.0	100
Grade 7	25	25	21	21	25	21	21	25	19	84.0	100.0	100
Grade 8	22	20	36	20	18	35	20	18	33	90.9	90.0	97.2
Grade 11	42	40	54	24	36	48	24	35	43	57.1	90.0	88.9
All Grades	120	99	117	91	93	110	91	90	101	75.8	93.9	94

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	*			*			*			*			*		
Grade 5	*	*		*	*		*	*		*	*		*	*	
Grade 6	2432.	*	*	0.00	*	*	6.67	*	*	20.00	*	*	73.33	*	*
Grade 7	2457.	2465.	2434.	4.76	4.00	0.00	19.05	12.00	10.53	9.52	24.00	21.05	66.67	60.00	68.42
Grade 8	2441.	2418.	2432.	0.00	0.00	3.03	10.00	0.00	0.00	10.00	22.22	15.15	80.00	77.78	81.82
Grade 11	2516.	2510.	2491.	4.17	5.71	2.33	20.83	5.71	9.30	16.67	25.71	13.95	58.33	62.86	74.42
All Grades	N/A	N/A	N/A	3.30	3.33	1.98	13.19	7.78	5.94	16.48	22.22	17.82	67.03	66.67	74.26

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	3.03	*	*	24.24	*	*	72.73
Grade 11	*	5.71	4.65	*	37.14	25.58	*	57.14	69.77
All Grades	6.59	3.33	3.00	29.67	34.44	28.00	63.74	62.22	69.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	0.00	*	*	39.39	*	*	60.61
Grade 11	*	5.71	4.65	*	60.00	65.12	*	34.29	30.23
All Grades	3.30	5.56	1.98	45.05	46.67	50.50	51.65	47.78	47.52

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 4	*			*			*		
Grade 5	*	*		*	*		*	*	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	3.03	*	*	42.42	*	*	54.55
Grade 11	*	2.86	6.98	*	62.86	46.51	*	34.29	46.51
All Grades	2.20	1.11	4.95	54.95	55.56	47.52	42.86	43.33	47.52

Conclusions based on this data:

1. Motivated Youth Academy serves primarily at-risk students. More than 70% of MYA students meet the at-risk categories which has qualified MY Academy as a Dashboard Alternative School Status (DASS). As such, having experienced multiple failures in a traditional setting, MYA students come to the school late in their education and are extremely credit deficient. Some MYA students have been out of school and classified as drop-outs. The students represented in the testing data are not often students who have been with MYA on a traditional 4-year cohort. A typical student comes to Motivated Youth Academy as an extremely credit deficient 16 to 22 years old, seeking a high school diploma.
2. The percentage of students below standard increased slightly or remained consistent from 22-23 to 23-24 across all mathematical metrics.

3. As a non-classroom based charter school with students spread across various geographic regions our focus over the last 3 years was to maintain state participation requirements. Moving forward, with processes in place to maintain participation rates our focus can now change to supporting students efforts.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*	0	*	*
8		*	*		*	*		*	*	0	*	4
9	*	*	*	*	*	*	*	*	*	*	*	7
10	*	*	1552.5	*	*	1538.7	*	*	1566.0	*	5	11
11	*	*	*	*	*	*	*	*	*	*	*	5
12	*	*	*	*	*	*	*	*	*	*	4	5
All Grades										13	18	33

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	27.27	*	*	18.18	*	*	36.36	*	*	18.18	*	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	5.56	12.50	18.18	50.00	34.38	18.18	27.78	37.50	45.45	16.67	15.63	11	18	32

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	36.36	*	*	45.45	*	*	9.09	*	*	9.09	*	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	11.11	25.00	36.36	50.00	46.88	0.00	27.78	18.75	45.45	11.11	9.38	11	18	32

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	27.27	*	*	18.18	*	*	27.27	*	*	27.27	*	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	5.56	9.38	36.36	16.67	25.00	9.09	55.56	34.38	54.55	22.22	31.25	11	18	32

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	0.00	*	*	90.91	*	*	9.09	*	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	5.56	0.00	54.55	61.11	81.25	45.45	33.33	18.75	11	18	32

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	54.55	*	*	36.36	*	*	9.09	*	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.36	66.67	62.50	54.55	27.78	25.00	9.09	5.56	12.50	11	18	32

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	45.45	*	*	18.18	*	*	36.36	*	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	11.11	21.88	36.36	55.56	40.63	54.55	33.33	37.50	11	18	32

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
7		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	5.56	0.00	81.82	83.33	87.50	18.18	11.11	12.50	11	18	32

Conclusions based on this data:

- Overall, a significant percentage (46.88%) of students fall into Level 4 (Well Developed) and Level 3 (Somewhat/Moderately Developed) for overall language proficiency.
- Proficiency levels vary across language domains (Writing, Listening, Speaking and Reading) with strengths in Speaking but challenges in Writing. 87.5% of EL's tested scored in Levels 4 and 3 in the Speaking Domain.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
194	75.3	8.2	0.5
Total Number of Students enrolled in Motivated Youth Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	8.2
Foster Youth	1	0.5
Homeless	63	32.5
Socioeconomically Disadvantaged	146	75.3
Students with Disabilities	39	20.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	3.1
American Indian	9	4.6
Asian	2	1
Filipino	5	2.6
Hispanic	112	57.7
Two or More Races	15	7.7
Pacific Islander	1	0.5
White	44	22.7

Conclusions based on this data:

1. A significant portion of the student population, approximately 75.3%, qualifies as socioeconomically disadvantaged.
2. The student population is ethnically diverse, with the largest group being Hispanic students (57.7%), followed by White students (22.7%), and American Indian students (4.6%).

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Graduation Rate



Red

Conditions & Climate

Suspension Rate



Blue

Mathematics



Orange

Chronic Absenteeism



Green

College/Career



Very Low

Conclusions based on this data:

1. Improving the graduation rate and college and career indicators are a priority to ensure students successfully complete their education and are prepared for their future.
2. MY Academy focuses on connecting students and families to the school and their communities, highlighting our chronic absenteeism and suspension colors.

School and Student Performance Data

Academic Performance English Language Arts

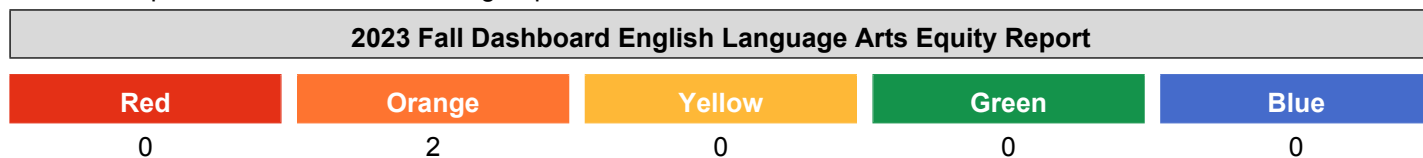
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."




This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 66.7 points below standard Increased Significantly +50.4 points 63 Students	English Learners Less than 11 Students 10 Students	Foster Youth Less than 11 Students 0 Students
Homeless 92.5 points below standard 21 Students	Socioeconomically Disadvantaged Orange 85.5 points below standard Increased Significantly +59.3 points 47 Students	Students with Disabilities 132.7 points below standard Increased Significantly +64.2 points 13 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 0 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 85.6 points below standard Increased Significantly +54.2 points 39 Students	Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 9 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 6 Students	Less than 11 Students 4 Students	57.9 points below standard Increased Significantly +40.1 points 47 Students

Conclusions based on this data:

- Due to a low sample size, MYA only has data for two student populations: Hispanic students and socioeconomically disadvantaged, both of which significantly increased scores from the previous year putting them into the Orange category.

School and Student Performance Data

Academic Performance Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red

0

Orange

2

Yellow

0

Green

0

Blue

0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students



Orange

145.7 points below standard

Increased Significantly +23.5 points

63 Students

English Learners

Less than 11 Students

10 Students

Foster Youth

Less than 11 Students

0 Students

Homeless

154.8 points below standard

21 Students

Socioeconomically Disadvantaged



Orange

150.2 points below standard

Increased Significantly +42.5 points

47 Students


Students with Disabilities

191.8 points below standard

Increased Significantly +46.4 points

13 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
2 Students	5 Students	0 Students	3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 153.6 points below standard Increased Significantly +38 points 39 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
	6 Students	1 Student	9 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students	Less than 11 Students	139.5 points below standard
6 Students	4 Students	Increased Significantly +15.2 points
		47 Students

Conclusions based on this data:

- Due to a low sample size, MYA only has data for two student populations: Hispanic students and socioeconomically disadvantaged, both of which significantly increased scores from the previous year putting them into the Orange category.

School and Student Performance Data

Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
46.2% making progress towards English language proficiency
Number of EL Students: 13 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	6	0	6

Conclusions based on this data:

1. Due to a low sample sizes, no performance color is available however, 6 out of 13 students progressed at least 1 ELPI level and 6 out of 13 students maintained their ELPI level.

School and Student Performance Data

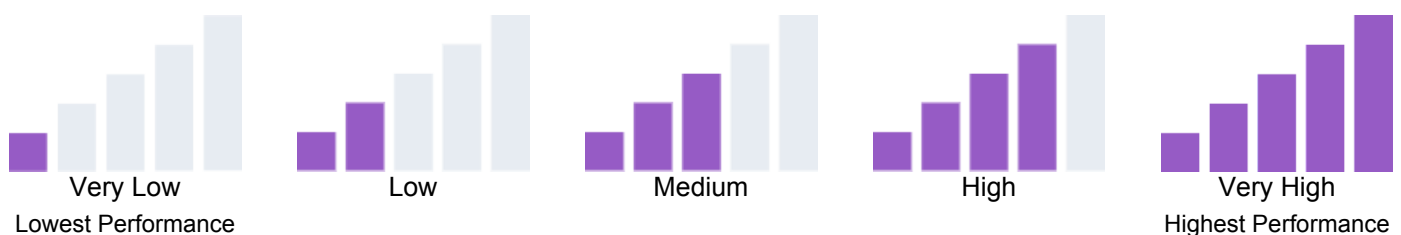
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

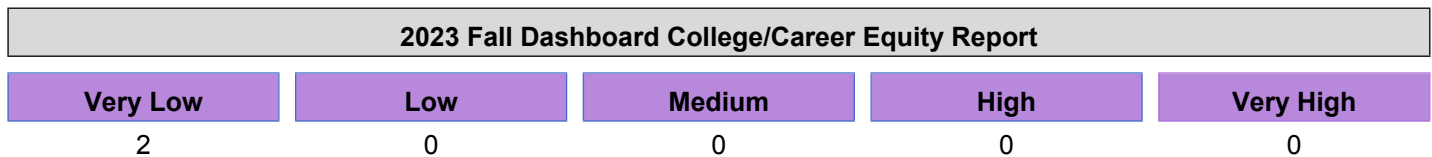
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

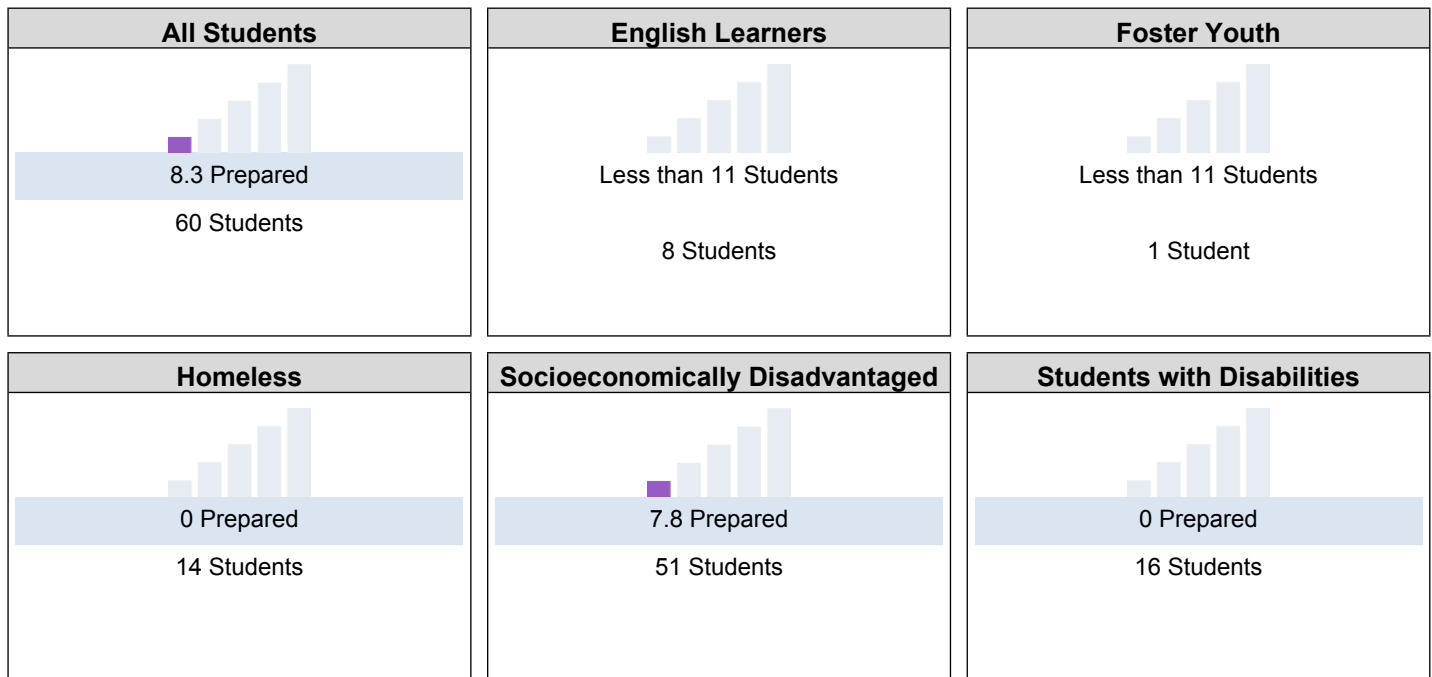


This section provides number of student groups in each level.

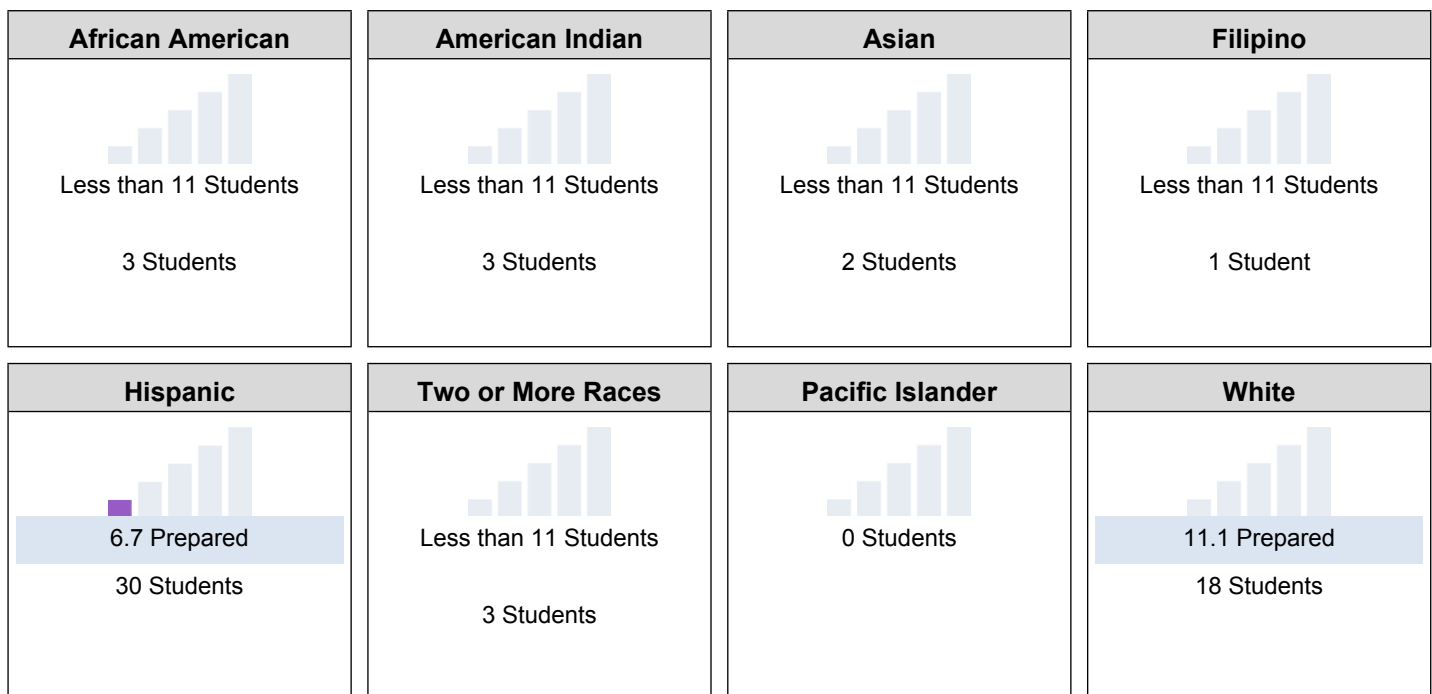


Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. This data suggests a need to focus on increasing college and career preparedness which has been a priority over the last school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Green

4.8% Chronically Absent

Declined -7.4

63 Students

English Learners

Less than 11 Students

3 Students

Foster Youth



No Performance Color

0 Students

Homeless

0% Chronically Absent

0

15 Students

Socioeconomically Disadvantaged



Green

4% Chronically Absent

Declined -8.9

50 Students



Students with Disabilities

6.3% Chronically Absent

Declined -4.9

16 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.3% Chronically Absent Declined -9.6 38 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	7.7% Chronically Absent Declined -2.3 13 Students

Conclusions based on this data:

- The data shows that 4.8% of students are chronically absent. This is a decrease of 7.4% from the previous school year indicating MY Academy focus on connecting students to their school staff and their community. This put MY Academy into the green category for this indicator.

School and Student Performance Data

Academic Engagement Graduation Rate

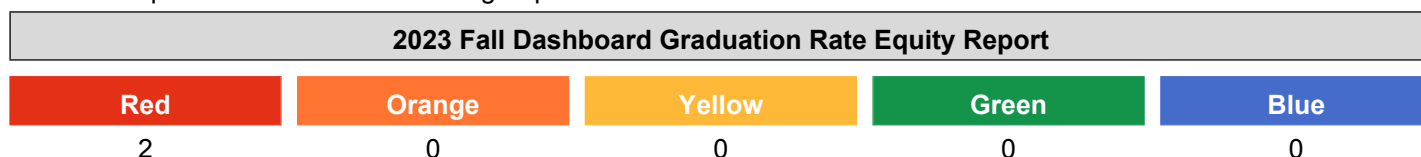
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Red 46% graduated Increased Significantly 6 63 Students	English Learners Less than 11 Students 8 Students	Foster Youth Less than 11 Students 1 Student
Homeless 21.4% graduated 14 Students	Socioeconomically Disadvantaged Red 41.5% graduated Increased 3 53 Students	Students with Disabilities 22.2% graduated Increased Significantly 22.2 18 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	Less than 11 Students 4 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 54.8% graduated Increased Significantly 18.2 31 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	31.6% graduated Decreased Significantly - 15.5 19 Students

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

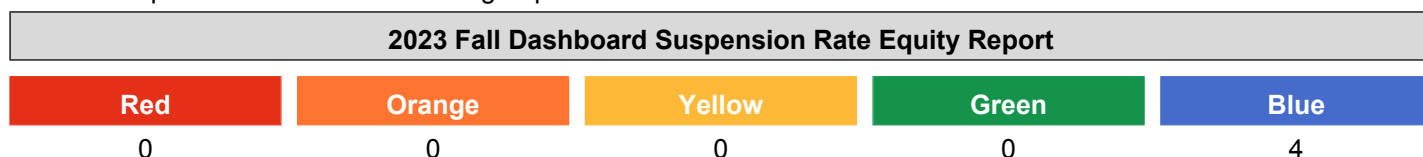
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.




Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained 0 318 Students	English Learners 0% suspended at least one day Maintained 0 25 Students	Foster Youth Less than 11 Students 4 Students
Homeless 0% suspended at least one day Maintained 0 74 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0 236 Students	Students with Disabilities  Blue 0% suspended at least one day Maintained 0 65 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
0% suspended at least one day 14 Students	0% suspended at least one day Maintained 0 17 Students	Less than 11 Students 8 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 171 Students	0% suspended at least one day Maintained 0 20 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 82 Students

Conclusions based on this data:

1. Very low suspension rates in the case are the result of the school's hybrid learning approach, tendency towards small groups class structure, and a focus on building relationships with students and families.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2019 54.6% 4-year cohort 2021 93.3% 1-year cohort 2022 40% 4-year cohort; 75% 1-year cohort 2023 46% 4-year cohort; 75% 1-year cohort 2024 62.2% 4-year cohort; 83.8% 1-year cohort	maintain or increase by 2%
State Local Indicator Basic Services: Qualified and Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	Maintain
State Local Indicator Basic Services: Textbook and other instructional materials availability	0% students are lacking textbooks and other instructional materials	Maintain

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	LCAP 1.9: Academic Achievement - Student Achievement - Student Success Coordinator	All students, including English Learners, other unduplicated student groups, and students with disabilities.	23,995 Title I, Part A 1000-1999: Certificated Personnel Salaries Student Success Coordinator 42,000 1000-1999: Certificated Personnel Salaries ESSER III - Student Success Coordinator 68,470 LCFF 1000-1999: Certificated Personnel Salaries Student Success Coordinator 42,000 Title I, Part A 2000-2999: Classified Personnel Salaries Instructional Assistant
1.2	LCAP 1.8: Interventions: Content Area Specialists: Targeted interventions for students struggling to meet grade level proficiency.	All students, including English Learners, other unduplicated student groups, and students with disabilities.	10,250 LCFF 4000-4999: Books And Supplies Targeted Interventions Exact Path, EL Foundations 253,064 LCFF 1000-1999: Certificated Personnel Salaries Content Area Specialists
1.3	1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards aligned content:	All students, including English Learners, other unduplicated student groups, and students with disabilities.	131,225 LCFF 4000-4999: Books And Supplies Curriculum, Materials, and Supplies
1.4	1.4 Identify professional development opportunities for teachers to equip them with information and resources to better serve their students and educational partners (parents, extended family members, educational rights holders).	All students, including English Learners, other unduplicated student groups, and students with disabilities.	20,000 LCFF 5000-5999: Services And Other Operating Expenditures Professional Development: Includes Honoring Our Similarities Training 13,697 5000-5999: Services And Other Operating Expenditures ESSER III Use of Remaining Funds for Professional Development
1.5			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Effectiveness of Action 1.3: MYA provided all students with access to a diverse curriculum through platforms like Edmentum Courseware, Exact Path, Thrively, Freckle and Pathful. Additionally, teachers were equipped with various resources such as Khan Academy, CommonLit, SDCOE Curriculum, Next Generation Personal Finance (NGPF), ZINN Education, PHet Colorado, and supplementary teacher curriculum, ensuring robust support for student success.

Effectiveness of Action 1.4: MYA implemented professional development sessions throughout the academic year, including during Kick-Off Week and weekly staff meetings. These efforts, which included a professional development series on Radical Dreaming and creating personalized learning experiences for all students, contributed to favorable student outcomes, with a 4% increase in all students meeting or surpassing ELA standards on the CAASPP and an even more notable course completion rate of 93%.

Effectiveness of Action 1.8: Classified staff, additional Content Area Specialists, Exact Path, Freckle, News2You, and EL Foundations contributed significantly to students' academic progress by addressing learning gaps and enhancing basic language skills. This was reflected in the 4% improved performance in ELA on the CAASPP, as well as in the rate of EL reclassification.

Effectiveness of Action 1.9: The Student Success Coordinators played a crucial role in eliminating barriers hindering student engagement and academic achievement, leading to a notable 2.5% reduction in chronic absenteeism. The addition of a second SSC further bolstered the efforts, allowing us to reach the goal with greater efficiency and effectiveness.

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

There were no substantive differences in planned actions and actual implementation of these actions.

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

Moving forward through this next academic year, the focus will remain steadfast on the holistic development of students through the implementation of initiatives centered around cultivating their MY PLAN, regularly revisiting it, and fostering a culture of radical dreaming. Key actions will include personalized support to ensure students are equipped with the tools and resources needed to identify and pursue their aspirations. We will continue to emphasize the importance of course completion and graduation rates as primary metrics to gauge progress, alongside academic measurements. By intertwining these efforts with the concept of radical dreaming, we aim to inspire students to envision ambitious futures for themselves while providing the necessary guidance and support to turn those dreams into reality.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Student Engagement - Attendance/Absenteeism

We recognize that students that attend school regularly have been shown to be engaged, achieve at higher levels and graduate from high school. The goal and actions/services are focused on student, family and teacher engagement and connectedness to attain a high average daily attendance.

Maintain/Decrease low absenteeism rate: California Dashboard Chronic Absenteeism: 22-23: 16% 21-22: 18.5%; 2020-21: 28.5%; 2019: 1.2%; 2018: 3.5%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maintain/Decrease low absenteeism rate: California Dashboard Chronic Absenteeism: 22-23: 16%; 21-22: 18.5%; 2020-21: 28.5%; 2019: 1.2%; 2018: 3.5%

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Engagement: Chronic Absenteeism Rate	2019-2020: 1.2% 2020-2021: 28.5% 2022-2023: 16% 2023-2024: 14.9%	Decrease by 2%
School Climate: Expulsion Rate	0%	0%
School Climate: Suspension Rate	0%	0%
State Local Indicator Basic Services Conditions of Learning: Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	Maintain

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	2.2 To meet the needs of our students and to ensure equity we will recruit and retain highly qualified multiple and single subject teachers and	All students, including English Learners, other unduplicated student	1,599,191 LCFF

	maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.	groups, and students with disabilities.	1000-1999: Certificated Personnel Salaries Certificated Salaries and Benefits
2.2	2.3 Purchase technological devices and provide professional development to promote student engagement and develop 21st Century skills and support access to instruction as needed.	All students, including English Learners, other unduplicated student groups, and students with disabilities.	20,000 4000-4999: Books And Supplies ESSER III: Technology and Course Access

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Effectiveness of Action 2.2: We've diligently maintained a roster of highly qualified multiple and single-subject teachers, ensuring a 100% qualification rate. Furthermore, in alignment with the commitment to student equity and tailored support, we've expanded the team by recruiting three additional fully credentialed Teachers of Record (TORs) and a Special Education (SPED) Case Manager.

Effectiveness of Action 2.3: Every student at Motivated Youth Academy (MYA) now possesses technology devices facilitating access to a diverse range of courses, completing curriculum requirements, and utilizing essential tools. This accessibility has notably contributed to the observed increase in ADA.

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

2.2 Actual expenditures were greater than budgeted expenditures because we hired more teachers due to increased enrollment.

2.3 Budgeted expenditures were less than actual expenditures because technology costs were less than anticipated.

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

Over the past three years, our concerted efforts to promote a high Average Daily Attendance (ADA) and foster a positive school climate have yielded significant successes. Through targeted actions and initiatives, we've witnessed a remarkable 23.41% increase in ADA and a noteworthy 13.6% decrease in chronic absenteeism since 2020. These achievements highlight the effectiveness of our strategies and demonstrate our commitment to ensuring a supportive and engaging learning environment for all students. Building upon this momentum, we are resolved to continue prioritizing these goals and actions, reinforcing our dedication to student well-being and academic success.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Monitoring and Supporting Students

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Local Indicator Priority 3: Educational Partner Engagement and Involvement	<p>2023: 92</p> <p>Parent Input Survey Participation with Students in Student Groups: 20.7% English Learners 4.3% Low Socioeconomic 15.2% Students with Disabilities 53.3% Student participant 23.9% Parent participant 5.4% Community member participant</p> <p>Parent Input Survey Participants Ethnicity: 18.7% White 34.1% Hispanic/Latino 16.5% Two or More 2.2.0% Filipino 20.9% American Indian 11.3% African American</p>	Improve participation in LCAP Input by 10%
State Local Indicator Priority 6: School Climate	<p>92.4% of survey respondents overall, feel satisfied with their child's school.</p> <p>96.7% of survey respondents overall, feel satisfied with the school in providing student support in attaining students' academic goals.</p> <p>97.8% of survey respondents overall, feel satisfied with the school in providing input opportunities for me to participate in the school and my child's education.</p>	Maintain or increase
School Safety Plan and Training	<p>February 8, 2024 Reviewed and Updated</p> <p>MYA Staff September 23, 2024</p> <p>SSC November 21, 2024</p>	Maintain

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.2 We will build partnerships for student outcomes by sending notification of Surveys, Parent Meetings, Board of Directors Public meetings in a timely manner to all families, through emails, website and other social media school's site while ensuring the participation and engagement of our underrepresented families	All students, including English Learners, other unduplicated student groups, and students with disabilities.	18,000 LCFF 5000-5999: Services And Other Operating Expenditures R&B Communications
3.2	3.5 Notices, reports, statements or records sent to a student, parent or guardian will be translated as needed. (EL) Documents, records, and statements will be sent, upon request. Student Administrative Technician and classified staff to support student	All students, including English Learners, other unduplicated student groups, and students with disabilities.	1,000 LCFF 5000-5999: Services And Other Operating Expenditures Translation Services

	engagement and performance and parent involvement.		80,134 LCFF 2000-2999: Classified Personnel Salaries Classified Student Administrative Technician
3.3	3.6 Operations of the school	All students, including English Learners, other unduplicated student groups, and students with disabilities	20,000 LCFF 5000-5999: Services And Other Operating Expenditures Kurt Madden Ed Consulting 83,000 LCFF 5000-5999: Services And Other Operating Expenditures Charter Impact 22,500 LCFF 5000-5999: Services And Other Operating Expenditures Keyn Solutions

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Effectiveness of Action 3.2: Fostering partnerships for student success involved the dissemination of notifications for board meetings, SSC, and EPAC meetings via the website and social media platforms, along with Community Partner Newsletters, EPAC LCAP/School Planning Input Survey, Educational Partner communications through weekly emails, and regular social media updates. Consequently, EPAC input survey participation surged by 10%.

Effectiveness of Action 3.5: Office clerical staff fulfill requests for translated documents, records, and statements, while Student Administrative Services Technicians and classified staff actively support student engagement, performance, and parental involvement. This approach resulted in 93% of educational partners and students expressing a sense of connection to MY Academy.

Effectiveness of Action 3.6: The operational functioning of the school, overseen by the school's director in collaboration with various partners, ensured that MY Academy operated at a capacity where between 93-95% of survey respondents felt safe and connected to the school

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

3.2 Actual expenditures were greater than budgeted expenditures because of increased costs from the vendor.

3.5 Actual expenditures were greater than budgeted expenditures because of increased student enrollment and parent empowerment.

3.6 Budgeted expenditures were less than actual expenditures because the consulting agreement for the individual serving as CEO ended earlier than anticipated. Additionally, projected technology costs were not as great as anticipated.

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

Due to declining participation in SSC and EPAC meetings throughout the past school year, MY Academy is committed to continuing the goal of connecting with families and community to support student learning and achievement into the next three-year cycle. To address this, there will be a concentrated effort to build and cultivate relationships with educational partners from the beginning of the upcoming academic year. This proactive strategy has shown improved results this school year as our SSC meetings have been well attended.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

High School Graduation, College and Career Technical Education

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate, UC/CSU prepared/met requirements	<p>2023-2024: 62.2% (82, 4-year cohort); 83.8% (1-year cohort) Graduates Meeting UC/CSU Req: Data not yet available. Graduates earning Golden State: Data not yet available.</p> <p>2022-2023: 40% (65, 4-year cohorts); 75% (1-year cohort) Graduates Meeting UC/CSU Req: 0% Graduates earning Golden State 0%</p> <p>2020-21: 67.4% (43, 4-year cohort students); 93.3% (1-year cohort) Graduates Meeting UC/CSU Req: 3.4% Graduates earning Golden State 9%</p> <p>2019-20: 40.0% (35, 4-year cohort students), Graduates Meeting UC/CSU Req: 14.3%, Graduates earning Golden State 14.3%</p> <p>2018-29: 39.6% (48, 4-year cohort students), Graduates Meeting UC/CSU Req: 15.8% Graduates earning Golden State 5.3%</p>	Maintain or Increase graduation rate
Access to a Broad Curriculum College/Career Prepared Pupils enrolled and completion in A-G courses required for UC/CSU admission	<p>Enrolled in courses for UC/CSU admission: 23.35%</p> <p>Completed courses for UC/CSU admission: 6.24%</p>	Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate
Access to a Broad Curriculum Career Technical Education (CTE) participation	<p>Number of students participating in CTE: 0</p> <p>Percent of students that completed a CTE program and earned a high school diploma: 0</p>	Increase the CTE participation and completion rate annually by 2%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	CTE - Course Access - KRA 4.1 Develop a comprehensive College and Career readiness program, increase Career Technical Education opportunities, and connect high school/young adults to community resources and agencies.	All students, including English Learners, other unduplicated student groups, and students with disabilities.	43,900 LCFF 5000-5999: Services And Other Operating Expenditures KRA Possibility Project
4.2	School Counselor, Student Achievement 4.2 Monitor students moving from middle school through high school to identify students that maybe	All students, including English Learners, other unduplicated student	138,868.39 LCFF

	struggling with regular attendance and course completion; and, keep them on track to graduate from high school.	groups, and students with disabilities.	<p>1000-1999: Certificated Personnel Salaries School Counselor 47,004</p> <p>1000-1999: Certificated Personnel Salaries ESSER III Lost Instructional Time: Guidance Counselor academic interventions and test prep 5,000</p> <p>1000-1999: Certificated Personnel Salaries ESSER III Lost Instructional Time: Counselor to connect students to the Possibility Project 1,500</p> <p>1000-1999: Certificated Personnel Salaries ESSER III Use of Remaining Funds: Identify, monitor and support students struggling with regular attendance</p>
4.3	Academic Interventions - Student Achievement / Thrively 4.4 The School Counselor will review student transcripts to ensure the opportunity to make up missed credits and/or complete an A-G Pathway. The School Counselor ensure that struggling students will receive appropriate interventions that include the opportunity for test preparation.	All students, including English Learners, other unduplicated student groups, and students with disabilities.	<p>3,000 LCFF None Specified Thrively</p>
4.4	Student Progress, Student Achievement / Student Success Coordinator 4.5 The Student Success Coordinator will facilitate comprehensive access to all students including English Learners, other unduplicated student groups, and students with disabilities by strengthening connections between teachers, content area specialists, counselor, and the school psychologist, as well as connect students and families to community wrap around services, to provide an equitable learning environment where barriers are identified and services are provided to overcome them.	All students, including English Learners, other unduplicated student groups, and students with disabilities.	<p>8,033.57 LCFF 1000-1999: Certificated Personnel Salaries Student Success Coordinator 50,000</p> <p>1000-1999: Certificated Personnel Salaries Other State Funds - Student Success Coordinator 23,995 Title I, Part A 1000-1999: Certificated Personnel Salaries Student Success Coordinator</p>
4.5	4.6 English Learner Testing Specialist (EL)	All students, including English Learners, other unduplicated student groups, and students with disabilities.	<p>27,500 LCFF 2000-2999: Classified Personnel Salaries EL Testing Specialist</p>
4.6	4.7 Upon student request or staff recommendation, students will be provided a monthly transit pass,	All students, including English Learners, other unduplicated student	<p>18,000 LCFF</p>

	San Diego County YMCA membership, and lunch at the Campo Education Center as needed.	groups, and students with disabilities.	5000-5999: Services And Other Operating Expenditures Transit Passes, SD County YMCA, Food (Golden Acorn) 800 5000-5999: Services And Other Operating Expenditures ESSER III Use of Remaining Funds- Transit Passes, SD County YMCA, Food (Golden Acorn) 7,600 Local Categorical 5000-5999: Services And Other Operating Expenditures Local Funds - Transit Passes, SD County YMCA, Food (Golden Acorn)
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Effectiveness of 4.1: Our collaboration with community organizations such as the Possibility Project, One Safe Place, A Safe Place, the San Diego Housing Commission and the California Indian Manpower Consortium has impacted our progress towards goal 4, leading to a 6% increase in graduation rate.

Effectiveness of 4.2: A comprehensive monitoring system has been established to track students' progress from middle school through high school, identifying those who may be struggling. This includes the deployment of a full-time counselor, transcript audits, specialized content area support, and weekly one-on-one meetings. Consequently, all students now have access to a diverse range of academic pursuits, helping to increase our graduation rate by 6%.

Effectiveness of 4.4: The Guidance Counselor ensures that students in need receive necessary interventions, including monthly staff development sessions and Assessment and Accountability meetings. As a result, all students now have access to a broad course of study and a 3% increase in students fulfilling A-G requirements.

Effectiveness of 4.5: An annual review of student transcripts has been instituted to enable students to recover missed credits. This process, overseen by a full-time counselor who reviews transcripts each semester for both continuing and new students, ensures that all students have access to a comprehensive course of study and an A-G pathway, which has led to a 3% increase in students fulfilling A-G requirements.

Effectiveness of 4.6: The English Learner (EL) Testing Specialist has achieved a 100% completion rate for initial ELPAC assessments and a 90% completion rate for summative ELPAC assessments through effective training, communication, and feedback.

Effectiveness of 4.7: Following the lifting of COVID restrictions, monthly transit passes and YMCA memberships are once again available, ensuring that all students have access to transportation to and from their student/teacher meetings.

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

4.1 Budgeted expenditures were less than actual expenditures because fewer amount of students elected to take CTE courses.

4.2 Budgeted expenditures were less than actual expenditures because the school counselor vacated the position mid-year without replacement.

4.5 Budgeted expenditures were less than actual expenditures because travel expenses to engage students were not as expensive as anticipated.

4.7 Budgeted expenditures were greater than actual expenditures due to the increased enrollment of students receiving support at the Education Center of the Campo Kumeyaay Nation.

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

Despite strides forward, Goal 4 remains a work in progress. While we've achieved a commendable 22.2% rise in graduation rates and witnessed more students fulfilling UC/CSU prerequisites, we're still short of reaching the target. Further efforts are crucial to elevate graduation rates and enhance Career Technical Education (CTE) pathways. Consequently, MY Academy continues to focus on Goal 4 through targeted interventions.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$74,061.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,823,726.96
Total Federal Funds Provided to the School from the LEA for CSI	\$163,444.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

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

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

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

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

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

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

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

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

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries		145,504.00
4000-4999: Books And Supplies		20,000.00
5000-5999: Services And Other Operating Expenditures		14,497.00
1000-1999: Certificated Personnel Salaries	LCFF	2,067,626.96
2000-2999: Classified Personnel Salaries	LCFF	107,634.00
4000-4999: Books And Supplies	LCFF	141,475.00
5000-5999: Services And Other Operating Expenditures	LCFF	226,400.00
None Specified	LCFF	3,000.00

5000-5999: Services And Other Operating Expenditures	Local Categorical	7,600.00
1000-1999: Certificated Personnel Salaries	Title I, Part A	47,990.00
2000-2999: Classified Personnel Salaries	Title I, Part A	42,000.00

Expenditures by Goal

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

School Site Council Membership

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

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

Name of Members	Role
Melissa Lato	Principal
Sharon Anderson	Classroom Teacher
Courtney Cercos	Other School Staff
Elissa Snyder	Parent or Community Member
Danielle Kermoade	Parent or Community Member
Tricia Robleto	Parent or Community Member
Ashley Garcia	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on November 21, 2024.

Attested:



Principal, William B. Dobson on November 21, 2024



SSC Chairperson, Elissa Snyder - Chairperson/Parent on November 21, 2024

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

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

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

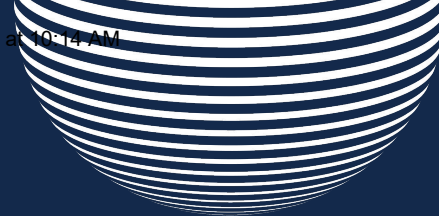
- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atciplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atciplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

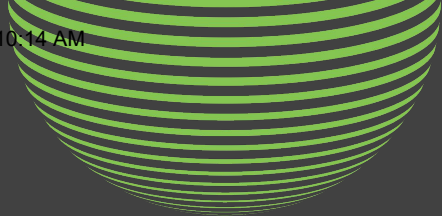


School Plan for Student Achievement (SPSA)



Presented:

December 12th, 2024



2023-2024 School Year Profile

DASS Student Groups

Who is My Academy?

English Learners
8.2%

Socioeconomically
Disadvantaged
75.3%

Students with Disabilities
20.1%

Credit Deficient
47.71%

Gap in Enrollment
16.86%

Recovered Dropouts
8.86%

High Transiency
11.71%

By the Numbers

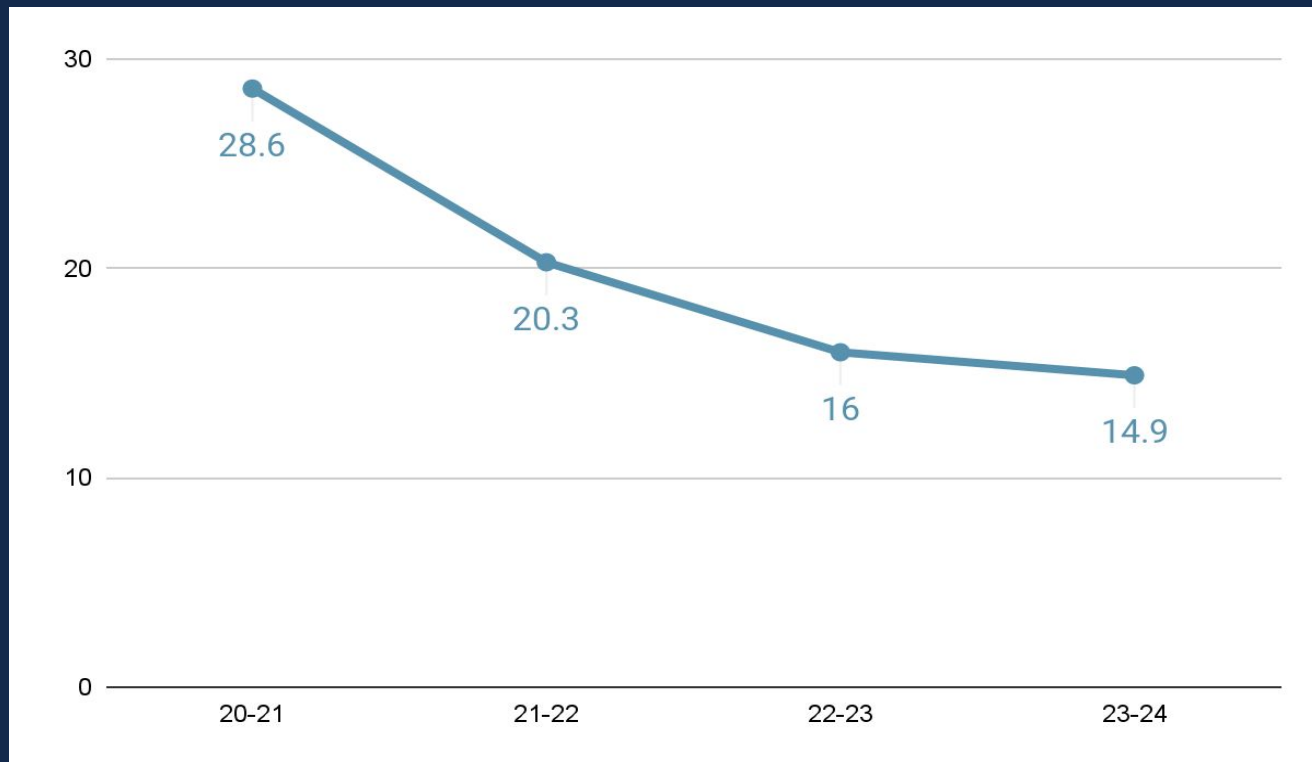
Graduation Rate
62.2%

Course Completion
Rate
93%

Attendance Rate
94.6%

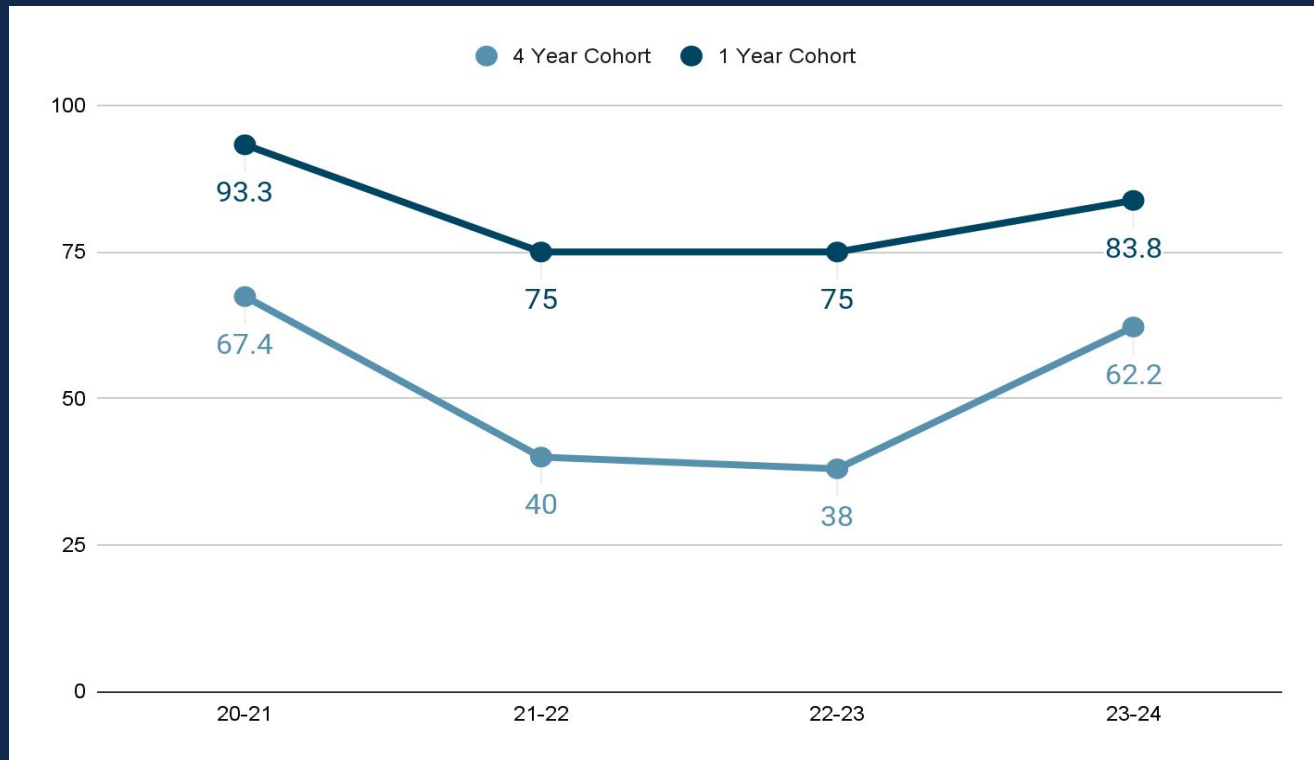
Student Data

Chronic Absenteeism



Student Data

Graduation Rate



Strategic Goals and Key Investments

Goal #1 - Increase Academic Achievement

Actions

1. Improve Academic Achievement
2. Engage with curriculum and assessments
3. Support all student progress, including unduplicated students

Expenditures

1. Student Success Coordinator
2. Targeted Interventions
3. Professional Development
4. Content Area Specialists



Strategic Goals and Key Investments

Goal #2 - Promote High Attendance and Positive School Culture

Actions

1. Foster high attendance and engagement
2. Ensure a positive school climate for all
3. Utilize quality teaching and best practices

Expenditures

1. Teacher Salaries and Benefits
2. Technology
3. Instructional Materials and Course Access



Strategic Goals and Key Investments

Goal #3 - Communication with Educational Partners

Actions

1. Build family and community partnerships
2. Boost engagement, safety and satisfaction
3. Support student success through meaningful communication

Expenditures

1. R&B communications
2. Administrative and consulting services
3. Technology solutions via Keyn and Charter Impact
4. Translation services

Strategic Goals and Key Investments

Goal #4 - Graduation and College and Career Preparation

Actions

1. Ensure progress towards graduation
2. Provide college and career access
3. Support all students equitably

Expenditures

1. School Counselor
2. Student Success Coordinator
3. Possibility Project
4. CTE Curriculum Pathways via eDynamics





Questions?

*MY Academy- Where all
students are welcome.*



Coversheet

Annual Organizational Structure of the Board of Directors - Election of Officers

Section: XI. Organizational Structure - Annual Meeting of the Board
Item: A. Annual Organizational Structure of the Board of Directors - Election of Officers
Purpose: Vote
Submitted by:

BACKGROUND:

In accordance with Section 6.04 of the organization's bylaws, Board elections must take place during a regular board meeting annually unless an alternative process is adopted. The bylaws outline a clear process for the nomination, evaluation, and election of Directors, ensuring proper governance and compliance with organizational procedures.

Specifically, the bylaws state:

- An advisory committee will be appointed by the Board to identify qualified candidates at least 30 days prior to the election.
- The committee will present a list of nominees to the Board at least seven days before the election or as directed by the Board.
- Directors shall then be elected by a majority vote of the Directors in office, which is typically conducted at the Board's annual meeting.

RECOMMENDATION:

It is recommended that Board elections be conducted in alignment with the bylaws of Motivated Youth Academy (#1628).

Coversheet

Annual Organizational Structure of the Board of Directors - Election of Officers

Section: XI. Organizational Structure - Annual Meeting of the Board
Item: B. Annual Organizational Structure of the Board of Directors - Election of Officers
Purpose: Vote
Submitted by:

BACKGROUND:

In accordance with Section 6.04 of the organization's bylaws, Board elections must take place during a regular board meeting annually unless an alternative process is adopted. The bylaws outline a clear process for the nomination, evaluation, and election of Directors, ensuring proper governance and compliance with organizational procedures.

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RECOMMENDATION:

It is recommended that Board elections be conducted in alignment with the bylaws of Motivated Youth Academy (#1628).

Coversheet

Annual Organizational Structure of the Board of Directors - Election of Officers

Section: XI. Organizational Structure - Annual Meeting of the Board
Item: C. Annual Organizational Structure of the Board of Directors - Election of Officers
Purpose: Vote
Submitted by:

BACKGROUND:

In accordance with Section 6.04 of the organization's bylaws, Board elections must take place during a regular board meeting annually unless an alternative process is adopted. The bylaws outline a clear process for the nomination, evaluation, and election of Directors, ensuring proper governance and compliance with organizational procedures.

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- The committee will present a list of nominees to the Board at least seven days before the election or as directed by the Board.
- Directors shall then be elected by a majority vote of the Directors in office, which is typically conducted at the Board's annual meeting.

RECOMMENDATION:

It is recommended that Board elections be conducted in alignment with the bylaws of Motivated Youth Academy (#1628).

Coversheet

Full Board Action In Lieu of Audit Committee, Fiscal Year 2024-2025

Section: XI. Organizational Structure - Annual Meeting of the Board
Item: D. Full Board Action In Lieu of Audit Committee, Fiscal Year 2024-2025
Purpose: Vote
Submitted by:

BACKGROUND:

In compliance with Education Code Sections 47605(c)(5)(I) and 47605(m), Motivated Youth Academy is required to conduct an annual independent financial audit of its books and records for the 2024-25 fiscal year. This audit ensures transparency, accountability, and adherence to financial regulations governing charter schools.

It is recommended that the Governing Board take responsibility for overseeing the selection of an independent auditor and the completion of the audit as a full Board, rather than delegating this task to an Audit Committee. This approach allows the entire Board to maintain direct oversight of the school's financial affairs and uphold its fiduciary responsibilities.

RECOMMENDATION:

It is recommended the Motivated Youth Academy Governing Board oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs as a full Board for Motivated Youth Academy (#1628).

Coversheet

Approval of Motivated Youth Academy Board of Directors Manual Revisions

Section: XI. Organizational Structure - Annual Meeting of the Board
Item: E. Approval of Motivated Youth Academy Board of Directors Manual Revisions
Purpose: Vote
Submitted by:
Related Material:
MY Academy Board of Directors Manual - for board approval - 2024.12.12.pdf
MY Academy Board of Directors Manual - redlined - 2024.12.12.pdf

BACKGROUND:

The Board of Directors manual has been updated to reflect current best practices, align with recent legislative changes, and incorporate feedback from board members.

RECOMMENDATION:

It is recommended that the Board of Directors approve the revised **Board of Directors Manual** as presented by Motivated Youth Academy (#1628).



MOTIVATED YOUTH ACADEMY

Board of Directors Manual



Board of Directors Manual

Role of the Board

The Board of Directors (Board) is elected to provide leadership and oversight of the nonprofit corporation that operates charter school(s). The Board shall ensure that the nonprofit corporation is responsive to the values, beliefs, and priorities of the communities it serves.

The Board shall work with the Director/CEO to fulfill its major responsibilities, which include:

1. Setting the direction for the nonprofit corporation through a process that involves the counties, communities, educational rights holders, students, and staff and is focused on student learning and achievement
2. Establishing an effective and efficient organizational structure for the nonprofit corporation by
 - a. Employing the Director/CEO and setting policy for hiring other personnel
 - b. Overseeing the development and adoption of policies
 - c. Establishing academic expectations and adopting the curriculum and instructional materials
 - d. Establishing budget priorities and adopting the budget
 - e. Providing safe, adequate facilities that support the school's operations
3. Providing support to the Director/CEO and other staff as they carry out the Board's direction by
 - a. Establishing and adhering to standards of responsible governance
 - b. Making decisions and providing resources that support the nonprofit corporation's priorities and goals
 - c. Upholding Board policies
 - d. Being knowledgeable about school programs and efforts to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the school and compliance with the charter(s) by:
 - a. Establishing and approving all major educational and operational policies
 - b. Approval of all major contracts
 - c. Approving the charter school's annual budget and overseeing the charter school's fiscal affairs



- d. Hearing expulsion recommendations at scheduled Board of Directors meetings to meet the required timeframe for expulsions
 - e. Evaluating the Director/CEO who oversees the day-to-day operations of the charter school and implementing the policy direction of the Board
 - f. Developing annual goals for the charter school and long-range plans with input from the Director/CEO, teachers, and educational rights holder advisory council members
 - g. Receiving reports from, and providing recommendations to the Director/CEO relative to long-term strategic planning
 - h. Assessing the charter school's goals, objectives, academic achievement/student progress, financial status, and any need for redirection
 - i. Evaluating charter school and student performance
5. Providing leadership and advocacy on behalf of students, the educational program, and public education to build support within the local counties and communities.

Governance Standards

The Board believes its primary responsibility is to act in the best interests of every student in the school. The Board is also committed to educational rights holders, counties, communities, employees, the State of California, the laws pertaining to public education, and established school policies.

To maximize Board effectiveness and public confidence in Board governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the Director/CEO to ensure that a high-quality education is provided to each student. Each Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support, and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, educational rights holders, and the counties and communities it serves
4. Act with dignity and understand the implications of demeanor and behavior
5. Keep confidential matters confidential



6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Director/CEO and other staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members shall also assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the nonprofit corporation focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Annually evaluate its own effectiveness
8. Ensure opportunities for diverse views in the students, staff, counties, and communities it serves to inform Board deliberations.

Public Statements

The Board recognizes that its members may participate in public discourse on civic or community interest matters, including those involving the nonprofit corporation, and their right to express their personal views freely. However, to ensure consistent, unified communication regarding nonprofit corporation issues, Board members are expected to respect the authority of the Board to choose its representatives to communicate their positions and to abide by established protocols.

All public statements authorized to be made on behalf of the Board shall be made by the Board President or, if appropriate, by the Director/CEO or other designated representative.



When speaking for the nonprofit corporation, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board, nor shall Board spokespersons express any support for (or opposition to) any candidate(s) for political office. The Board must ensure that any statements or informational materials concerning proposed legislation or political candidates are provided in a neutral, nonpartisan, and educational manner consistent with state and federal restrictions for 501(c)(3) nonprofits and public agencies.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves respectfully, courteously, and professionally and to model good behavior for students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication. Furthermore, the Brown Act prohibits Board members from responding directly to any community on an internet-based social media platform regarding a matter that is within the subject-matter jurisdiction of the Board (e.g., charter school matters) that is made, posted, or shared by any other Board member.

Disclosure of Confidential/Privileged

The Board recognizes the importance of maintaining the confidentiality of information acquired as part of a Board member's official duties. Confidential/privileged information shall be released only to the extent authorized by law and upon approval from the Board.

Disclosure of Closed Session Information

A Board member shall not disclose confidential information acquired during a closed session to a person not entitled to receive such information unless a majority of the Board has authorized its disclosure.

Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session.

Other Disclosures

A Board member shall not disclose, for pecuniary gain, confidential information acquired in the



course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the Board member.

The Board may take action against any person for disclosing confidential information.

Disclosures excepted from this prohibition are those made to law enforcement officials when reporting on improper governmental activities.

Board Member Electronic Communications

The Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the nonprofit corporation and with members of the public. Board members shall exercise caution to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting nor to circumvent the public's right to access records regarding the nonprofit corporation.

A quorum of the Board shall not, outside of an authorized Board meeting, use a series of electronic communications of any kind, including emails, texts, or communications on an internet-based social media platform, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject-matter jurisdiction of the Board (e.g., charter school matters).

Examples of permissible electronic communications concerning the nonprofit corporation include, but are not limited to, the dissemination of Board meeting agendas and agenda packets, reports of activities from the Director/CEO sent to Board members, and reminders regarding meeting times, dates, and places. Board members must not "reply to all" to these communications.

In addition, Board members may use electronic communications to discuss matters that do not pertain to the nonprofit corporation, regardless of the number of Board members participating in the discussion. However, Board members must be clear that such communications regarding any candidates for political office or proposed legislation are their own personal viewpoints and do not represent the Board, the nonprofit corporation, or the school.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a community member and should make clear that their response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to



the Director/CEO in accordance with Board policies and procedures so that the issue may receive proper consideration and be handled through the appropriate nonprofit corporation process. As appropriate, communication received from the media shall be forwarded to the Director/CEO.

To the extent possible, electronic communications regarding any nonprofit corporation-related business shall be transmitted through a nonprofit corporation-provided account. Conversely, personal communications shall not be transmitted through a nonprofit corporation-provided device or account, nor shall communications regarding candidates for political office or proposed legislation without prior approval from the Board. Board members should keep in mind that such electronic communications (those transmitted through a provided device or account or those pertaining to charter school matters) may be subject to public disclosure under the Public Records Act.

Limits of Board Member Authority

The Board recognizes that the Board governs the nonprofit corporation and that a Board member has no individual authority. Board members shall hold the interests of the nonprofit corporation above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the Director/CEO. Board members shall refer Board-related correspondence to the Director/CEO for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the

Director/CEO or designee so that the problem may be properly considered and handled through the appropriate nonprofit corporation process.

A Board member whose child is attending a nonprofit corporation school should be aware of their role as a Board member when interacting with nonprofit corporation employees about their child.

The Director/CEO designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.



Oath or Affirmation

It is a tradition of the Board that, prior to entering office, all Board members take an oath or affirmation.

The following oath may be administered and certified by the Director/CEO and/or the Board President:

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

Orientation

The Board recognizes the importance of providing all newly elected Board members with support and information to become effective members of the Board. Incoming Board members are provided an orientation designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position. Such orientation may include the provision of information, support, and/or training related to Board functions, policies, protocols, and standards of conduct.

As early as possible following the election of Board members, one or more orientation sessions may be held during open meeting(s) of the Board or scheduled 1:1 meetings with the Director/CEO and other staff. The Board President and the Director/CEO or designee shall develop an agenda for the meeting(s) and identify resources useful for incoming Board members.

Upon their election, incoming Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's requirements as if they had already assumed office. Incoming Board members must also complete a Form 700 within 30 days of assuming office in accordance with the Political Reform Act. Additional information for incoming Board members may include, but is not limited to, Board bylaws related to the limits of individual Board member authority, the conduct of Board meetings, and other Board operations; governance standards for ethical conduct; legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with nonprofit corporation staff, members of the public, and the media; and publications on effective governance practices.



In addition, the Director/CEO or designee shall provide incoming Board members with specific background information regarding the nonprofit corporation, including, but not limited to, the nonprofit corporation's vision and goals statements, local control, and accountability plan, and other comprehensive plans, student demographic data, student achievement data, nonprofit corporation policy manual, nonprofit corporation budget, and minutes of recent open Board meetings.

The Director/CEO or designee may offer incoming Board members a tour of the nonprofit corporation's administrative offices and facilities and may introduce them to the nonprofit corporation and charter school site administrators and other staff.

Incoming members are encouraged, at the nonprofit corporation's expense and with the approval of the Board, to attend charter school organization workshops and conferences relevant to the needs of the individual member, the Board as a whole, or the nonprofit corporation.

Board Training

The Board's ability to effectively and responsibly govern the nonprofit corporation is essential to promoting student achievement, building positive community relations, and protecting the public interest in the nonprofit corporation that operates the charter school. Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.

The Board and/or the Director/CEO or designee shall provide an orientation to newly elected or appointed Board members, which includes comprehensive information regarding Board roles, policies, procedures, the nonprofit corporation's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with the law.

Board members will be responsible for participating in required training programs, including but not limited to ethics training as set forth in AB 2158 (commencing on January 1, 2025). All Board members are encouraged to continuously participate in advanced training in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the nonprofit corporation on issues that involve the entire governance team.



Board members may attend a conference or similar public gathering with other Board members and/or with the Director/CEO or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the nonprofit corporation's jurisdiction so as not to violate the Brown Act open meeting laws.

Board members shall report to the Board, orally or in writing, on the Board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and nonprofit corporation.

Remuneration, Reimbursement

Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of \$650.

On an annual basis, the Board may adjust the compensation of Board members in an amount that is just and reasonable to the nonprofit corporation based on the services performed by the Board members and in consideration of comparable compensation that is paid to individuals holding similar positions at similarly-sized nonprofit organizations in the same geographic location. The Board shall adopt such compensation based on the comparable analysis, which may include a compensation study.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the nonprofit corporation that operates charter school at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses such as travel, telephone, business meals, or other authorized purposes incurred when performing authorized services for the nonprofit corporation.

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance of educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the nonprofit corporation's interests; attendance at the nonprofit corporation or community events; and meetings with state



or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the nonprofit corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the nonprofit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved pursuant to the fiscal policy.

Board Policies

The Board shall adopt written policies to convey its expectations for actions that will be taken in the nonprofit corporation, clarify roles and responsibilities of the Board and Director/CEO, and communicate board philosophy and positions to students, staff, educational rights holders, and the community.

The nonprofit corporation's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.

Policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

Board Bylaws

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations.

Bylaws governing Board operations may be amended in accordance with the process set forth in the Bylaws.

Monitoring and Evaluation

At any time, the Board and Director/CEO or designee may determine that progress reports to the Board on the implementation and/or effectiveness of the policy should be scheduled. If so, the Board and Director/CEO or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the policy in achieving its purpose.

Access to Policies

The Director/CEO or designee shall provide public access to current Board-adopted policies, such as by posting policies to the website or making them available upon request.



As necessary, the Director/CEO or designee shall notify staff, educational rights holders, students, and other educational partners whenever a policy that affects them is adopted or revised. They may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the website when required by law.

Agenda, Meeting Materials

Any board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Director/CEO or designee with supporting documents and information.

The Board President and Director/CEO shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board President and Director/CEO shall determine if the item is merely a request for information or whether the issue is covered by an existing policy.

If the Board President and Director/CEO do not place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board President and Director/CEO shall also decide, in accordance with the Brown Act, whether an agenda item is appropriate for discussion in open or closed session and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the Director/CEO recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

At least 72 hours before each regular meeting, each Board member shall be provided a digital copy of the agenda and other available documents pertinent to the meeting.

When special meetings are called, board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Director/CEO or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or



take action on any matter within the subject matter jurisdiction of the Board.

Meeting Conduct

All Board meetings shall begin on time and shall follow an agenda prepared in accordance with board Bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements), the Charter Schools Act, and other applicable laws.

The Board shall adopt and enforce a policy for public participation at meetings, which shall include the requirements of the Charter Schools Act for establishing two-way conference locations and posting recordings of the meetings.

The Board believes that late-night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular board meetings shall be held between the hours of 8:00 a.m. to 4:00 p.m.; if any Special or Emergency Board Meetings are held, they shall be adjourned by 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

Minutes

The Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by nonprofit corporation staff and the public.

The Secretary shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request.

The minutes of Board meetings shall include, but not be limited to:

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure
2. A list of the public comments made on agendized items and non-agendized topics
3. The specific language of each motion and the names of the Board members who made and seconded the motion
4. Any action taken by the Board, and the vote or abstention on that action of each Board member present



Upon request by a student's educational rights holder, or by the student if age 18 or older, the minutes shall not include the student's or educational rights holder's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the Secretary.

The Director/CEO or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda at a subsequent regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board President and Board Clerk. Official Board minutes shall be stored in a secure location and shall be retained in accordance with law.

Any minutes kept for Board meetings held in closed sessions shall be kept separately from the minutes or recordings of regular and special meetings. Minutes of closed sessions are not public records.

Board Self Evaluation

The Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that nonprofit corporation governance effectively supports student achievement and the attainment of the nonprofit corporation's vision and goals.

The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the Director/CEO, understanding of Board and Director/CEO roles and responsibilities, communication skills, or other governance or boardsmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

Each year, the Board, with assistance from the Director/CEO, shall determine an evaluation method or instrument that measures key components of Board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in an open session.



At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the Director/CEO or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board may set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board may also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to additional training or mentorship.

Director/CEO Evaluation

The Board will vote annually on the approval of the evaluation timeline and plan, as well as the stipend amount for each Director/CEO evaluator for conducting a comprehensive 12-month evaluation of the Director/CEO.

The Board and Director/CEO shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation. The evaluation process shall follow a timeline mutually agreed to by the Board and the Director/CEO.

The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the Director/CEO and the Board. Such meetings shall be conducted in closed session, unless mutually agreed otherwise, and allow the option to deliberate privately without the Director/CEO present when discussing the final conclusions of an evaluation.

Director/CEO Succession Planning

Short-Term Absence Procedures

The Board should follow the procedures listed below in the event the Director/CEO is temporarily unable to fulfill their duties.

1. **Immediate Notification:** The Director/CEO or Director of Human Resources will inform the Board President as soon as possible about the temporary incapacity or absence and will support the Board with communication, as directed by the Board President
2. **Special Board Meeting:** As needed, convene a Special Board meeting to discuss the situation and potential impact.
3. **Acting Director/CEO:** Consult with Human Resources for the name of the Director's/CEO's recommended Acting Director/CEO.
4. **Review and Monitor:** The situation should be reviewed at regular intervals to decide if the Acting Director/CEO should continue in the role or if the regular Director/CEO can



resume duties.

5. **Transition Back:** Once the Director/CEO resumes duties, a transition plan should be established to ensure a smooth return.

Vacancy Procedures

This section provides a guide for the Board of Directors in case the seat of the Director/CEO becomes vacant, either through planned or unplanned circumstances. This ensures the continuity of leadership and minimizes disruption in the organization.

1. **Initial Notice:** The Director/CEO should provide written notice of departure as stipulated in their contract, including a minimum notice period.
2. **Board Meeting:** Convene a Special Board Meeting to initiate a plan and timeline for the vacancy. Document minutes and ensure compliance with public meeting laws like the Brown Act.
3. **Search Committee:** Appoint an ad hoc Director/CEO Search Committee consisting of less than a quorum of the Board's Directors with the support of other staff as appropriate, such as the Director of Human Resources. Define the committee's scope, authority, and limitations in writing. Consider and decide whether the Search Committee will conduct the search itself or employ a recruiter or search firm to help find candidates. If using a recruiter/search firm, the Search Committee will be its primary point of contact and will guide the search outside of full Board meetings.
4. **Interviews and Selections:** Establish unbiased, pre-defined criteria for candidate assessment. Conduct interviews and select a candidate based on these criteria. Keep detailed records for compliance with Equal Employment Opportunity laws.
5. **Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.
6. **Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.
7. **Transition Plan:** Develop a comprehensive transition plan for both outgoing and incoming Director/CEO.



MOTIVATED YOUTH ACADEMY

Board of Directors Manual



Board of Directors Manual

Role of the Board

The Board of Directors (Board) is elected to provide leadership and oversight of the nonprofit corporation that operates charter school(s). The Board shall ensure that the nonprofit corporation is responsive to the values, beliefs, and priorities of the communities it serves.

The Board shall work with the ~~Director~~Superintendent/CEO to fulfill its major responsibilities, which include:

1. Setting the direction for the nonprofit corporation through a process that involves the counties, communities, ~~educational rights holders~~parents/guardians, students, and staff and is focused on student learning and achievement
2. Establishing an effective and efficient organizational structure for the nonprofit corporation by
 - a. Employing the ~~Director~~Superintendent/CEO and setting policy for hiring other personnel
 - b. Overseeing the development and adoption of policies
 - c. Establishing academic expectations and adopting the curriculum and instructional materials
 - d. Establishing budget priorities and adopting the budget
 - e. Providing safe, adequate facilities that support the school's operations
3. Providing support to the ~~Director~~Superintendent/CEO and other staff as they carry out the Board's direction by
 - a. Establishing and adhering to standards of responsible governance
 - b. Making decisions and providing resources that support the nonprofit corporation's priorities and goals
 - c. Upholding Board policies
 - d. Being knowledgeable about school programs and efforts to serve as effective spokespersons
4. Ensuring accountability to the public for the performance of the school(s) and compliance with the charter(s) by:
 - a. Establishing and approving all major educational and operational policies
 - b. Approval of all major contracts



- c. Approving the charter school's annual budget and overseeing the charter school's fiscal affairs
 - d. Hearing expulsion recommendations at scheduled Board of Directors meetings to meet the required timeframe for expulsions
 - e. Evaluating the ~~Director~~Superintendent/CEO who oversees the day-to-day operations of the charter school and implementing the policy direction of the Board
 - f. Developing annual goals for the charter school and long-range plans with input from the ~~Director~~Superintendent/CEO, teachers, and educational rights holder advisory council members
 - g. Receiving reports from, and providing recommendations to the ~~Director~~Superintendent/CEO relative to long-term strategic planning
 - h. Assessing the charter school's goals, objectives, academic achievement/student progress, financial status, and any need for redirection
 - i. Evaluating charter school and student performance
5. Providing leadership and advocacy on behalf of students, the educational program, and public education to build support within the local counties and communities.

Governance Standards

The Board believes its primary responsibility is to act in the best interests of every student in the school(s). The Board is also committed to ~~educational rights holders~~parents/guardians, counties, communities, employees, the State of California, the laws pertaining to public education, and established school(s) policies.

To maximize Board effectiveness and public confidence in Board governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

The Board expects its members to work with each other and the ~~Director~~Superintendent/CEO to ensure that a high-quality education is provided to each student. Each ~~individual~~ Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support, and advocate for public education
3. Recognize and respect differences of perspective and style on the Board and among staff, students, educational rights holders, and the counties and communities it serves



4. Act with dignity and understand the implications of demeanor and behavior
5. Keep confidential matters confidential
6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader
7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the ~~Director~~Superintendent/CEO and other staff
8. Understand that authority rests with the Board as a whole and not with individuals

Board members shall also assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the nonprofit corporation focused on learning and achievement for all students
2. Communicate a common vision
3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures
6. Take collective responsibility for the Board's performance
7. Annually evaluate its own effectiveness
8. Ensure opportunities for diverse ~~range of~~ views in the students, staff, counties, and communities it serves to inform Board deliberations.

Public Statements

The Board recognizes that its members may participate in public discourse on ~~matters of~~ civic or community interest ~~matters~~, including those involving the nonprofit corporation, and their right to express their personal views freely ~~to freely express their personal views~~. However, to ensure ~~communication of a consistent, unified~~ ~~communication~~message regarding nonprofit corporation issues, Board members are expected to respect the authority of the Board to choose its



representatives to communicate their positions and to abide by established protocols.

All public statements authorized to be made on behalf of the Board shall be made by the Board President or, if appropriate, by the ~~Director~~^{Superintendent}/CEO or other designated representative.

When speaking for the nonprofit corporation, the Board encourages its spokespersons to exercise restraint and tact and to communicate the message in a manner that promotes public confidence in the Board's leadership.

Board spokespersons shall not disclose confidential information or information received in closed session except when authorized by a majority of the Board, nor shall Board spokespersons express any support for (or opposition to) any candidate(s) for political office. The Board must ensure that any statements or informational materials concerning proposed legislation or political candidates are provided in a neutral, nonpartisan, and educational manner ~~that is~~ consistent with state and federal restrictions for 501(c)(3) nonprofits and public agencies.

When speaking to community groups, members of the public, or the media, individual Board members should recognize that their statements may be perceived as reflecting the views and positions of the Board. Board members have a responsibility to identify personal viewpoints as such and not as the viewpoint of the Board.

In addition, the Board encourages members who participate on social networking sites, blogs, or other discussion or informational sites to conduct themselves respectfully, courteously, and professionally and to model good behavior for students and the community. Such electronic communications are subject to the same standards and protocols established for other forms of communication. Furthermore, the Brown Act prohibits Board members from responding directly to any community on an internet-based social media platform regarding a matter that is within the subject-matter jurisdiction of the Board (e.g., charter school matters) that is made, posted, or shared by any other Board member.

Disclosure of Confidential/Privileged

The Board recognizes the importance of maintaining the confidentiality of information acquired as part of a Board member's official duties. Confidential/privileged information shall be released only to the extent authorized by law and upon approval from the Board.

Disclosure of Closed Session Information

A Board member shall not disclose confidential information acquired during a closed session to a person not entitled to receive such information unless a majority of the Board has authorized its disclosure.



Confidential information means a communication made in a closed session that is specifically related to the basis for the Board to meet lawfully in closed session.

Other Disclosures

A Board member shall not disclose, for pecuniary gain, confidential information acquired in the course of his/her official duties. Confidential information includes information that is not a public record subject to disclosure under the Public Records Act, information that by law may not be disclosed, or information that may have a material financial effect on the Board member.

The Board may take action against any person for disclosing confidential information.

Disclosures excepted from this prohibition are those made to law enforcement officials when reporting on improper governmental activities.

Board Member Electronic Communications

The Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the nonprofit corporation and with members of the public. Board members shall exercise caution to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendaized Board meeting nor to circumvent the public's right to access records regarding the nonprofit corporation.

A quorum of the Board shall not, outside of an authorized Board meeting, use a series of electronic communications of any kind, including emails, texts, or communications on an internet-based social media platform, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject-matter jurisdiction of the Board (e.g., charter school matters).

Examples of permissible electronic communications concerning the nonprofit corporation include, but are not limited to, the dissemination of Board meeting agendas and agenda packets, reports of activities from the ~~Director~~Superintendent/CEO sent to Board members, and reminders regarding meeting times, dates, and places. Board members must not "reply to all" to these communications.

In addition, Board members may use electronic communications to discuss matters that do not pertain to the nonprofit corporation, regardless of the number of Board members participating in the discussion. However, Board members must be clear that such communications regarding any candidates for political office or proposed legislation are their own personal viewpoints and do not represent the Board, the nonprofit corporation, or the school.



Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a community member and should make clear that their response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the ~~Director~~~~Superintendent~~/CEO in accordance with Board policies and procedures so that the issue may receive proper consideration and be handled through the appropriate nonprofit corporation process. As appropriate, communication received from the media shall be forwarded to the ~~Director~~~~Superintendent~~/CEO.

To the extent possible, electronic communications regarding any nonprofit corporation-related business shall be transmitted through a nonprofit corporation-provided ~~device or account~~. Conversely, personal communications shall not be transmitted through a nonprofit corporation-provided device or account, nor shall communications regarding candidates for political office or proposed legislation without prior approval from the Board. Board members should keep in mind that such electronic communications (those transmitted through a provided device or account or those pertaining to charter school matters) may be subject to public disclosure under the Public Records Act.

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The Board recognizes that the Board governs the nonprofit corporation and that a Board member has no individual authority. Board members shall hold the interests of the nonprofit corporation above any partisan principle, group interest, or personal interest.

Unless agreed to by the Board as a whole, individual members of the Board shall not exercise any administrative responsibility with respect to the schools or command the services of any school employee. Individual Board members shall submit requests for information to the ~~Director~~~~Superintendent~~/CEO. Board members shall refer Board-related correspondence to the ~~Director~~~~Superintendent~~/CEO for forwarding to the Board or for placement on the Board's agenda, as appropriate.

Individual Board members do not have the authority to resolve complaints. Any Board member approached directly by a person with a complaint should refer the complainant to the

~~Director~~~~Superintendent~~/CEO or designee so that the problem may **be properly considered and receive proper consideration and be** handled through the appropriate nonprofit corporation process.

A Board member whose child is attending a nonprofit corporation school should be aware of their role as a Board member when interacting with nonprofit corporation employees about their



child.

The ~~Director~~Superintendent/CEO designee shall provide a copy of the state's open meeting laws (Brown Act) to each Board member and to anyone who is elected to the Board but has not yet assumed office.

Board members and persons elected to the Board who have not yet assumed office are responsible for complying with the requirements of the Brown Act.

Oath or Affirmation

It is a tradition of the Board that, prior to entering office, all Board members take an oath or affirmation.

The following oath may be administered and certified by the ~~Director~~Superintendent/CEO and/or the Board President:

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

Orientation

The Board recognizes the importance of providing all newly elected Board members with support and information to become effective members of the Board. Incoming Board members are provided an orientation designed to build their knowledge of the nonprofit corporation and an understanding of the responsibilities of their position. Such orientation may include the provision of information, support, and/or training related to Board functions, policies, protocols, and standards of conduct.

As early as possible following the election of Board members, one or more orientation sessions may be held during open meeting(s) of the Board or scheduled 1:1 meetings with the ~~Director~~Superintendent/CEO and other staff. The Board President and the ~~Director~~Superintendent/CEO or designee shall develop an agenda for the meeting(s) and ~~identify resources~~shall identify resources that may be useful for incoming Board members.

Upon their election, incoming Board members shall be provided a copy of the Brown Act and informed that, pursuant to Government Code 54952.1, they must conform to the Act's



requirements as if they had already assumed office. Incoming Board members must also complete a Form 700 within 30 days of assuming office in accordance with the Political Reform Act. Additional information for incoming Board members may include, but is not limited to, Board bylaws related to the limits of individual Board member authority, the conduct of Board meetings, and other Board operations; governance standards for ethical conduct; legal requirements related to conflict of interest and prohibited political activity; protocols for speaking with nonprofit corporation staff, members of the public, and the media; and publications on effective governance practices.

In addition, the ~~Director~~Superintendent/CEO or designee shall provide incoming Board members with specific background information regarding the nonprofit corporation, including, but not limited to, the nonprofit corporation's vision and goals statements, local control, and accountability plan, and other comprehensive plans, student demographic data, student achievement data, nonprofit corporation policy manual, nonprofit corporation budget, and minutes of recent open Board meetings.

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Incoming members are encouraged, at the nonprofit corporation's expense and with the approval of the Board, to attend charter school organization workshops and conferences relevant to the needs of the individual member, the Board as a whole, or the nonprofit corporation.

Board Training

~~The Board believes that~~ The Board's ability to effectively and responsibly govern the nonprofit corporation is essential to promoting student achievement, building positive community relations, and protecting the public interest in the nonprofit corporation that operates the charter school(s). Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.

The Board and/or the ~~Director~~Superintendent/CEO or designee shall provide an orientation to newly elected or appointed Board members, which includes comprehensive information regarding Board roles, policies, procedures, the nonprofit corporation's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics



necessary to govern effectively and in compliance with the law.

Board members will be responsible for participating in required training programs, including but not limited to ethics training as set forth in AB 2158 (commencing on January 1, 2025). All Board members are encouraged to continuously participate in advanced training in order to reinforce boardmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the nonprofit corporation on issues that involve the entire governance team.

Board members may attend a conference or similar public gathering with other Board members and/or with the ~~Director~~ ~~Superintendent~~/CEO or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the nonprofit corporation's jurisdiction so as not to violate the Brown Act open meeting laws.

Board members shall report to the Board, orally or in writing, on the Board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and nonprofit corporation.

Remuneration, Reimbursement

Compensation

Each member of the Board of Directors (Board) may receive a monthly compensation of \$650.

On an annual basis, the Board may adjust the compensation of Board members in an amount that is just and reasonable to the nonprofit corporation based on the services performed by the Board members and in consideration of comparable compensation that is paid to individuals holding similar positions at similarly-sized nonprofit organizations in the same geographic location. The Board shall adopt such compensation ~~by resolution~~ based on the comparable analysis, which may include a compensation study.

Board members are not required to accept payment for meetings attended.

A member may be compensated for meetings they missed when the Board finds that they were performing designated services for the nonprofit corporation that operates charter school(s) at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses *such as travel, telephone,*



business meals, or other authorized purposes incurred when performing authorized services for the nonprofit corporation. ~~Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for the nonprofit corporation personnel and at the same reimbursement rate.~~

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board.

Authorized purposes may include, but are not limited to, attendance of educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the nonprofit corporation's interests; attendance at the nonprofit corporation or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include but are not limited to, the personal portion of any trip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on the nonprofit corporation-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while at the nonprofit corporation.

Any questions regarding the propriety of a particular type of expense should be resolved pursuant to the fiscal policy.

Board Policies

The Board shall adopt written policies to convey its expectations for actions that will be taken in the nonprofit corporation, clarify roles and responsibilities of the Board and ~~Director~~ Superintendent/CEO, and communicate board philosophy and positions to students, staff, ~~educational rights holders~~ parents/guardians, and the community.

The nonprofit corporation's policy development process may be revised or expanded as needed based on the issue being considered, the need for more information, or the desire to provide greater opportunities for consultation and public input.

Policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

Board Bylaws

The Board shall prescribe and enforce rules for its own governance consistent with state law and regulations.



Bylaws governing Board operations may be amended in accordance with the process set forth in the Bylaws.

Monitoring and Evaluation

At any time, the Board and ~~Director~~Superintendent/CEO or designee may determine that progress reports to the Board on the implementation and/or effectiveness of the policy should be scheduled. If so, the Board and ~~Director~~Superintendent/CEO or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the policy in achieving its purpose.

Access to Policies

The ~~Director~~Superintendent/CEO or designee shall provide public access to current Board-adopted policies, such as by posting policies to the website or making them available upon request.

As necessary, the ~~Director~~Superintendent/CEO or designee shall notify staff, ~~educational rights holder~~parents/guardians, students, and other ~~educational partners~~stakeholders whenever a policy that affects them is adopted or revised. They may determine the appropriate communication strategy depending on the issue. Policies shall be posted on the website when required by law.

Agenda, Meeting Materials

Any board member or member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the ~~Director~~Superintendent/CEO or designee with supporting documents and information.

The Board President and ~~Director~~Superintendent/CEO shall decide whether a request from a member of the public is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, before placing the item on the agenda, the Board President and ~~Director~~Superintendent/CEO shall determine if the item is merely a request for information or whether the issue is covered by an existing policy. ~~or administrative regulation.~~

If the Board President and ~~Director~~Superintendent/CEO do not place an item on the agenda, the Board member may request the Board to take action to determine whether the item shall be placed on the agenda.

The Board President and ~~Director~~Superintendent/CEO shall also decide, ~~in accordance with the Brown Act,~~ whether an agenda item is appropriate for discussion in open or closed session and whether the item should be an action item subject to Board vote or an information item that does not require immediate action.



In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature and items for which Board discussion is not anticipated and for which the ~~Director~~Superintendent/CEO recommends approval. When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a regular agenda item.

At least 72 hours before each regular meeting, each Board member shall be provided a digital copy of the agenda and other available documents pertinent to the meeting.

When special meetings are called, board members shall receive, at least 24 hours prior to the meeting, notice of the business to be transacted.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the ~~Director~~Superintendent/CEO or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Meeting Conduct

All Board meetings shall begin on time and shall follow an agenda prepared in accordance with board Bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements), the Charter Schools Act, and other applicable laws.

The Board shall adopt and enforce a policy for public participation at meetings, which shall include the requirements of the Charter Schools Act for establishing two-way conference locations and posting recordings of the meetings.

The Board believes that late-night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular board meetings shall be held between the hours of 8:00 a.m. to 4:00 p.m.; if any Special or Emergency Board Meetings are held, they shall be adjourned by 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

Minutes

The Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by nonprofit corporation staff and the public.



The Secretary shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request.

The minutes of Board meetings shall include, but not be limited to:

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure
2. A list of the public comments made on agendized items and non-agendized topics
3. The specific language of each motion and the names of the Board members who made and seconded the motion
4. Any action taken by the Board, and the vote or abstention on that action of each Board member present

Upon request by a student's ~~educational rights holder~~parent/guardian, or by the student if age 18 or older, the minutes shall not include the student's or educational rights holder's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the Secretary.

The ~~Director~~Superintendent/CEO or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda at a subsequent regular meeting. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the Board President and Board Clerk. Official Board minutes shall be stored in a secure location and shall be retained in accordance with law.

Any minutes kept for Board meetings held in closed sessions shall be kept separately from the minutes or recordings of regular and special meetings. Minutes of closed sessions are not public records.

Board Self Evaluation

The Board shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that nonprofit corporation governance effectively supports student achievement and the attainment of the nonprofit corporation's vision and goals.



The evaluation may address any area of Board responsibility, including, but not limited to, Board performance in relation to vision setting, curriculum, personnel, finance, policy development, collective bargaining, community relations, and advocacy. The evaluation may also address objectives related to Board meeting operations, relationships among Board members, relationship with the ~~Director~~Superintendent/CEO, understanding of Board and ~~Director~~Superintendent/CEO roles and responsibilities, communication skills, or other governance or boardsmanship skills.

The Board shall evaluate itself as a whole. Individual Board members are also expected to use the evaluation process as an opportunity to assess and set goals for their own personal performance.

Each year, the Board, with assistance from the ~~Director~~Superintendent/CEO, shall determine an evaluation method or instrument that measures key components of Board responsibility and previously identified performance objectives. Visual and/or audio recordings of a Board meeting may only be used as an evaluation tool when consent is given by all Board members.

Any discussion involving the Board's self-evaluation shall be conducted in an open session.

At the request of the Board, a facilitator may be used to assist with the evaluation process. The Board may invite the ~~Director~~Superintendent/CEO or other individual(s) with pertinent information to provide input into the evaluation process.

Following the evaluation, the Board may set goals, define and/or refine protocols, and establish priorities and objectives for the following year's evaluation. The Board may also develop strategies for strengthening Board performance based on identified areas of need, including, but not limited to, additional training or mentorship.

~~Director~~Superintendent/CEO Evaluation

The Board will vote annually on the approval of the evaluation timeline and plan, as well as the stipend amount for each ~~Director~~DirectorSuperintendent/CEO evaluator for conducting a comprehensive 12-month evaluation of the ~~Director~~Superintendent/CEO.

The Board and ~~Director~~Superintendent/CEO shall annually develop and agree upon performance goals and objectives that shall serve as the basis for an annual evaluation. The evaluation process shall follow a timeline mutually agreed to by the Board and the ~~Director~~Superintendent/CEO.

The Board shall devote a portion of at least one meeting annually for discussion and evaluation of the performance and working relationship between the



Director~~Superintendent~~/CEO and the Board. Such meetings shall be conducted in closed session, unless mutually agreed otherwise, and allow the option to deliberate privately without the Director~~Superintendent~~/CEO present when discussing the final conclusions of an evaluation.

Director~~Superintendent~~/CEO Succession Planning

Short-Term Absence Procedures

The Board should follow the procedures listed below in the event the Director~~Superintendent~~/CEO is temporarily unable to fulfill their duties.

1. **Immediate Notification:** The Director~~Superintendent~~/CEO or Director of Human Resources will inform the Board President as soon as possible about the temporary incapacity or absence and will support the Board with communication, as directed by the Board President
2. **Special Board Meeting:** As needed, convene a Special Board meeting to discuss the situation and potential impact.
3. **Acting Director~~Superintendent~~/CEO:** Consult with Human Resources for the name of the Director~~Superintendent~~'s/CEO's recommended Acting Director~~Superintendent~~/CEO.
4. **Review and Monitor:** The situation should be reviewed at regular intervals to decide if the Acting Director~~Superintendent~~/CEO should continue in the role or if the regular Director~~Superintendent~~/CEO can resume duties.
5. **Transition Back:** Once the Director~~Superintendent~~/CEO resumes duties, a transition plan should be established to ensure a smooth return.

Vacancy Procedures

This section provides a guide for the Board of Directors in case the seat of the Director~~Superintendent~~/CEO becomes vacant, either through planned or unplanned circumstances. This ensures the continuity of leadership and minimizes disruption in the organization.

1. **Initial Notice:** The Director~~Superintendent~~/CEO should provide written notice of departure as stipulated in their contract, including a minimum notice period.
2. **Board Meeting:** Convene a Special Board Meeting to initiate a plan and timeline for the vacancy. Document minutes and ensure compliance with public meeting laws like the Brown Act.
3. **Search Committee:** Appoint an ad hoc Director~~Superintendent~~/CEO Search Committee consisting of less than a quorum of the Board's Directors with the support of other staff as appropriate, such as the Director of Human Resources. Define the committee's scope, authority, and limitations in writing. Consider and decide whether the Search Committee will conduct the search itself or employ a recruiter or search firm to help find candidates. If using a recruiter/search firm, the Search Committee will be its primary point of contact



and will guide the search outside of full Board meetings.

4. **Interviews and Selections:** Establish unbiased, pre-defined criteria for candidate assessment. Conduct interviews and select a candidate based on these criteria. Keep detailed records for compliance with Equal Employment Opportunity laws.
5. **Contract Development:** Involve legal counsel to draft and review the employment contract. Ensure alignment with state and federal employment laws.
6. **Public Announcement:** In the open session of a Regular Board Meeting, the Board President or Director of Human Resources will verbally summarize the employment contract's salary and benefits provisions for the Board and the public before the Board votes to approve the contract.
7. **Transition Plan:** Develop a comprehensive transition plan for both outgoing and incoming ~~Director~~ **Superintendent**/CEO.