



MY Academy

Regular Meeting of the Board of Directors

Published on February 8, 2025 at 3:39 PM PST

Date and Time

Thursday February 13, 2025 at 10:30 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

MISSION STATEMENT

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

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			10:30 AM
A. Call the Meeting to Order		Board President	1 m
B. Record Attendance		Board President	1 m
Roll Call:			
William Hall, President			
Michael Humphrey, Vice President			
Steve Fraire, Clerk			
Peter Matz, Member			
Larry Alvarado, Member			
II. Pledge of Allegiance			10:32 AM
A. Led by Board President or designee		Board President	1 m
III. Land Acknowledgment			10:33 AM
A. Land Acknowledgment		Bill Dobson	2 m
Sarina Laff will introduce a student to read the Land Acknowledgment.			
IV. Approve/Adopt Agenda			10:35 AM
A. Approve Agenda	Vote	Board President	1 m
It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of February 13, 2025.			
Roll Call Vote:			

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

V. Approve Minutes10:36 AM

A. Approve Minutes	Approve Minutes	Board President	1 m
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It is recommended that the Board approve the Minutes of the Regular Meeting of the Board of Directors that was held on January 9, 2025.

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

Approve minutes for Regular Meeting of the Board of Directors on January 9, 2025

VI. Public Comments/Recognition/Reports

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

VII. Correspondence/Proposals/Reports10:37 AM

	Purpose	Presenter	Time
A. 2024-2025 School Goals Update for Motivated Youth Academy, Presented by Bill Dobson, Interim Director	FYI	Bill Dobson	2 m
B. School Highlights from January 2025, Presented by Tova Hensley, Teacher of Record, South Cluster	FYI	Tova Hensley	4 m
C. Financial Update, Presented by Roger Castillo, Charter Impact	FYI	Roger Castillo	4 m
D. Local Control and Accountability Plan (LCAP) Mid-Year Update, Presented by Melissa Lato, Assistant Director	FYI	Melissa Lato	4 m
E. At-Promise Student Pathways Presentation, Presented by Alan Zamora, School Counselor	FYI	Alan Zamora	4 m
F. Local Control and Accountability Plan (LCAP) Educational Partner Engagement Presentation, Presented by Melissa Lato, Assistant Director	FYI	Melissa Lato	4 m

VIII. Consent**10:59 AM**

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

A. Consent - Business/Financial Services	Vote	Board President	1 m
1. Approval of Check Register - January 2025			
2. Approval of PandaDoc subscription (Renewal)			
3. Approval of Team SMORE subscription			
B. Consent - Education/Student Services	Vote	Board President	1 m
1. Approval of 2025-2026 Academic Instruction Calendar			
2. Approval of Bring Change 2 Mind (BC2M) Service Agreement (Renewal)			
C. Consent - Personnel Services	Vote	Board President	1 m
1. Approval of Classified Personnel Report			
2. Approval of Certification Personnel Report			

	Purpose	Presenter	Time
3. Approval of 2025-2026 Classified Employee Work Calendars			
4. Approval of 2025-2026 Certificated Employee Work Calendars			
5. Approval of the Comprehensive School Safety Plan (CSSP) (Revised)			
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Peter Matz			
Larry Alvarado			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
D.	Consent - Policy Development	Vote Board President	1 m
1.Approval of Changes to Existing Board Policies Revised/Reviewed/Rescinded			
5000 Series - Student Services			
MYA 5015 - Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy			
Governance Documents			
Motivated Youth Academy Conflict of Interest (COI) Code			
<i>Consent items listed under A through D are considered routine and will be approved/adopted by a single motion.</i>			
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Peter Matz			
Larry Alvarado			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
IX.	Board Governance		11:03 AM
A.	Approval of the 2025-2026 Board Meeting Calendar and Schedule	Vote Board President	1 m
It is recommended the Board approve the 2025-2026 Board Meeting Calendar and Schedule for Motivated Youth Academy (#1628).			

	Purpose	Presenter	Time
X. Calendar			
The next scheduled meeting of the Board of Directors will be held on March 13, 2025.			
XI. Comments			11:04 AM
A. Board Comments	Discuss	Board President	5 m
B. Interim Director and CEO Comments	Discuss	Bill Dobson	2 m
XII. Closing Items			11:11 AM
A. Adjourn Meeting	Vote	Board President	1 m
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Peter Matz			
Larry Alvarado			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

FOR MORE INFORMATION

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

Coversheet

Land Acknowledgment

Section:	III. Land Acknowledgment
Item:	A. Land Acknowledgment
Purpose:	
Submitted by:	
Related Material:	Land Acknowledgment 1.jpg



Land Acknowledgment

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

Approve Minutes

Section:	V. Approve Minutes
Item:	A. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Meeting of the Board of Directors on January 9, 2025

APPROVED



MY Academy

Minutes

Regular Meeting of the Board of Directors

Date and Time

Thursday January 9, 2025 at 10:50 AM

Location

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

Join by telephone or via Zoom conferencing link below:

Dial by your location

+16694449171,,6224484724# US

+12532158782,,6224484724# US (Tacoma)

Meeting ID: 622 448 4724

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

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Directors Present

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

Directors Absent

M. Humphrey

Guests Present

G. Lenz, Mblitzstein@myacademy.org, Rcastillo@charterimpact.com (remote)

I. Opening Items

A. Call the Meeting to Order

W. Hall called a meeting of the board of directors of MY Academy to order on Thursday Jan 9, 2025 at 10:50 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. Approve Agenda

S. Fraire made a motion to Approve Agenda for January 9, 2025.
L. Alvarado seconded the motion.
The board **VOTED** to approve the motion.

III. Approve Minutes

A. Approve Minutes

W. Hall made a motion to approve the minutes from Regular Meeting of the Board of Directors on 12-12-24.
L. Alvarado seconded the motion.
The board **VOTED** to approve the motion.

IV. Adjourn to Closed Session

A. Closed Session

S. Fraire made a motion to Adjourn to closed session.

P. Matz seconded the motion.

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

V. Consent

A. Consent - Business/Financial Services

B. Consent - Education/Student Services

C. Consent - Personnel Services

D. Consent - Policy Development

S. Fraire made a motion to Approve items A-D in one motion.

L. Alvarado seconded the motion.

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

VI. Business/Financial Services

A. Charter Impact Services Agreement

S. Fraire made a motion to Approve Services Agreement with Charter Impact.

P. Matz seconded the motion.

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

VII. Education/Student Services

A. 2023-2024 School Accountability Report Card (SARC) Presentation and Report

P. Matz made a motion to Approve SARC.

L. Alvarado seconded the motion.

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

B. Students Without Limits for 3 Month Support Services

S. Fraire made a motion to Approve Student Without Limits services.

P. Matz seconded the motion.

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

VIII. Closing Items

A.

Adjourn Meeting

P. Matz made a motion to Adjourn meeting.

S. Fraire 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 11:55 AM.

Respectfully Submitted,

G. Lenz

FOR MORE INFORMATION

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

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 - 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	Y	Y					
15 Day Cash Flow	Y	Y	Y	Y	Y	Y	Y					
10% Fund Balance	Y	Y	Y	Y	Y	Y	Y					



Goal #2

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

Average Attendance Rate: 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
Attendance %	86.35	85.93	95.53	93.86	92.85	92.09	91.81					
Graduation %	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
Course Completion %	N/A	N/A	N/A	N/A	N/A	N/A	N/A					
CCI/WIOA %	N/A	N/A	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	298	302					
<i>% Change Enrolled</i>	7	-21	19.1	15.2	14.8	17.3	17.5					

Coversheet

School Highlights from January 2025, Presented by Tova Hensley, Teacher of Record, South Cluster

Section: VII. Correspondence/Proposals/Reports
Item: B. School Highlights from January 2025, Presented by Tova Hensley,
Teacher of Record, South Cluster
Purpose: FYI
Submitted by:
Related Material: School Highlights - 2025.02.13.pdf



Enrollment

2024-2025 Enrollment (as of 1/31/2025)

Total Enrolled - 310

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

- 13 Enrolled
 - 0 - Imperial County
 - 2 - Orange County
 - 1 - Riverside County
 - 10 - San Diego County

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

- 297 Enrolled
 - 11 - Imperial County
 - 20 - Orange County
 - 51 - Riverside County
 - 215 - 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 APLUS+

- Southern Region Leadership Meeting (In Person)

Hosted by California Charter School Association (CCSA)

- First Fridays with Myrna (Virtual)
- New Year, New Laws: What's New for Charter Schools in 2025 Webinar (Virtual)

Hosted by Charter School Development Center (CSDC)

- Advocacy Affinity Group (Virtual)
- Leadership Intensive Mentor Meetings (Virtual)
- Personalized Learning School Leaders Collaboration (Virtual)

Hosted by Parsec Education

- Charter Renewal Initial Readiness Meeting (Virtual)

Hosted by San Diego County Office of Education (SDCOE)

- Differentiated Assistance/Continuous School Improvement Support (Virtual)
- North Region Alternative Education Leaders Meet-Up (In Person)

Hosted by Western Association of Colleges and Universities (WASC)

- Initial Self Study Meeting with Visiting Committee Chair (Virtual)
-

Curriculum

MY Academy staff participated in:

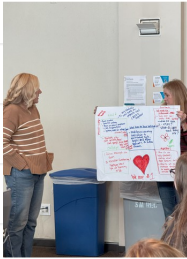
Hosted by the Dream Catcher Program

- Program Overview (Virtual)
-

Teaching and Learning

Shared by Assistant Director, Ms. Lato:

MY Academy's January in-person professional development focused on "Student-Centered Collaborative Dreaming" and fostering meaningful connections between instructional staff and students. Participants engaged in activities designed to humanize the learning environment, enhance listening skills, and incorporate student voices in educational design. A highlight of the session was a fishbowl activity where students shared insights on measuring success and shaping assessments like the capstone project. The day also included collaborative design challenges, enabling staff and students to co-create improvements for capstone projects and promote greater collaboration.

**Shared by Teacher, Ms. Ochs:****The Scream: A Famous Artwork**

The Scream is more than just a picture of someone shouting—it's a powerful symbol of how overwhelming emotions can feel. Munch used colors, lines, and a simple figure to represent complex feelings, which is why this artwork continues to captivate people today.

Students were given the following assignment:

Assignment:

Create your own Expressionist drawing!

Using colored pencils or markers, draw a scene that expresses an intense emotion, such as fear, happiness, or excitement. Try incorporating wavy lines, bold colors, and exaggerated expressions to convey how the character is feeling. You can also add a swirling background, like Munch did, to emphasize the intensity of the emotion.

MYA student Trista shared her vision and perspective, and the resulting artwork was impressive.



MYA student Lily did an excellent job on her persuasive writing assignment. She chose to convince the reader why a canister vacuum should be purchased over other options. Her assignment was so well written that it even impacted my perspective.

Lily [REDACTED]

English 10A-Persuasive Writing/LP5

GRADE: 100%

A Canister Today Keeps The Dust Bunnies Away

Do you ever find yourself vacuuming and feel like you aren't picking up crap? Well, I've got news for you! A canister vacuum doesn't just clean your floors but makes them spotless. Compared to regular upright models these vacuums deliver better performance. A canister vacuum is a great choice if you're looking for a user-friendly, efficient, and hypoallergenic option.

With its user-friendly design, unparalleled efficiency, and its hypoallergenic features this product is suitable for any household. Not only do these vacuums have a great mobility rate, they are lightweight, and the bags are easy to swap. This design allows for greater suction power, has a greater capacity for debris, and requires less maintenance. In addition, canister vacuums have a better filtration system allowing for the removal of 99.9% of allergies resulting in cleaner air, making it a great hypoallergenic option.

If you value efficiency, cleaner air quality and user-friendly features, a canister vacuum is an exceptional option! No more fussing over leftover debris, or spending all your money on a vacuum that can't get the job done. Go get yourself a canister vacuum and you won't regret it!

Newly enrolled student, Audrey, did a wonderful job completing her poetry assignment. Although she was very hesitant to dive into poetry, she ended up doing an outstanding job finding a topic she could really relate to.

Audrey

English 9A

Singlet Poem-**GRADE A+**

The Ultimate Weapon

No matter your name, your age, or your race
Your gender, your hair, or the struggles you face
There will never be a single day
Where someone doesn't have something to say.
They'll pick on your clothes, the way that you talk
Slander your shoes, or the way that you walk.
Many think they must say something back,
Defend themselves, when under attack.
But the true weapon against those who are vicious,
Is this funny thing that we call forgiveness.
So do not let unkind words taint your heart,
Bring down your mood, or leave you in the dark.

Shared by Instructional Assistant, Ms. Siegel:

After attending a staff and student collaboration meeting, Ms. Siegel was inspired to find additional ideas for the "Capstone Project." During her research, she discovered the concept of creating a "Squash Explosion Book." This is a great tool to take the vision board assignment to the next level. Providing students with fresh ideas and new ways to express themselves can lead to great outcomes.

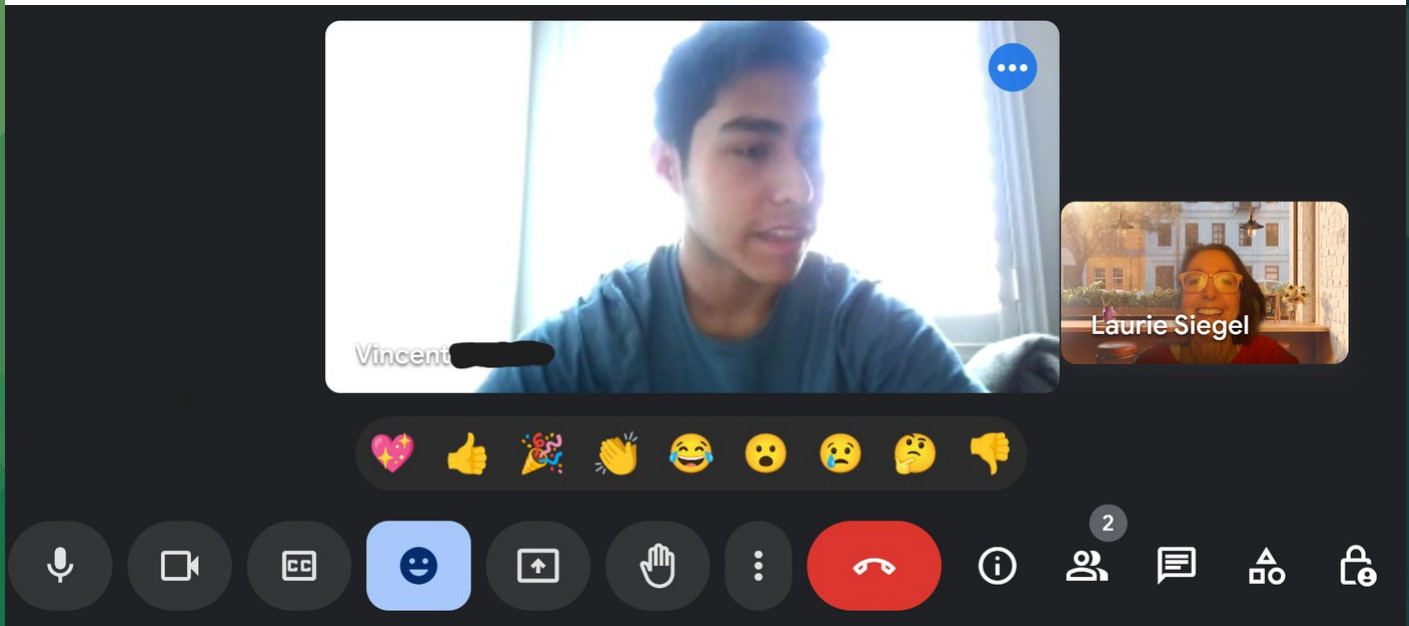
How to make an Explosion Book/Squash Book



Subject: Vincent's Reflection on the Collaboration Meeting

Vincent recently attended a collaboration meeting with Dr. Dugan, MYA staff, and students, where he engaged in meaningful discussions that led to creating an insightful expository essay. This assignment gave Vincent a unique opportunity to observe and participate in a dynamic, real-world learning environment, highlighting the value of cross-collaboration.

In his essay, Vincent reflects on the productive exchange of ideas and the diverse perspectives shared by others in the room. Not only did this deepen his understanding of the subject matter, but it also allowed him to develop essential skills like critical thinking, communication, and teamwork—skills that are pivotal for future academic and professional success.



Shared by Teacher, Ms. Strauss:

MYA students, their families, and MYA staff gathered on December 19, 2024, at the Safari Park for the 2nd Annual Safari Park Meet-Up. A total of 62 people attended, including 28 students, 22 family members, and 12 MYA staff members.

Students had the opportunity to meet each other and explore the Safari Park. They saw animals they had learned about in class, as well as enjoyed a tram ride. The tram provided a closer look at animals like rhinoceroses and giraffes, along with a chance to hear the park's history and interesting facts about the animals.

It was a wonderful opportunity for MYA students to continue their education in a different learning environment, while also fulfilling a request from students for more opportunities for interaction and a social component to their education.

Below is a "Thank You" letter to the Safari Park from one of the students:

1/21/25

Dear San Diego Zoo Safari Park, thank you very much for allowing us to visit your beautiful safari park for FREE (that's crazy). I loved seeing all the animals but my favorite ones were the kangaroos and wallabies, they were so cute and fuzzy. I'm looking forward to seeing them again but this time with my family. The tram was an amazing experience and was well worth the wait. Definitely going on the tram again! To sum it all up, I had lots of fun and didn't want to leave. Thank you.

Sincerely, Natalie

Motivated Youth Academy





Assessment and Accountability

MY Academy staff participated in:

Hosted by San Diego County Office of Education (SDCOE)

- State and Federal Accountability Updates (Virtual)

.....

Shared by Teacher, Ms. Sullivan:

David joined MYA this school year and has since continued to thrive in his new learning environment. This semester, he has worked diligently, completing all assigned work. Mid-semester, he took the Exact Path Math and English Diagnostic that showed his growth in both subject areas. David and his educational rights holder were excited to see the progress he has made so far.



School Culture and Support

for Student Personal, Social-Emotional, and Academic Growth

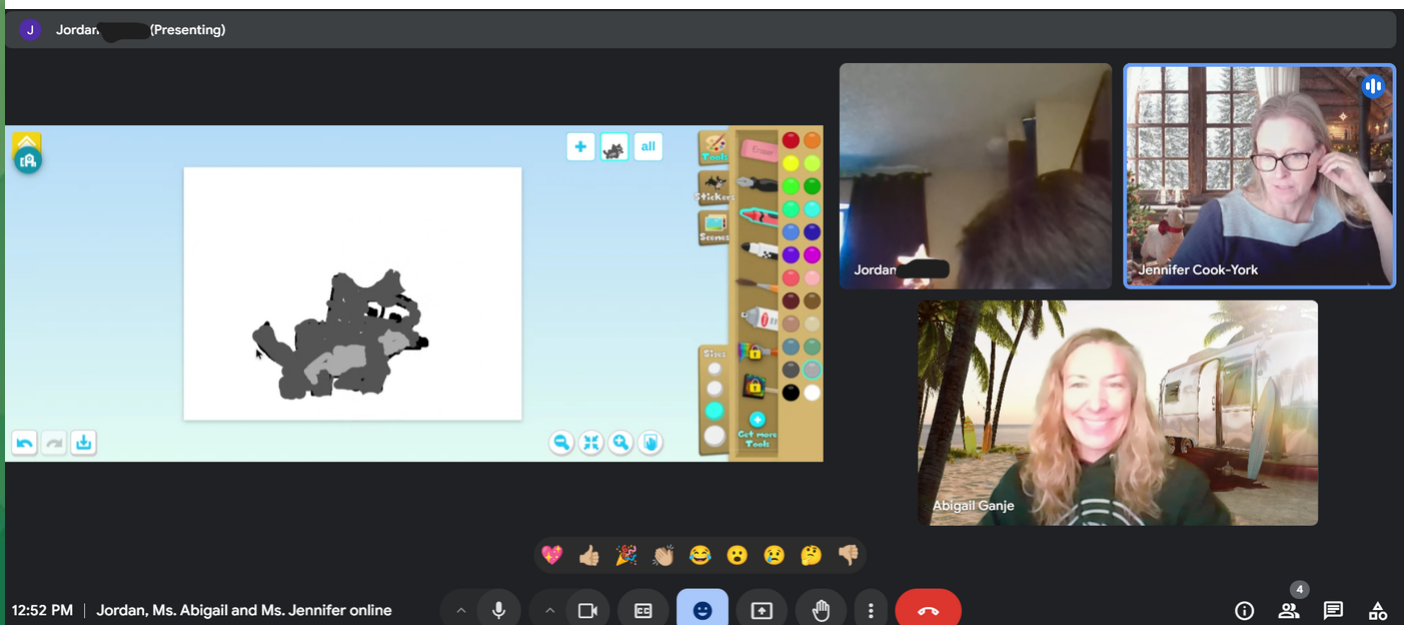
MY Academy staff participated in:

Hosted by California Department of Education (CDE)

- Educator Well-being: Prioritizing Mental Health and Wellness for all School Staff (Virtual)

Shared by Teacher, Ms. Ganje:

MYA student Jordan completed his math work during the meeting and chose to use his reward time to digitally draw and color a fox. He enjoyed designing, editing, and coloring the fox.



Shared by Student Success Coordinator, Ms. Bravo:

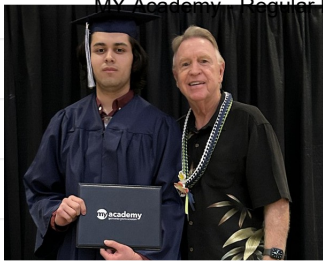
Right before the holiday break, MYA was invited to a Toy Distribution event in Fallbrook. The event had a large turnout, with many children excited to see the toys just before the holidays. Families were curious about the services MYA offers and asked numerous questions, leading to several future appointments to learn more about the organization. The event was a great opportunity to connect with the community and raise awareness about MYA.



Shared by Marketing Assistant, Ms. Phillips:

MY Academy held a wonderful Mid-Year Graduation ceremony in January, where staff, family, and friends gathered to celebrate the hard work and achievements of each student. The highlight of the evening was hearing three students share their inspiring journeys, reflecting on the challenges they overcame and the support they received. Their heartfelt speeches were a testament to their resilience and determination. MY Academy is incredibly proud of each graduate and excited for all that lies ahead in their future. Congratulations to the Class of 2025 Mid-Year Graduates!





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: [@MYACADEMYCA](https://www.youtube.com/@MYACADEMYCA)

GET **Social** with **MYA!**
Follow
@



MY Academy

MY is using Smore to create beautiful newsletters

Coversheet

Financial Update, Presented by Roger Castillo, Charter Impact

Section:	VII. Correspondence/Proposals/Reports
Item:	C. Financial Update, Presented by Roger Castillo, Charter Impact
Purpose:	FYI
Submitted by:	
Related Material:	Financial Update 2025.2.13

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

Financial Update 2025.2.13

Coversheet

Local Control and Accountability Plan (LCAP) Mid-Year Update, Presented by Melissa Lato, Assistant Director

Section: VII. Correspondence/Proposals/Reports
Item: D. Local Control and Accountability Plan (LCAP) Mid-Year Update,
Presented by Melissa Lato, Assistant Director
Purpose: FYI
Submitted by:
Related Material: 2024-2025 Mid-Year LCAP.pdf

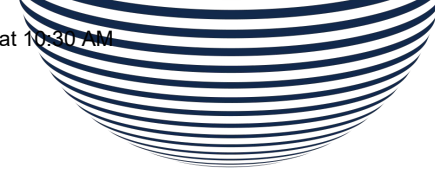


2024-2025 Mid-Year Local Control and Accountability Plan (LCAP) Update



February 2025

Background



Historic
funding for
education

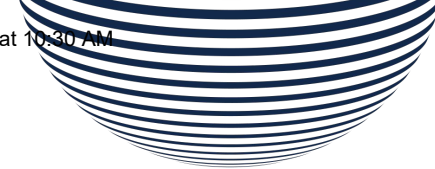


Expectation of additional
accountability from
the Legislature



Senate Bill 114,
Sec. 61, [EC52062](#) - LCAP mid-year
report to the board
(Sec. 42, [EC47606.5](#) - Charter;
Sec. 67, [EC52068](#) - COE)





Annually by February 28, LEAs must present the following at a regularly scheduled board meeting:



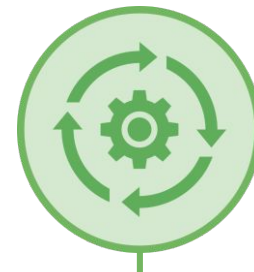
A report on the Annual Update to the **LCAP**



A report on the LCFF **Budget Overview for Parents**

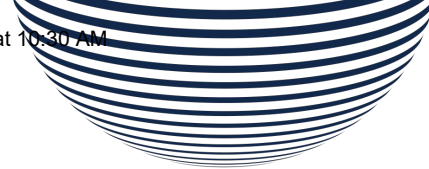


All available mid-year **outcome data** related to metrics identified in the current year LCAP



Mid-year **expenditure & implementation data** on all actions identified in the current year LCAP

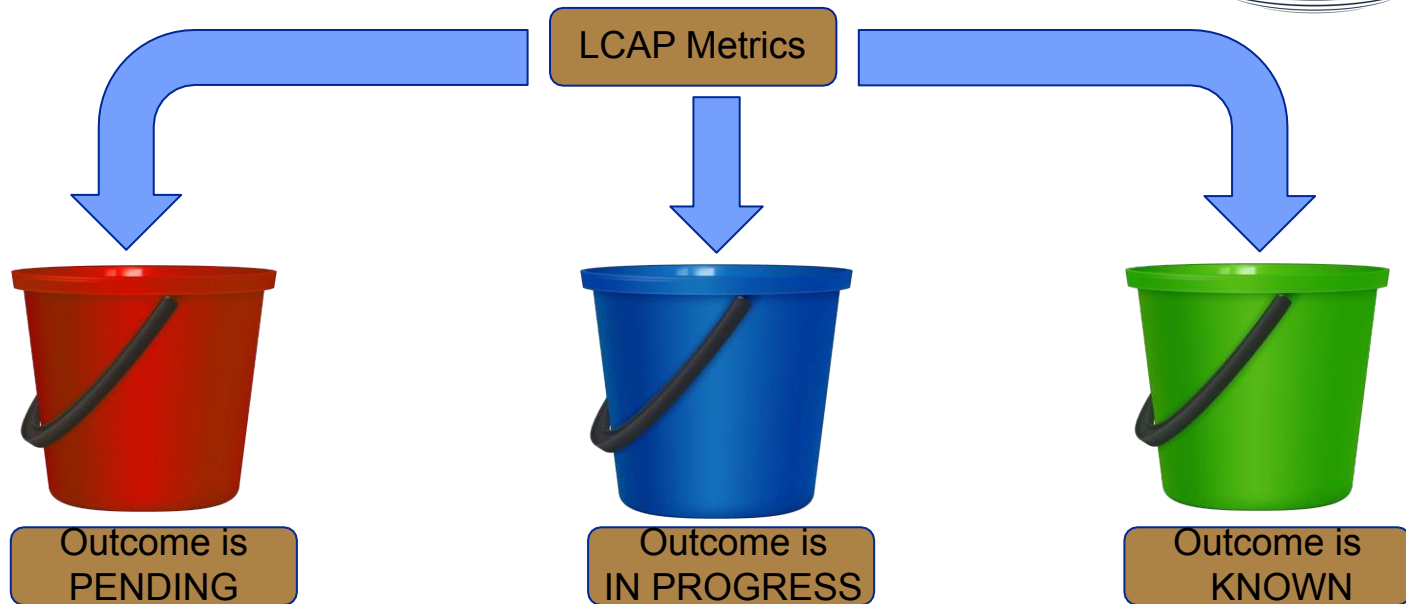
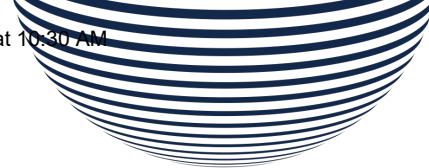
June vs. 1st Interim Budget



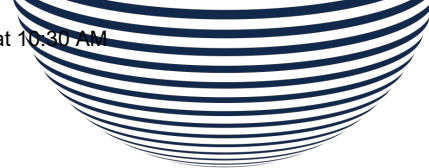
Projected General Fund Revenue	Amount planned in June LCAP	Revenues as of 1st Interim	Difference
Total LCFF Funds	\$3,566,893.00	\$3,566,893.00	\$0.00
LCFF Supplemental & Concentration Funds	\$778,221.00	\$778,221.00	\$0.00
All other State Funds	\$892,164.00	\$905,468.00	\$13,304.00
All Local Funds	\$7,000.00	\$105,097.00	\$98,097.00
All Federal Funds	\$246,381.00	\$267,664.00	\$21,283.00
Total Projected Revenue	\$4,712,438.00	\$4,845,122.00	\$132,684.00



Mid-Year Update: LCAP Metrics



At this point in the school year, some metric outcomes are **PENDING**, some are **IN PROGRESS**, and some are **KNOWN**. The available metrics for each LCAP goal will be shared on the following slides.



- Increase academic performance in ELA, mathematics and reading
- All students, including those furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth

LCAP Goal 1: Known Metrics

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 10:30 AM



Metric	Baseline	Desired Outcome	Mid-Year Update
Student Achievement: Course Completion Rate	93.3% Course Completion Rate	85% or higher	N/A
Student Achievement: Graduation Rate	All Grad Rate: 46% DASS Grad Rate: 75%	Ages 18-25: 85% School Aged: 90%	11% (9 out of 82 students)
CAASPP ELA met or exceeded	All Students: 34.4%	2% increase in met or exceeded	All Students: 22.64%
CAASPP Math met or exceeded	All Students: 11.11%	2% increase in met or exceeded	All Students: 7.92%
CAASPP Science met or exceeded	All Students: 17.46%	2% increase in met or exceeded	All Students: 13.51%



LCAP Goal 1: Known Metrics

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 10:30 AM

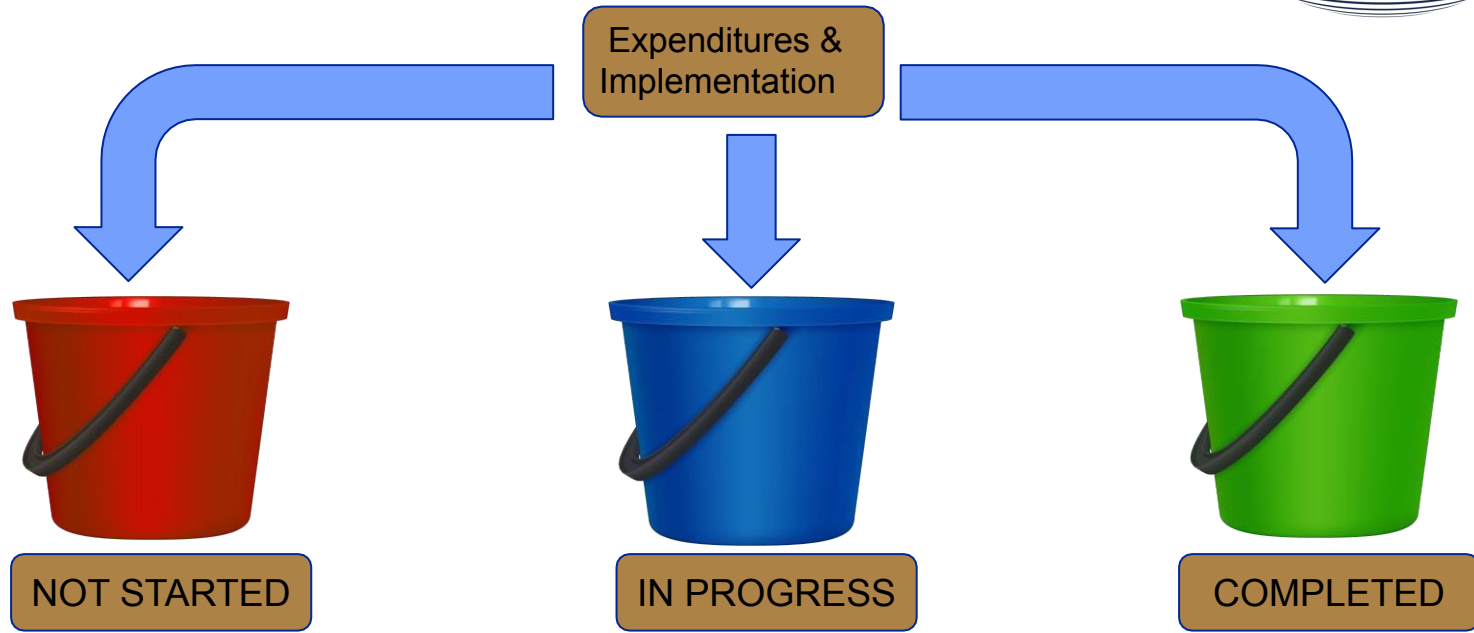


Metric	Baseline	Desired Outcome	Mid-Year Update
Student Achievement: ELPAC	Level 1: 16.67% Level 2: 27.78% Level 3: 50% Level 4: 5.56% Reclassification: 19.6%	2% increase in met or exceeded	Level 1: 23.93% Level 2: 28.67% Level 3: 32.78% Level 4: 14.63% Reclassification: N/A
Implementation of State Standards and access to curriculum-aligned instructional materials	Standard Met	Standard Met	Standard Met
Qualified and Effective Teachers, Teacher Credentialing	Standard Met 100% of teachers are appropriately credentialed for the courses they teach	Maintain 100% of teachers are appropriately credentialed	Standard Met 100% of teachers are appropriately credentialed for the courses they teach
Availability of textbooks and other instructional materials	Standard Met 0% Students lacking textbooks and other instructional materials	Maintain the availability of online, textbook, and teacher created curriculum to meet the individual needs of our students	Standard Met 0% Students lacking textbooks and other instructional materials



Mid-Year Update: LCAP Expenditures and Implementation

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 10:30 AM



Similarly, at this point in the school year, some LCAP actions have **NOT STARTED**, some are **IN PROGRESS**, and some have been **COMPLETED**. An update of LCAP actions will be shared with expenditures through the First Interim budget update.

LCAP Goal 1: Expenditures and Implementation

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note (Not Started, In Progress, Completed)
1.1 Academic Achievement - Student Achievement	0	0	In Progress
1.2 Monitoring Student Progress - Student Achievement, School Counselor	0	0	In Progress
1.3. Academic Content - Implementation of State Standards - Curriculum, Materials and Supplies	\$87,300.00	\$0	Completed
1.4 Professional Development	\$75,800.00	\$14,231.41	In Progress



LCAP Goal 1: Expenditures and Implementation

Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note (Not Started, In Progress, Completed)
1.5 Learner Outcomes - Student Achievement	0	0	In Progress
1.6 Other Student Outcomes - SWD test participation, Certificated and Student Success Coordinator, SPED staffing costs	\$560,883.00	\$274,783.26	In Progress
1.7 Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	\$353,319.00	\$104,795.77	In Progress
1.8 Academic Achievement - Student Achievement - Student Success Coordinator	\$217,516.00	\$80,415.30	In Progress





- Foster high ADA
- Cultivate a positive school environment
- All students, including those furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth

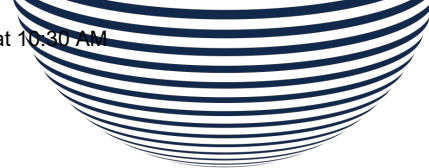
LCAP Goal 2: Known Metrics

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 10:30 AM



Metric	Baseline	Desired Outcome	Mid-Year Update
Attendance Rate	94%	85% or higher	92%
Expulsion Rate	0%	5% or less	0%
Suspension Rate	0%	5% or less	0%
Chronic Absenteeism	All: (294), (47) 16.0% Hispanic: (163), (23) 14.1% Am. Indian: (14), (3) 21.4% White: (74), (15) 20.3% EL: (25), (9) 36% Socioeconomic: (224), (41) 18.3% Students with Disabilities: (58), (10) 17.2%	Annually increase attendance rate to decrease chronic absenteeism rate by 5%.	All: (322), (48) 14.9% Hispanic: (175), (22) 12.6% Am. Indian: (24), (3) 12.5% White: (72), (11) 15.3% EL: (33), (6) 18.2% Socioeconomic: (234), (36) 15.4% Students with Disabilities: (74), (19) 15.4%

LCAP Goal 2: Known Metrics



Metric	Baseline	Desired Outcome	Mid-Year Update
Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	Maintain 100% of teachers are appropriately credentialed for then courses they teach	100% appropriately credentialed teachers

LCAP Goal 2 - Expenditure and Implementation Data



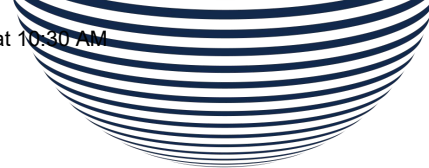
Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note (Not Started, In Progress, Completed)
2.1 School Climate - School Counselor	0	0	In Progress
2.2 Highly Qualified Teachers - Basic Services Salaries and Benefits	\$1,323,575.00	\$317,649.40	In Progress
2.3 Technology - Course Access, Laptops and hotspots	\$134,303.00	\$15,870.51	In Progress
2.4 Student Progress Communication - Parent Involvement	0	0	In Progress



LCAP Goal 2 - Expenditure and Implementation Data

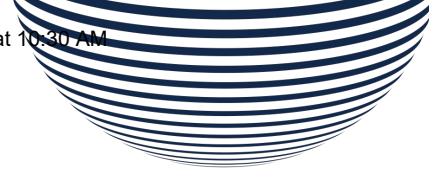
Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note (Not Started, In Progress, Completed)
2.5-2.8 Professional Development - School Climate	0	0	In Progress
2.9 School Climate	0	0	In Progress

LCAP Goal 3



- Increase educational partner engagement
- Ensure safety and satisfaction to support student learning
- Provide all educational partners opportunities for input in decision-making
- All students, including those furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth

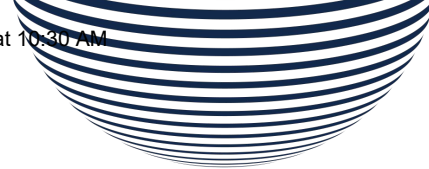




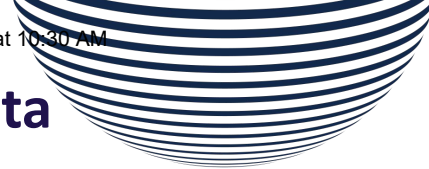
LCAP Goal 3 - Known Metrics

Metric	Baseline	Desired Outcome	Mid-Year Update
Attendance Rate	94%	85% or higher	92%
Expulsion Rate	0%	Expulsion rate of 5% or less	0%
Suspension Rate	0%	Suspension rate of 5% or less	0%
LCAP Input Survey	2023: 92 participants	Increase LCAP Input Survey Participation by 5% annually.	2024: 112 participants

LCAP Goal 3- Known Metrics



Metric	Baseline	Desired Outcome	Mid-Year Update
LCAP Input Survey" Overall Satisfaction	92.4% of survey respondents overall, satisfied with school. 96.7% of survey respondents overall, satisfied the school is providing student support in attaining their academic goals. 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.	Achieve 95% Satisfaction Rate	LCAP Survey Themes: 1. Personalized learning plans enhance student motivation and development 2. Teachers support student growth and success 3. Flexible programs cater to individual learning needs 4. MY Academy provides well-rounded and challenging education
Parent and Family Engagement Policy Review	Parent and Family Engagement Policy reviewed annually	Review and update annually	Completed
School Safety Plan and Training	All School Staff trained annually	Review and train annually	Completed



LCAP Goal 3 - Expenditure and Implementation Data

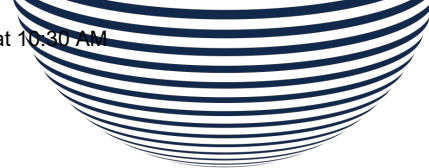
Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note (Not Started, In Progress, Completed)
3.1 Educational Partner Engagement and Partnerships	0	0	In Progress
3.2 R&B Communication - Student Engagement/Parent Involvement	\$15,175.00	\$4,572.28	In Progress
3.3 Student Engagement/Parent Involvement and Relationships Safe School	0	0	In Progress
3.4 School Safety - School Climate	0	0	In Progress

LCAP Goal 3 - Expenditure and Implementation Data



Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note (Not Started, In Progress, Completed)
3.5 Student Administrative Technician and classified staff	\$86,150.00	\$22,307.05	In Progress
3.6 Operations of the School	\$183,565.00	\$34,821.00	In Progress
3.7 Student Engagement	0	0	In Progress

LCAP Goal 4



- Access to college and career opportunities
- On track to graduate from high school
- All students, including those furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth

LCAP Goal 4 - Known Metrics

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 10:30 AM



Metric	Baseline	Desired Outcome	Mid-Year Update
Student Achievement: Graduation Rate	All Grad Rate 2022-23: 46% DASS Graduation Rate: 2022-23: 75%	All Grad Rate: 90% DASS Graduation Rate: 85%	11% (9 out of 82 students)
Student Achievement: Course completion rate	93.3%	85%	N/A
Access to a Broad Curriculum: College/Career Prepared Pupils enrolled and completion in A-G courses required for UC/CSU Admission	2023 College/Career Prepared Rate Students enrolled in UC/CSU Admission 23.35% Graduates who completed all courses for UC/CSU: 6.24%	2% increase annually	N/A
Access to a Broad Curriculum: College and Career Indicators	8.3% prepared 6.7% approaching prepared 85% not prepared	2% increase annually	N/A

LCAP Goal 4 - Expenditure and Implementation Data



Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note (Not Started, In Progress, Completed)
4.1 CTE - Course Access - KRA	\$46,880.00	\$4,972.80	In Progress
4.2 School Counselor	\$38,537.00	\$29,476.63	In Progress
4.3 Curriculum, Instruction, Interventions - Course Access	0	0	Completed
4.4 Thrively	\$3,800.00	\$0	Completed

LCAP Goal 4 - Expenditure and Implementation Data

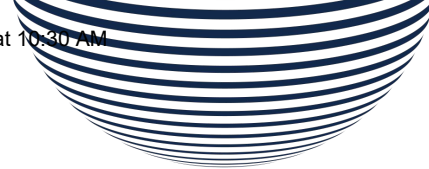


Action Title	Budgeted Expenditure	Estimated Actuals (1st Interim)	Implementation Note (Not Started, In Progress, Completed)
4.5 Student Success Coordinator	\$62,034.00	\$25,776.80	In Progress
4.6 EL Testing Specialist	\$27,514.00	\$14,702.73	In Progress
4.7 Student Engagement - Transit pass, YMCA, Campo Ed Center food	\$7,010.00	\$3,477.35	In Progress
4.8 Student Engagement	0	0	In Progress



Closing

- MY Academy's Local Control and Accountability Plan (LCAP) is on target at the mid-year point
- Budget buckets are on track
- Goals and metrics are either in progress or completed
- MY Academy does not have any goals that have not been started



Questions

*MY Academy- Where all
students are welcome.*



Coversheet

At-Promise Student Pathways Presentation, Presented by Alan Zamora, School Counselor

Section: VII. Correspondence/Proposals/Reports
Item: E. At-Promise Student Pathways Presentation, Presented by Alan Zamora, School Counselor
Purpose: FYI
Submitted by:
Related Material: At Promise Student Pathway Presentation.pdf



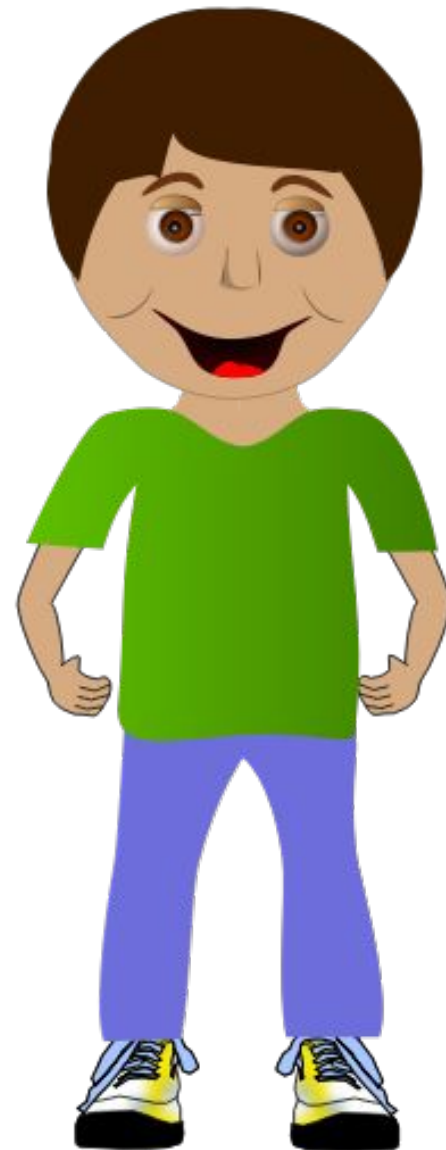
AT-PROMISE STUDENT PATHWAY



Presented: February 2025

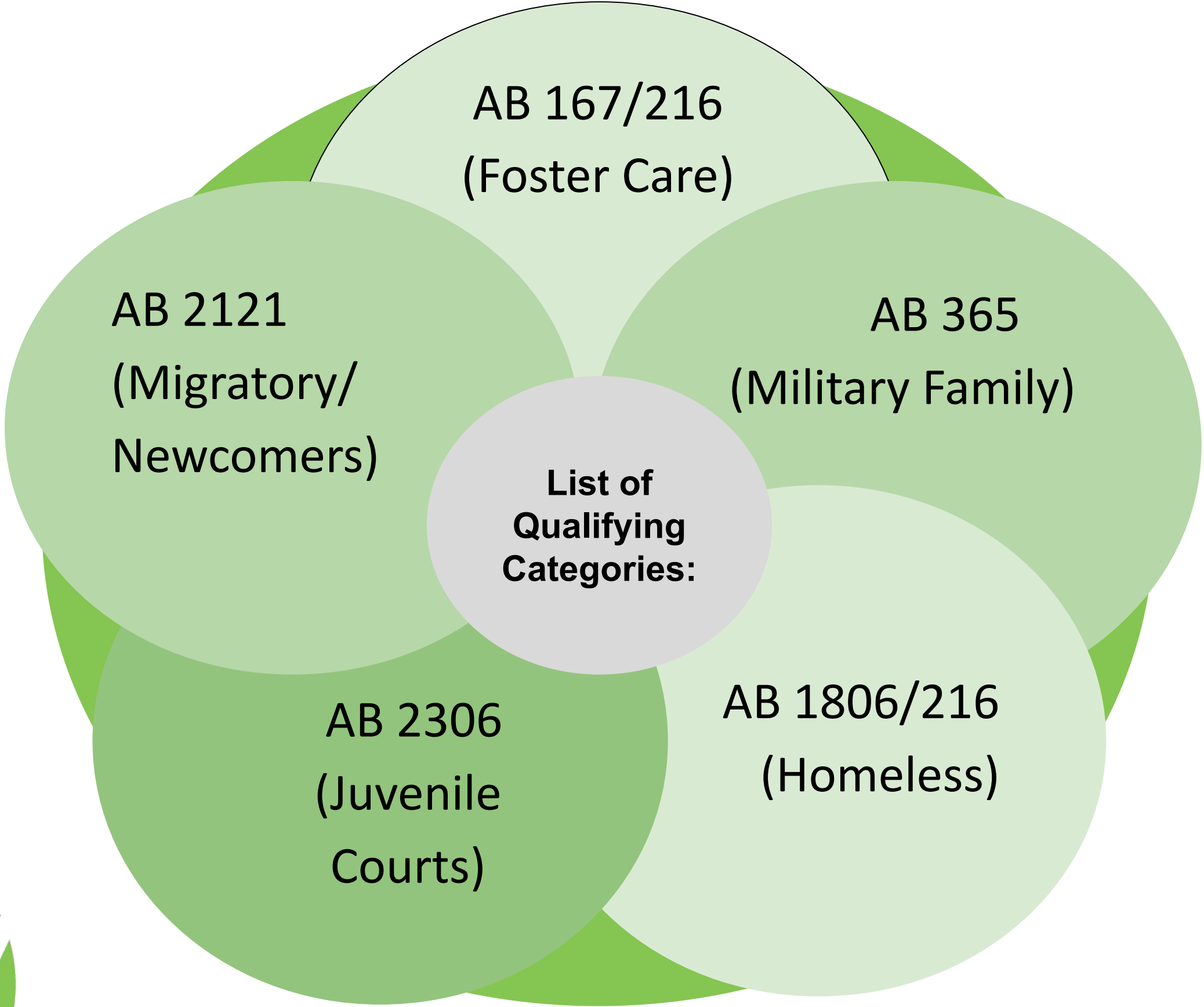


What does the term “At-Promise Student” mean?



Students who face significant challenges or barriers—such as socioeconomic disadvantages, learning disabilities, or unstable home environments. At-Promise focuses on student’s possibilities if given the proper support and resources.

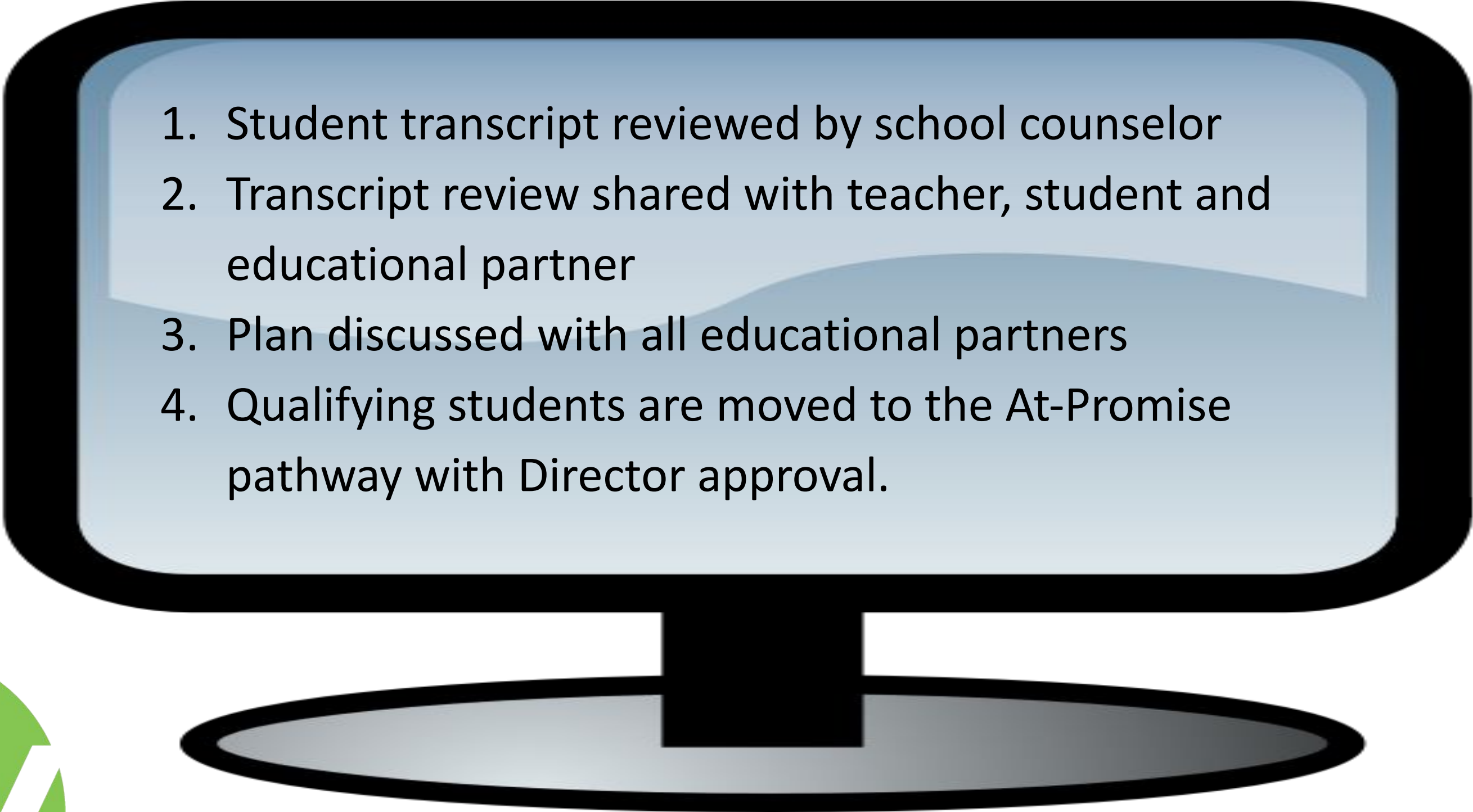




Students in these groups automatically qualify for the At-Promise pathway



MY Academy's Process:

- 
1. Student transcript reviewed by school counselor
 2. Transcript review shared with teacher, student and educational partner
 3. Plan discussed with all educational partners
 4. Qualifying students are moved to the At-Promise pathway with Director approval.





Questions?

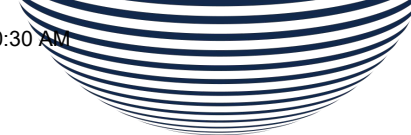
*MY Academy- Where all
students are welcome.*



Coversheet

Local Control and Accountability Plan (LCAP) Educational Partner Engagement Presentation, Presented by Melissa Lato, Assistant Director

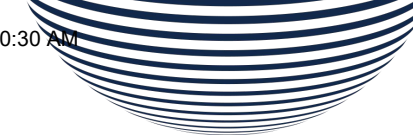
Section:	VII. Correspondence/Proposals/Reports
Item:	F. Local Control and Accountability Plan (LCAP) Educational Partner Engagement Presentation, Presented by Melissa Lato, Assistant Director
Purpose:	FYI
Submitted by:	
Related Material:	2024-2025 LCAP Educational Partner Engagement Presentation.pdf



2024-2025 LCAP Educational Partner Engagement Presentation



February 2025

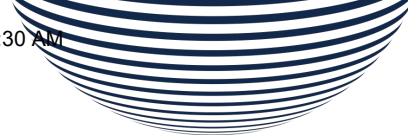


Educational Partner Engagement

The scheduling of LCAP input meetings were planned in collaboration with and input from our Educational Partners:

- **Staff:**
 - Weekly staff collaboration meetings on Mondays at 10:00AM
- **Leadership:**
 - Bi-Monthly leadership meetings on Mondays at 9:00AM
- **School Board:**
 - Mid-Year Report Input: 02/13/25
- **Community Partners:**
 - Weekly, Quarterly, or as needed: Possibility Project, Project Safe, Handle with Care, Respect Project, COPES, Campo Education Center
- **Educational Partners:**
 - SSC Meetings: 11/21/24, 01/16/25, 03/20/25, 05/22/25, [\(link to agendas on website\)](#)
 - EPAC Meetings: 11/21/24, 01/16/25, 03/20/25, 05/22/25
 - ELAC Meeting: 01/23/25, 03/27/25, 05/29/25
 - LCAP Input Survey

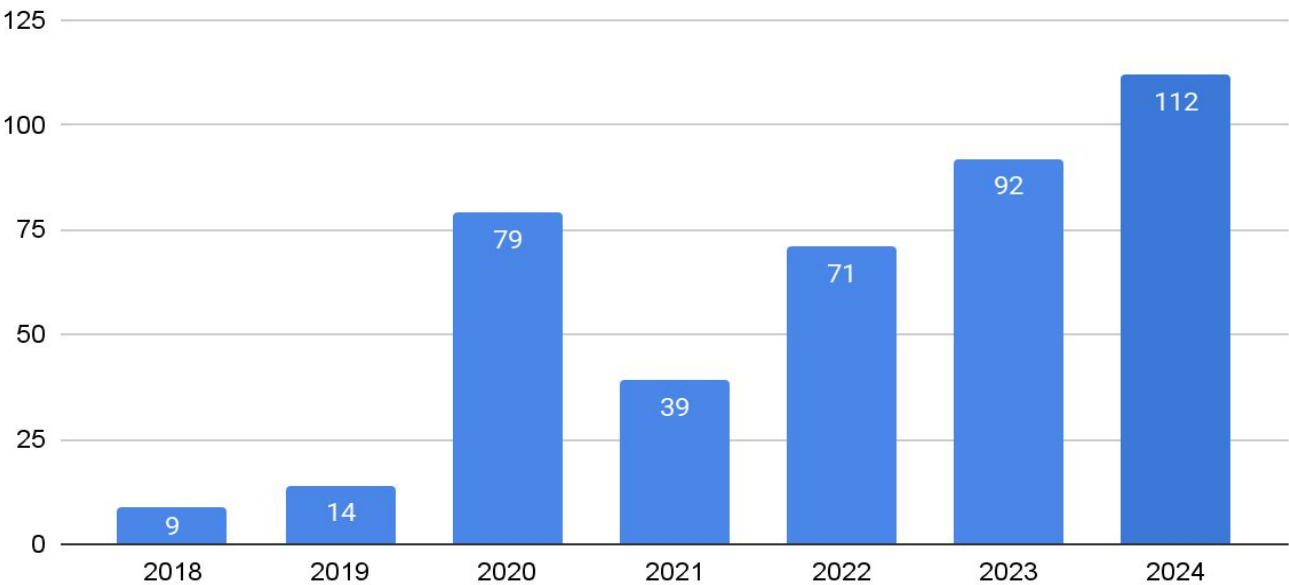


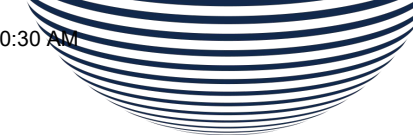


Educational Partner Input Survey Participation Rates

LCAP Input Survey Participation Rate

Motivated Youth Academy Charter School

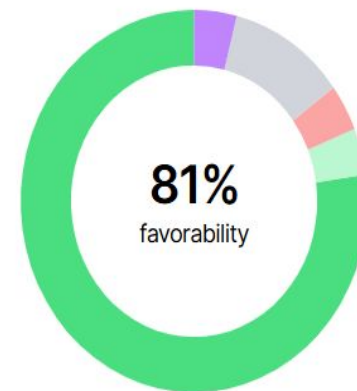
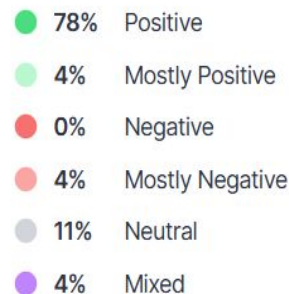


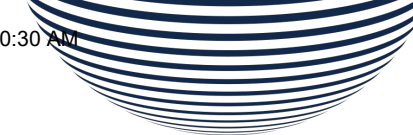


Overview

- Parents value MY Academy's tailored curriculum
- Flexibility and adaptability support independence
- Programs foster progress at individual pace
- Experiences show some variability among students
- One suggests more structured class options

Sentiment Analysis

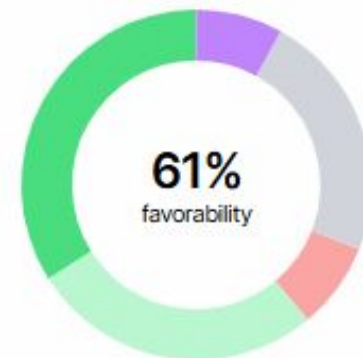
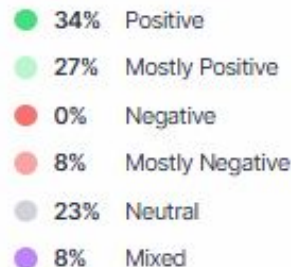




Overview

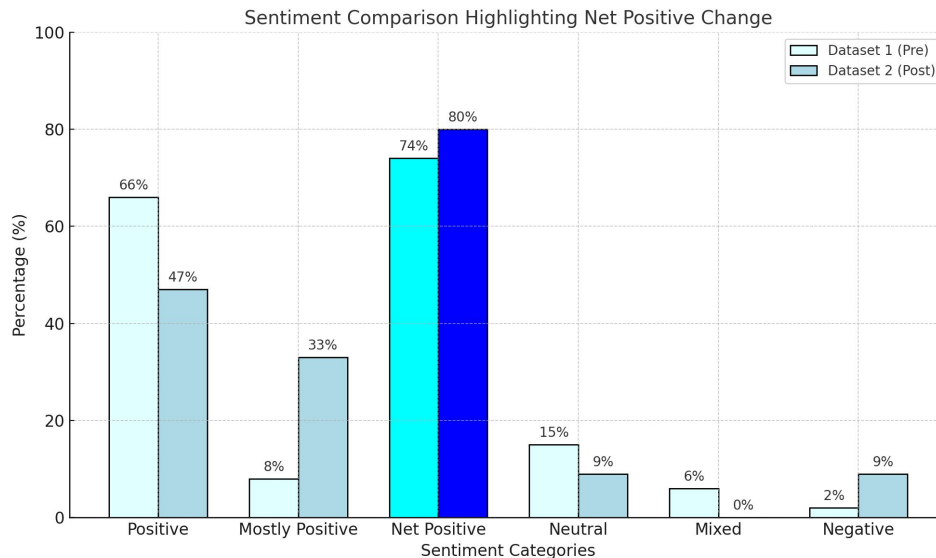
- MY Academy provides a challenging, personalized education
- Diverse subjects and supportive teachers stand out
- Edmentum, Freckle, and Exact Path tailor learning
- Flexible scheduling supports self-paced progress
- Teacher support helps overcome challenges

Sentiment Analysis



Comparison Between Student Surveys

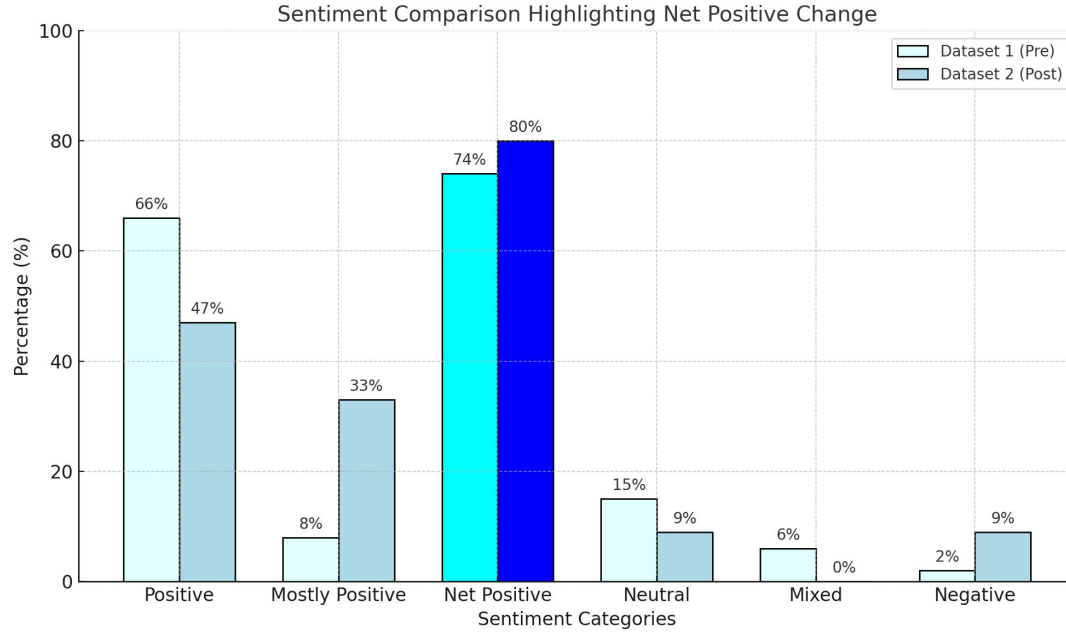
MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 10:30 AM



- **Net Positive Sentiment:** Increased from **74%** to **80%**
- **Positive Sentiment:** Decreased from **66%** to **47%**
- **Mostly Positive Sentiment:** Increased from **8%** to **33%**
- **Neutral and Mixed Sentiments:** Decreased from **6%** to **0%**
- **Negative Sentiment:** Increased from **2%** to **9%**

Quantitative Overall Analysis

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This quantitative shift suggests progress in engaging students, leading to more nuanced feedback, but also highlights areas for continued focus, especially in reducing negative experiences.





LCAP Survey Questions: Parents and Students

Q5: Share an example of a way MY Academy staff have prepared you to graduate high school or for life after high school.

LCAP Goal #4
College &
Career
Opportunities

Q4: How does Motivated Youth Academy listen to students and give you chances to share your ideas or get involved in school decisions?

LCAP Goal #1
Increase
Academic
Achievement

Q1: How do the classes and materials at Motivated Youth Academy challenge you and give you a well-rounded education?

LCAP Goal #2
Positive
School Culture


Q2: Describe the mental health and emotional support services at the school, and your comfortability reaching out if you need help.

LCAP Goal #3
Increase
Engagement &
Involvement


Q3: How well do you think Motivated Youth Academy makes the school a safe and respectful place to learn?




Student Survey Responses - Positive:



The classes do well to meet you where you are at, and give you a nice challenge while also teaching you the proper subjects. Edmentum as a learning tool does well to structure its government classes, teaching you the vocabulary and subjects first then questioning you on the subjects you just learned to lock it into your memory.

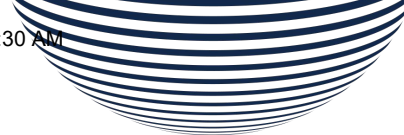


I feel like the assignments are created for me specifically. Anytime I feel unsure about my work, I can feel encouraged to speak up to my teacher about it



In my personal opinion, MYA is a great place for students to feel safe and also to be respected. It has shown me how respectful each of the teachers I have interacted with is. The school is a very safe option from school incidents that could affect a student. It is safe to work at home, working at my own pace

Motivated Youth Academy provides a range of classes and teaching styles that benefit a diverse group of students. By conversing with my teacher, we set up a learning plan that challenges me without overworking me. By providing topics that interest me, I am more motivated to work on my sore subjects like math.



Student Survey Responses - Negative:

The coursework can be challenging sometimes, and they ask for scenarios that I can't answer honestly. For example, in Edmentum, sometimes they ask you to interview students in your class, but it's just you in the class, so you're forced to make up a scenario. There's other stuff like that that I find pointless, but overall, I feel as if this is a well-rounded school with good morels and great teaching methods

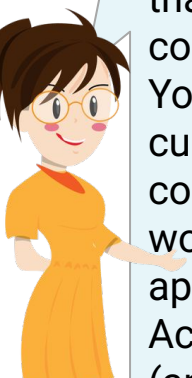


I would like more material that I feel would benefit my future

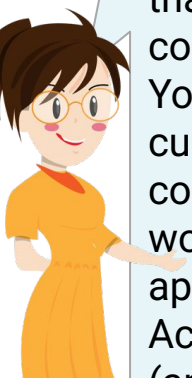


Before I joined MYA I had a bad experience with my last counselor so I don't feel comfortable asking them for help

Parent Survey Responses - Positive:




The classes and class materials are very well rounded and very challenging. This is my student's first semester of 8th Grade and I am very impressed with the material presented in all of their classes. It is very important to me that my student receives an education that connects them to the world and Motivated Youth Academy's courses are rich with world culture and forward thinking. When I contemplate on the word "education" the first word that comes to mind is "progress" and I appreciate the momentum Motivated Youth Academy provides my student, aiding them (and inspiring them) in their strive to progress!



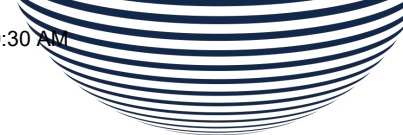
My son's teacher is always asking him what his plans or interests are for the future so that they can incorporate any lessons possible so that he can see if it really is something he wants to do and learn more about the subject

I love MYA they provide the correct curriculum for each one of my kids based on their individual educational needs

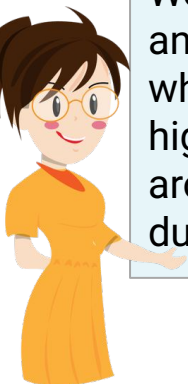


My child feels safer than he ever did before. He is in a supportive environment and I see him grow more and more.

Parent Survey Responses - Positive:



While our daughter is only in the sixth grade, our discussion on forming the curricula has always had been around the path to graduation and beyond. For example, we wanted to emphasize our daughter to grow in math, as in her previous school the curricula seemed too slow and was falling behind. We've been able to accelerate her learning and consider how she can get ahead, and what it means for her level when she enters high school. We had a similar conversation around her Spanish, coming from a dual-immersion Spanish learning school.

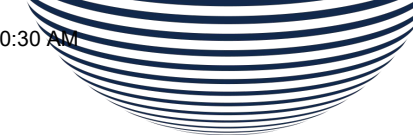


Since we are only in our first semester in, we haven't had instances where school-level decisions have been brought up. However, I do see new ideas be launched; for example, the formation of clubs, soliciting input from the students and parents, and actually executing on it. This really shows the school wanting to keep students engaged and have them have a voice into what MYA can offer.



The teacher is very open to different ideas on how to complete projects. Even allowed my son to build something on Minecraft to complete a project when he asked if it was possible to do it differently

Parent Survey Responses - Negative:



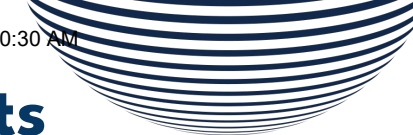
I believe this absolutely depends on the child. Right now, I feel that my child does need more structured classes. This is our first year of online learning and it's a learning curve for all of us. I am not sure MYA is the best it fit for my child that struggles with being motivated to complete class work



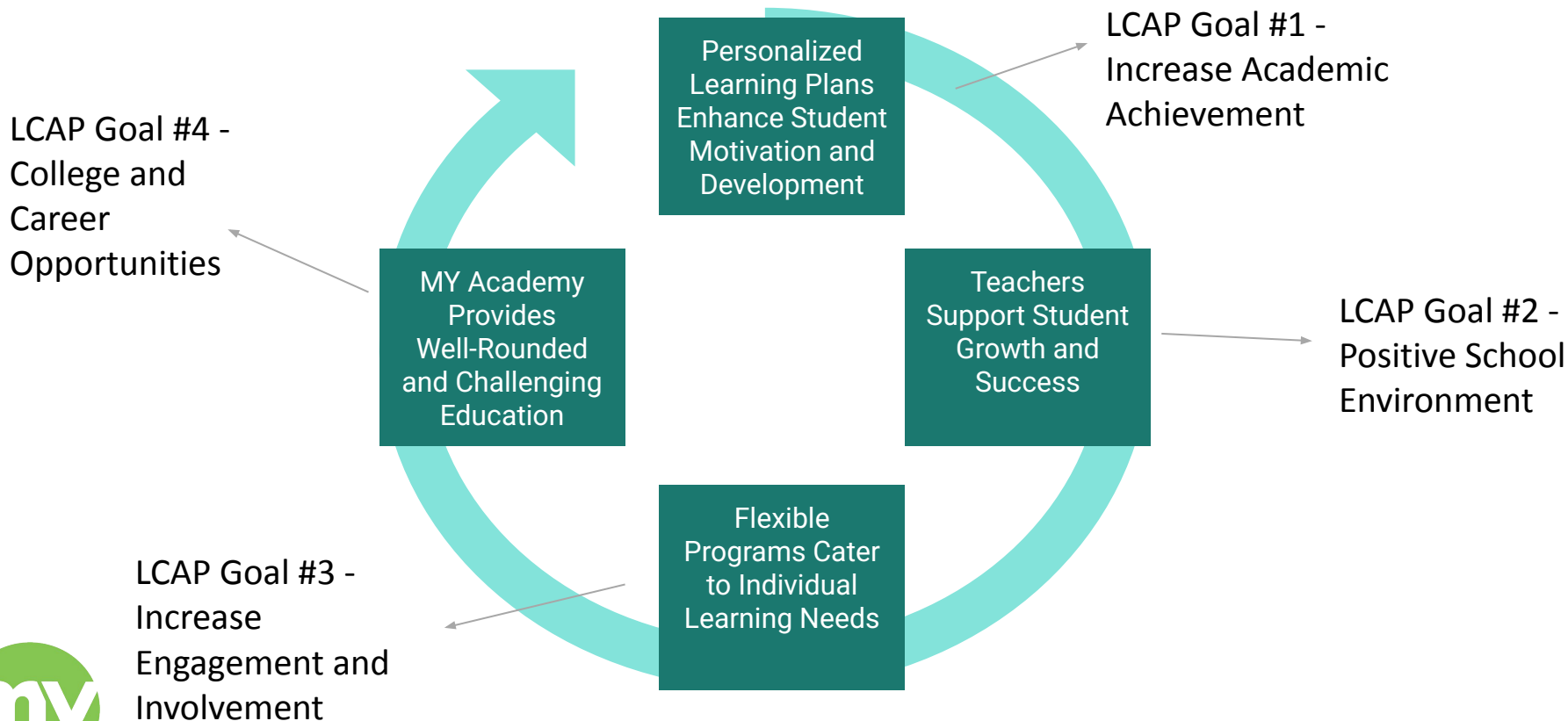
The teachers make you feel very comfortable to reach out for help however, I feel that the counselor is got a lot of workload and not much time for each case. he had to reschedule many times after trying to set up a six week session with my son which never got completed



Well, mental health is not yet treated



LCAP Survey Themes: Parents and Students





Questions?

*MY Academy- Where all
students are welcome.*



Coversheet

Consent - Business/Financial Services

Section: VIII. Consent
Item: A. Consent - Business/Financial Services
Purpose: Vote
Submitted by:
Related Material: Check Register January 2025.pdf
PandaDoc Service Agreement (Renewal) 2025.2.13.pdf
Team Smore - Service Agreement 2025.2.13.pdf

BACKGROUND:

PandaDoc subscription (Renewal)

The renewal of the PandaDoc annual subscription for six licenses is essential to maintaining the efficiency and effectiveness of our document management and e-signature processes. PandaDoc streamlines contract approvals, enhances workflow automation, and ensures compliance with digital documentation standards. As an integral tool for administrative and operational functions, this renewal allows our organization to continue leveraging secure and legally binding e-signatures, improving productivity while reducing manual paperwork. Given the increasing reliance on digital solutions, continued access to PandaDoc is a strategic investment in our organization's operational success.

Team SMORE Subscription Upgrade

The upgrade to the SMORE for Teams subscription is an essential component of our communication and engagement strategy. This platform enables the creation and distribution of professional-grade newsletters with built-in analytics, mass notifications, and enhanced customer support for up to 10 users. The service agreement covers a 12-month period from March 7, 2025, to March 6, 2026 . By utilizing SMORE, we streamline our outreach efforts, ensuring effective communication with educational partners including students, parents, and staff.

RECOMMENDATION:

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

Fiscal Impact: \$1,368.00

It is recommended the Board approve the SMORE for Teams subscription for Motivated Youth Academy (#1628).

Fiscal Impact:\$1,360.00

MY Academy Charter**Check Register**

For the period ended January 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
20993	ACAC000--Acacia HR Solutions	Consulting Svcs - 11/24	1/7/2025	\$4,000.00
20994	CHAR000--Charter Impact LLC	Business Mgmt Svcs - 01/25 & Payroll Processing Fee - 12/24	1/7/2025	8,666.50
20995	CLIF000--Clifton Larson Allen LLP	Legal Svcs - Out-of-scope - SCO - Final Billing	1/7/2025	11,112.15
20996	MADD000--Kurt Madden	Consulting Svcs - 09/23	1/7/2025	450.00
20997	CALI013--California Schools VEBA	Health Ins - 01/25	1/7/2025	36,560.93
20998	ALPH000--Alpha Vision, Inc.	Backupify G-Suite - 01/25	1/15/2025	70.00
20999	CAMP000--Campo Cafe	Meals - 12/04/24 - 12/19/24	1/15/2025	517.20
21000	SCHO0061--School Pathways LLC	Subscription (168) - 10/01/24 - 12/31/24	1/15/2025	1,169.38
21001	SECU000--Securian Life Insurance Company	Life Ins - 01/25	1/15/2025	1,016.11
21002	VERI001--Verizon Wireless	Communication Svcs - 12/02/24 - 01/01/25	1/15/2025	4,306.61
21003	VERI2788--Verizon Wireless	Communication Svcs - 12/06/24 - 01/05/25	1/15/2025	310.14
21004	YMCA001--YMCA of San Diego County	Membership (2) - 12/23/24 - 06/22/25	1/15/2025	318.00
21005	ACAC000--Acacia HR Solutions	Consulting Svcs - 02/25	1/22/2025	4,800.00
21006	CHAR000--Charter Impact LLC	Student Data Svcs - 12/24	1/22/2025	1,397.50
21007	CLAS000--Class of Recognition	Tassels (70)	1/22/2025	657.61
21008	KRAC000--KRA Corporation	Consulting Svcs - 12/24	1/22/2025	6,512.00
21009	SCHO0061--School Pathways LLC	Subscription (38) - 07/01/24 - 06/30/25	1/22/2025	6,327.97
21010	SONO000--Sonoma County Office of Education	2024/2025 Goalbook	1/22/2025	1,665.00
21011	SPEC000--Specialized Therapy Services, Inc.	SpEd Svcs - 11/24	1/22/2025	1,874.70
21012	STAT001--State of California Department of Justice	Fingerprint Svcs - 10/24	1/22/2025	98.00
21013	TSWT000--TSW Therapy, Inc.	SpEd Svcs - 12/24	1/22/2025	245.00
21014	SCHO002--SchoolsFirst Plan Administration LLC	MYA 457b 12/26/24, MYA 403b 12/26/24, & MYA 457b 1/10/25	1/24/2025	7,375.87
21015	SECU000--Securian Life Insurance Company	Life Ins - 02/25	1/28/2025	1,203.43
21016	SCHO002--SchoolsFirst Plan Administration LLC	MYA 457 01/24/25	1/31/2025	5,656.70
21017	SCHO002--SchoolsFirst Plan Administration LLC	MYA 403b 01/24/2025	1/31/2025	450.00
3.22272E+14	HALL000--William W. Hall	Stipend - 01/25 & Additional	1/7/2025	1,100.00
3.22272E+14	HUMP000--Michael P. Humphrey	Stipend - 01/25 & Additional	1/7/2025	1,100.00
3.22272E+14	ALVA000--Larry Albert Alvarado	Stipend - 01/25	1/7/2025	650.00
3.22272E+14	FRAI000--Steve Fraire	Stipend - 01/25	1/7/2025	650.00
3.22272E+14	MATZ000--Peter Matz	Stipend - 01/25	1/7/2025	650.00
3.22272E+14	AMAZ000--Amazon Capital Services	Office Supplies	1/7/2025	82.29
3.22272E+14	CLIF000--Clifton Larson Allen LLP	Tax Svcs - Tech & Client Support	1/15/2025	2,100.00
3.22272E+14	RBCO000--R&B Communications	Website Svcs - 12/24	1/15/2025	1,421.00
3.22272E+14	AMAZ000--Amazon Capital Services	Office Supplies	1/15/2025	86.48
3.22272E+14	AMAZ000--Amazon Capital Services	Office Supplies	1/28/2025	200.52
3.22272E+14	N2YX000--N2Y LLC	Subscription (1) - 01/08/25 - 01/07/26	1/28/2025	259.99

Total Disbursements Issued in January \$ 115,061.08

Keyn Solutions

5032 Glenwood Ave
Fontana, CA 92336 US
+1 9093470345
sales@keynsolutions.com
www.keynsolutions.com

INVOICE

BILL TO

Mrs Gigi Lenz
Motivated Youth Academy
500 La Terraza Blvd
Ste 150
Escondido, CA 92025
United States

SHIP TO

Mrs Gigi Lenz
Motivated Youth Academy
500 La Terraza Blvd
Ste 150
Escondido, CA 92025
United States

INVOICE 1052

DATE 01/29/2025

TERMS Due on receipt

DUE DATE 01/29/2025

PAYMENT METHOD

Bank ACH

SERVICE	DESCRIPTION	QTY	RATE	AMOUNT
Software Reimbursement	Subscription and licenses for software - PandDoc Annual Renewal	6	228.00	1,368.00

If you have any questions about making ACH or credit card payments, please contact Keyn Solutions.

This invoice is for the renewal of PandaDoc - Annual plan for 6 licenses.

SUBTOTAL	1,368.00
TAX	0.00
TOTAL	1,368.00
BALANCE DUE	\$1,368.00

Pay invoice



800 Woodlands Parkway, Suite 107
Ridgeland, MS 39157

Client Order

Quote Number: Q-13972
Quote Expiration Date:

Customer Contact: Gigi Lenz
Title: School Administrator
Email: glenz@myacademy.org
Phone: 6193939378

Prepared Date: 2/7/2025
Prepared By: Katie Beswick
Contract Term: 12
Start Date: 3/7/2025
Contract End Date: 3/6/2026

Ship To: My Academy (District)
Address: 100 E San Marcos Blvd Ste 350
City: San Marcos
State/Province: California
Zip Code: 92069-2989
Country: United States

Bill To: My Academy (District)
Bill To Address: 100 E San Marcos Blvd Ste 350
Bill To City: San Marcos
Bill To State/Province: California
Bill To Zip Code: 92069
Bill To Country: United States

Products & Services	Quantity	Unit Price	Description	Discount	Total
Smore for Teams 3/7/2025 - 3/6/2026	10	\$1,360.00	Monthly email sends newsletters, analytics, mass notification export, enhanced customer support.	\$0.00	\$1,360.00
				Subtotal	\$1,360.00
				Discount	\$0.00
				Total	\$1,360.00

Term (Months)

Subscription Term	Autorenewal Term
12	12

Annual Payments	Year 1 3/7/2025
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800 Woodlands Parkway, Suite 107
Ridgeland, MS 39157

Client Order

Quote Number: Q-13972
Quote Expiration Date:

Annual Payments	\$1,360.00
-----------------	------------



800 Woodlands Parkway, Suite 107
Ridgeland, MS 39157

Client Order

Quote Number: Q-13972

Quote Expiration Date:

The initial term of this Agreement (the "Initial Term") shall be the number of months listed in the above table and, if Auto-Renewal Term is indicated in the above table, the Agreement shall automatically renew for successive terms for the number of years indicated in the table (each a "Successive Term" and together with the Initial Term, the "Term") unless either Party provides written notice at least 60 days prior to the end of such Initial or Successive Term or this Agreement is terminated sooner pursuant to Termination section of the Master Services Agreement that governs this Order Form.

Additional Payment Terms

For SchoolStatus Attend, there is an additional \$2,500 SIS change fee if Customer changes SIS during the Subscription/ Order Term. The fee will be due upon SchoolStatus commencing with the implementation of the new SIS.

For SchoolNow, SchoolNow Customers pay both a one-time configuration fee and for the annual subscription cost for the license of the Software and access to SchoolStatus's application server ("Service Fee"). SchoolStatus will invoice Customer for the initial implementation fee upon execution of the Order Form, and will invoice for Service Fees pursuant to the effective date of the Order Form that articulates the Service Fees. By signing this Order Form, Customer acknowledges that delays by Customer to provide content and/or information to SchoolStatus shall not be cause for institution of the Service Fees as designed herein. SchoolStatus reserves the right to change pricing based on additional features or excessive utilization of the software resources. Upon SchoolStatus providing project-related parties and/or Customer access to the Software and SchoolStatus's application server (the "Product"), shall constitute Customer accepting the Product as delivered.

This Order Form and the pricing contained herein are valid for 60 days from the quote created date above. All payments are to be remitted to SchoolStatus, LLC at P.O. Box 771470 St. Louis, MO 63177-9816.

By signing below, you agree to our [Master Services Agreement](#), the [Data Processing Addendum](#), the Terms and Conditions below your signature, and (d) the terms of this Order Form ("Agreement"), which together constitute the entirety of our Agreement with your organization, unless (i) Customer has a currently-effective, existing MSA and/or DPA executed by SchoolStatus, in which case such existing MSA will govern rather than (a) and/or such existing DPA will govern rather than (b); or (ii) otherwise set forth herein.

Terms and Conditions

I. General. All fees shall be paid according to the Payment Schedule and Payment Terms. In case of a conflict between this Order Form and the MSA, this Order Form shall prevail. This Order Form is not an invoice. Invoices will be sent to the billing contact set forth above based on the applicable payment schedule.

II. Service-Specific Terms. Based on Customer's Subscribed Services as indicated under Products & Services in the first table on page one of this Order Form ("Subscribed Services"), additional terms and conditions apply as provided in the following subsection.

- A. For Attend and SchoolNow, the additional terms at <https://www.schoolstatus.com/attend-terms-and-conditions> also govern the Agreement.



800 Woodlands Parkway, Suite 107
Ridgeland, MS 39157

Client Order

Quote Number: Q-13972
Quote Expiration Date: //

Yes, I have read and agree to the Agreement.

Account Name: My Academy (District)

Authorized Representative: Gigi Lenz

Signature:

Title: Operations and Program Manager

Date:

Please contact your account representative with any questions. Thank you, and we look forward to our partnership!

Certificate Of Completion

Envelope Id: 8F9A5561-9E08-4F28-8C2B-F995DFC193AA

Status: Delivered

Subject: Smore for My Academy (District)-Please Review and Sign

Source Envelope:

Document Pages: 4

Signatures: 0

Envelope Originator:

Certificate Pages: 4

Initials: 0

Katie Beswick

AutoNav: Enabled

6222 U S Highway 98 FL 2

Envelopeld Stamping: Enabled

Hattiesburg, MS 39404

Time Zone: (UTC-08:00) Pacific Time (US & Canada)

katie.beswick@schoolstatus.com

IP Address: 155.226.129.251

Record Tracking

Status: Original

Holder: Katie Beswick

Location: DocuSign

2/7/2025 6:13:22 AM

katie.beswick@schoolstatus.com

Signer Events

Signature

Timestamp

Gigi Lenz

Sent: 2/7/2025 6:28:30 AM

glenz@myacademy.org

Viewed: 2/7/2025 7:59:26 AM

Operations and Program Manager

MY Academy

Security Level: Email, Account Authentication
(None)

Electronic Record and Signature Disclosure:

Accepted: 10/28/2024 6:16:45 PM

ID: 3ab97351-f987-4801-a599-99c4e429a0c2

In Person Signer Events

Signature

Timestamp

Editor Delivery Events

Status

Timestamp

Agent Delivery Events

Status

Timestamp

Intermediary Delivery Events

Status

Timestamp

Certified Delivery Events

Status

Timestamp

Carbon Copy Events

Status

Timestamp

Witness Events

Signature

Timestamp

Notary Events

Signature

Timestamp

Envelope Summary Events

Status

Timestamps

Envelope Sent

Hashed/Encrypted

2/7/2025 6:28:30 AM

Certified Delivered

Security Checked

2/7/2025 7:59:26 AM

Payment Events

Status

Timestamps

Electronic Record and Signature Disclosure

ELECTRONIC RECORD AND SIGNATURE DISCLOSURE

From time to time, SchoolStatus, LLC. (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through the DocuSign system. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to this Electronic Record and Signature Disclosure (ERSD), please confirm your agreement by selecting the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. You will have the ability to download and print documents we send to you through the DocuSign system during and immediately after the signing session and, if you elect to create a DocuSign account, you may access the documents for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. Further, you will no longer be able to use the DocuSign system to receive required notices and consents electronically from us or to sign electronically documents from us.

All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through the DocuSign system all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

How to contact SchoolStatus, LLC.:

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: heather.kunz@schoolstatus.com

To advise SchoolStatus, LLC. of your new email address

To let us know of a change in your email address where we should send notices and disclosures electronically to you, you must send an email message to us at heather.kunz@schoolstatus.com and in the body of such request you must state: your previous email address, your new email address. We do not require any other information from you to change your email address.

If you created a DocuSign account, you may update it with your new email address through your account preferences.

To request paper copies from SchoolStatus, LLC.

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an email to heather.kunz@schoolstatus.com and in the body of such request you must state your email address, full name, mailing address, and telephone number. We will bill you for any fees at that time, if any.

To withdraw your consent with SchoolStatus, LLC.

To inform us that you no longer wish to receive future notices and disclosures in electronic format you may:

i. decline to sign a document from within your signing session, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may;

ii. send us an email to heather.kunz@schoolstatus.com and in the body of such request you must state your email, full name, mailing address, and telephone number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

Required hardware and software

The minimum system requirements for using the DocuSign system may change over time. The current system requirements are found here: <https://support.docusign.com/guides/signer-guide-signing-system-requirements>.

Acknowledging your access and consent to receive and sign documents electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please confirm that you have read this ERSD, and (i) that you are able to print on paper or electronically save this ERSD for your future reference and access; or (ii) that you are able to email this ERSD to an email address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format as described herein, then select the check-box next to 'I agree to use electronic records and signatures' before clicking 'CONTINUE' within the DocuSign system.

By selecting the check-box next to 'I agree to use electronic records and signatures', you confirm that:

- You can access and read this Electronic Record and Signature Disclosure; and
- You can print on paper this Electronic Record and Signature Disclosure, or save or send this Electronic Record and Disclosure to a location where you can print it, for future reference and access; and
- Until or unless you notify SchoolStatus, LLC. as described above, you consent to receive exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you by SchoolStatus, LLC. during the course of your relationship with SchoolStatus, LLC..

Coversheet

Consent - Education/Student Services

Section: VIII. Consent
Item: B. Consent - Education/Student Services
Purpose: Vote
Submitted by:
Related Material:
2025-2026 School Year Academic Instruction Calendar.xlsx - 2025-2026 Split Year Calendar.pdf
BC2M Service Agreement for 2025.pdf

BACKGROUND:

2025-2026 School Year Academic Instruction Calendar

The proposed 2025-2026 School Year Academic Instruction Calendar includes three enrollment tracks. Currently MYA offers two tracks of enrollment for students to choose from, Track E and Track F. The addition of Track G will provide a third option to choose from, allowing additional flexibility in scheduling options to students, families and educational partners. It has been developed to align with instructional goals, student learning needs, and federal holidays while ensuring an equitable distribution of instructional days across the academic year. It also accounts for compliance with state instructional time requirements and offers a structured framework for effective academic programming. Approval of this calendar will allow for timely coordination of school operations, including scheduling, and staffing, ensuring a smooth and efficient academic year.

Bring Change 2 Mind (BC2M) Service Agreement

The Bring Change to Mind (BC2M) Middle School Program agreement for the 2024-2025 academic year supports our ongoing commitment to fostering mental health awareness and reducing stigma within our school community. BC2M is a nationally recognized nonprofit dedicated to empowering students through structured clubs that facilitate mental health education, advocacy, and destigmatization activities. Under this agreement, our school will continue a BC2M club, providing students with valuable resources, leadership opportunities, and engagement in meaningful conversations about mental health. The program includes structured activities, presentations, and collaboration with high school BC2M chapters, ensuring a comprehensive approach to mental wellness.

RECOMMENDATION:

It is recommended the Board approve the 2025-2026 Academic Instruction Calendar for Motivated Youth Academy (#1628).

Fiscal Impact: None

It is recommended the Board approve the Bring Change 2 Mind (BC2M) Service Agreement for Motivated Youth Academy (#1628).

Fiscal Impact: None

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday February 13, 2025 at 10:30 AM

Draft 2025-2026 School Year Academic Instruction Calendar

	Track E								Track F								Track G							Federal holidays / notes
Month	Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We	Th	Fr	Sa		Su	Mo	Tu	We	Th	Fr	Sa	
Jun	29	30	1	2	3	4	5		29	30	1	2	3	4	5		29	30	1	2	3	4	5	Independence Day
Jul 2025	6	7	8	9	10	11	12		6	7	8	9	10	11	12		6	7	8	9	10	11	12	
	13	14	15	16	17	18	19		13	14	15	16	17	18	19		13	14	15	16	17	18	19	
	20	21	22	23	24	25	26		20	21	22	23	24	25	26		20	21	22	23	24	25	26	
	27	28	29	30	31	1	2		27	28	29	30	31	1	2		27	28	29	30	31	1	2	
Aug	3	4	5	6	7	8	9		3	4	5	6	7	8	9		3	4	5	6	7	8	9	
	10	11	12	13	14	15	16		10	11	12	13	14	15	16		10	11	12	13	14	15	16	
	17	18	19	20	21	22	23		17	18	19	20	21	22	23		17	18	19	20	21	22	23	
	24	25	26	27	28	29	30		24	25	26	27	28	29	30		24	25	26	27	28	29	30	
Sep	31	1	2	3	4	5	6		31	1	2	3	4	5	6		31	1	2	3	4	5	6	Labor Day
	7	8	9	10	11	12	13		7	8	9	10	11	12	13		7	8	9	10	11	12	13	
	14	15	16	17	18	19	20		14	15	16	17	18	19	20		14	15	16	17	18	19	20	
	21	22	23	24	25	26	27		21	22	23	24	25	26	27		21	22	23	24	25	26	27	
Oct	28	29	30	1	2	3	4		28	29	30	1	2	3	4		28	29	30	1	2	3	4	
	5	6	7	8	9	10	11		5	6	7	8	9	10	11		5	6	7	8	9	10	11	Columbus Day
	12	13	14	15	16	17	18		12	13	14	15	16	17	18		12	13	14	15	16	17	18	
	19	20	21	22	23	24	25		19	20	21	22	23	24	25		19	20	21	22	23	24	25	
Nov	26	27	28	29	30	31	1		26	27	28	29	30	31	1		26	27	28	29	30	31	1	
	2	3	4	5	6	7	8		2	3	4	5	6	7	8		2	3	4	5	6	7	8	
	9	10	11	12	13	14	15		9	10	11	12	13	14	15		9	10	11	12	13	14	15	Veterans Day
	16	17	18	19	20	21	22		16	17	18	19	20	21	22		16	17	18	19	20	21	22	
Dec	23	24	25	26	27	28	29		23	24	25	26	27	28	29		23	24	25	26	27	28	29	Thanksgiving Day
	30	1	2	3	4	5	6		30	1	2	3	4	5	6		30	1	2	3	4	5	6	
	7	8	9	10	11	12	13		7	8	9	10	11	12	13		7	8	9	10	11	12	13	
	14	15	16	17	18	19	20		14	15	16	17	18	19	20		14	15	16	17	18	19	20	
Jan 2026	21	22	23	24	25	26	27		21	22	23	24	25	26	27		21	22	23	24	25	26	27	Christmas Day
	28	29	30	31	1	2	3		28	29	30	31	1	2	3		28	29	30	31	1	2	3	New Year's Day
	4	5	6	7	8	9	10		4	5	6	7	8	9	10		4	5	6	7	8	9	10	
	11	12	13	14	15	16	17		11	12	13	14	15	16	17		11	12	13	14	15	16	17	
Feb	18	19	20	21	22	23	24		18	19	20	21	22	23	24		18	19	20	21	22	23	24	Martin Luther King Day
	25	26	27	28	29	30	31		25	26	27	28	29	30	31		25	26	27	28	29	30	31	
	1	2	3	4	5	6	7		1	2	3	4	5	6	7		1	2	3	4	5	6	7	
	8	9	10	11	12	13	14		8	9	10	11	12	13	14		8	9	10	11	12	13	14	
Mar	15	16	17	18	19	20	21		15	16	17	18	19	20	21		15	16	17	18	19	20	21	Presidents' Day
	22	23	24	25	26	27	28		22	23	24	25	26	27	28		22	23	24	25	26	27	28	
	1	2	3	4	5	6	7		1	2	3	4	5	6	7		1	2	3	4	5	6	7	
	8	9	10	11	12	13	14		8	9	10	11	12	13	14		8	9	10	11	12	13	14	
Apr	15	16	17	18	19	20	21		15	16	17	18	19	20	21		15	16	17	18	19	20	21	
	22	23	24	25	26	27	28		22	23	24	25	26	27	28		22	23	24	25	26	27	28	
	29	30	31	1	2	3	4		29	30	31	1	2	3	4		29	30	31	1	2	3	4	
	5	6	7	8	9	10	11		5	6	7	8	9	10	11		5	6	7	8	9	10	11	
May	12	13	14	15	16	17	18		12	13	14	15	16	17	18		12	13	14	15	16	17	18	
	19	20	21	22	23	24	25		19	20	21	22	23	24	25		19	20	21	22	23	24	25	
	26	27	28	29	30	1	2		26	27	28	29	30	1	2		26	27	28	29	30	1	2	
	3	4	5	6	7	8	9		3	4	5	6	7	8	9		3	4	5	6	7	8	9	
Jun	10	11	12	13	14	15	16		10	11	12	13	14	15	16		10	11	12	13	14	15	16	
	17	18	19	20	21	22	23		17	18	19	20	21	22	23		17	18	19	20	21	22	23	
	24	25	26	27	28	29	30		24	25	26	27	28	29	30		24	25	26	27	28	29	30	Memorial Day
	31	1	2	3	4	5	6		31	1	2	3	4	5	6		31	1	2	3	4	5	6	
Jun	7	8	9	10	11	12	13		7	8	9	10	11	12	13		7	8	9	10	11	12	13	
	14	15	16	17	18	19	20		14	15	16	17	18	19	20		14	15	16	17	18	19	20	Juneteenth
	21	22	23	24	25	26	27		21	22	23	24	25	26	27		21	22	23	24	25	26	27	
	28	29	30	1	2	3	4		28	29	30	1	2	3	4		28	29	30	1	2	3	4	Independence Day (observed), Independence Day



BC2M Middle School Program Terms of Agreement 2024-2025

Uphold the Mission and Name of BC2M

Bring Change to Mind is a national 501c3 nonprofit organization whose mission is to reduce the stigma associated with mental health. Our Middle School Pilot program works to empower young advocates to start necessary conversations about mental health at their schools while equipping them with resources needed to host destigmatizing campus events, activities, and educational presentations to create more compassionate communities.

Please make sure you read, understand, and abide by the policies and procedures outlined in this document and in our club guidebook.

Appropriate Use of Your Club & Resources

- Clubs should refer to and use unit resources set out on the Middle School portal. Clubs are expected to follow the themes, presentations, activity guides, etc. that are provided by BC2M.
- The purpose of a BC2M club is to raise awareness about mental health and illness, to reduce the associated stigma, and to spread kindness and empathy on campus. Clubs are **not to be used** in a counseling or direct therapy manner. If a student member feels that they need this support, they should speak to their club advisor and seek the appropriate services.

Club Name and Logo Use

- Each club must include 'BC2M' or 'Bring Change to Mind' in their official club title. All publicity related to the club must include 'BC2M' or 'Bring Change to Mind'.
- Clubs must use the [current version](#) of the BC2M logo in advertisements, correspondence, and social media usage. If desired, you may customize the logo to incorporate a schools' logo, mascot, or name.

Organizational Structure

- All clubs should have at least four officers: president, vice president, treasurer and secretary. These positions may not be filled by the same person. Student officers should assist the club advisor organize and prepare for club meetings, getting other students involved, and preparing activities.
- All BC2M Clubs are required to have a campus advisor who is a member of the faculty or staff. This should be someone who cares about BC2M's mission and has the time to dedicate to the club's success.
- Each club should communicate with their BC2M staff person if they chose to follow the Classic or the Flexible structure. *See Middle School Program Guidebook for more information.*

Mandatory Club Items

Each school year, clubs are expected to:

- Work with their designated BC2M staff member to set up (at minimum) **two in-person or virtual visits per school year** (one in each semester). BC2M staff will attend and present at the club's first Kickoff meeting. The timing of the subsequent visits will be up to the discretion of BC2M staff and club advisor.
- All club members and advisors of official BC2M Clubs are to **register as members** via the Annual Registration form found on the Middle School Club Portal.
- Ensure club leaders and advisors respond promptly to BC2M staff's email outreaches and check-ins.
- Connect with the affiliate High School BC2M club and organize at least one collaborative meeting, activity, or campaign.
- Working with your school's administration or mental health team, club leadership is expected to understand and follow school protocols relating to mental health crises.

Club Advisor #1 Initial _____



Survey Feedback Participation

- As a newly launched Program, it's essential to collect feedback so that we can learn about what we can improve. BC2M will ask club advisors for feedback in the Fall Semester and distribute a feedback form to all general members, club members, and advisors in the spring semester.

Financial Accountability

BC2M expects clubs to use annual grant funding wisely and responsibly. Monies spent must be in line with BC2M's mission and the success of the club on campus. The following is a summary of requirements for your clubs' financial accountability:

- It is the club/advisor's sole responsibility to ensure the appropriate account is set up with the school and that it is able to receive funds in the form of a check written out to the name of the school.
- Please ensure BC2M grant checks are deposited in a timely manner. Alert your BC2M Staff Member if the check cannot be found.
- All money raised in the name of BC2M must benefit BC2M (the individual club or national headquarters). It **may not** be donated to other charitable causes.
- Grant funds spent should go towards items promoting positive school climate, mental health education and promotion, club member recruitment, community engagement, and eliminating stigma.
- Fundraising (and all activities) must be appropriate to the identity of the BC2M program.
- Funds raised for a specific purpose must be used for that purpose.

Nondiscrimination Policy

It is the policy of BC2M that there will be no discrimination or harassment in its club programs or activities based on race, color, religion, gender orientation, sexual orientation, age or any other basis prohibited by law.

Club Advisor(s) Information <i>BC2M only <u>requires one club</u> advisor but clubs can have up to four co-advisors.</i>	
Club Advisor #1 Name: _____	Club Advisor #2 Name: _____
Cell: _____	Cell: _____
Email: _____	Email: _____
Club Advisor #3 Name: _____	Club Advisor #4 Name: _____
Cell: _____	Cell: _____
Email: _____	Email: _____

Primary Club Leader Information <i>BC2M recommends <u>at least four club officers</u> but only two are required to activate your club.</i>	
Club President Name: _____ (Officer #1)	Club Vice President Name: _____ (Officer #2)
Email: _____	Email: _____



Additional Club Leader Information:	
Club Treasurer Name: _____ (Officer #3) Email: _____	Club Secretary Name: _____ (Officer #4) Email: _____
Officer #5 Name: _____ Email: _____	Officer #6 Name: _____ Email: _____

Your signature below indicates that you have **reviewed this document with all parties listed above** (club leaders and any additional club advisors). By signing below, you agree to operating your BC2M club to the standards laid out in this document.

School Name: _____

Primary Advisor Signature: _____

Date: _____

Coversheet

Consent - Personnel Services

Section: VIII. Consent
Item: C. Consent - Personnel Services
Purpose: Vote
Submitted by:
Related Material:

2025-2026 MYA Work Year Calendars - 185 Classified.pdf
2025-2026 MYA Work Year Calendars - 190 Certificated.pdf
2025-2026 MYA Work Year Calendars - 220 Certificated.pdf
2025-2026 MYA Work Year Calendars - 185 Certificated.pdf
2025-2026 MYA Work Year Calendars - 240 Classified.pdf
2025 EDITS COMPREHENSIVE SCHOOL SAFETY PLAN - Redlined - 2025.02.07.pdf
2025 EDITS COMPREHENSIVE SCHOOL SAFETY PLAN - For Board Approval - 2025.02.07.pdf

BACKGROUND:

2025-2026 Certificated and Classified Employee Work Year Calendars

The 2025-2026 Certificated and Classified Employee Work Calendars is essential to ensuring the smooth operation of our schools and the effective planning of the academic year. These calendars outline the official workdays, holidays, and professional development schedules for all staff, ensuring compliance with state labor regulations and alignment with instructional needs.

Comprehensive School Safety Plan (CSSP)

The MY Academy Comprehensive School Safety Plan is a critical step in ensuring a safe and secure learning environment for all students, staff, and educational partners. The CSSP has been updated to reflect recent organizational changes, including revised job titles for consistency. Additional modifications include improved formatting, date corrections, and updates to disaster procedures. Upon approval, the table of contents will be adjusted accordingly. This plan outlines protocols for emergency preparedness, crisis response, student safety procedures, and staff training, aligning with state and local safety regulations.

RECOMMENDATION:

It is recommended the Board approve the 2025-2026 Certificated and Classified Employee Work Year Calendars for Motivated Youth Academy (#1628).

Fiscal Impact: None

It is recommended the Board approve the revised Comprehensive School Safety Plan (CSSP) for Motivated Youth Academy (#1628).

Fiscal Impact: None



Motivated Youth Academy | 2025-2026 | CERTIFICATED WORK YEAR CALENDAR - 11 MONTHS (185 DAYS)

JULY					0	0	AUGUST					10	10	SEPTEMBER					21	22
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
					0	0						0	0		2	3	4	5	4	5
					0	0						0	0	8	9	10	11	12	5	5
					0	0						0	0	15	16	17	18	19	5	5
					0	0	18	19	20	21	22	5	5	22	23	24	25	26	5	5
					0	0	25	26	27	28	29	5	5	29	30				2	2
OCTOBER					23	23	NOVEMBER					14	17	DECEMBER					15	18
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		1	2	3	3	3						0	0	1	2	3	4	5	5	5
6	7	8	9	10	5	5	3	4	5	6	7	5	5	8	9	10	11	12	5	5
13	14	15	16	17	5	5	10		12	13	14	4	5	15	16	17	18	19	5	5
20	21	22	23	24	5	5	17	18	19	20	21	5	5						0	2
27	28	29	30	31	5	5						0	2						0	1
JANUARY					19	21	FEBRUARY					19	20	MARCH					22	22
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
					0	1	2	3	4	5	6	5	5	2	3	4	5	6	5	5
5	6	7	8	9	5	5	9	10	11	12	13	5	5	9	10	11	12	13	5	5
12	13	14	15	16	5	5		17	18	19	20	4	5	16	17	18	19	20	5	5
	20	21	22	23	4	5	23	24	25	26	27	5	5	23	24	25	26	27	5	5
26	27	28	29	30	5	5						0	0	30	31				2	2
APRIL					16	16	MAY					21	22	JUNE					5	5
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		1	2		2	2				1	2	2	2	1	2	3	4	5	5	5
					0	0	5	6	7	8	9	5	5						0	0
13	14	15	16	17	5	5	12	13	14	15	16	5	5						0	0
20	21	22	23	24	5	5	19	20	21	22	23	5	5						0	0
27	28	29	30		4	4		27	28	29	30	4	5						0	0

HOLIDAYS + IMPORTANT DATES:

9/1/2025	Labor Day
11/11/2025	Veterans Day
11/27-11/28/2025	Thanksgiving Day + Friday after Thanksgiving
12/24-12/25/2025	Christmas Eve/Day
12/31/2025 + 1/1/2026	New Year's Eve/Day
1/19/2026	Martin Luther King Jr.
2/16/2026	Presidents Day
5/25/2026	Memorial Day
6/19/2026	Juneteenth
7/4/2026	Independence Day
8/18/2025	First Day
6/5/2026	Last Day

Calendar Days (M-F)	261
Total Holidays	13
Total Compensated Days	196
Total Work Days	185
185 not eligible for 7/4 and 6/19 holiday pay	

Employee must be in paid status before and after the date of the holiday in order to be eligible for holiday pay.

Assignment start and end dates are dependent on the program.

75% - last day to start is September 29, 2025

Board Approved:



Motivated Youth Academy | 2025-2026 | CERTIFICATED WORK YEAR CALENDAR - 11 MONTHS (190 DAYS)

JULY					0	0	AUGUST					10	10	SEPTEMBER					21	21
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
					0	0						0	0		2	3	4	5	4	4
					0	0						0	0	8	9	10	11	12	5	5
					0	0						0	0	15	16	17	18	19	5	5
					0	0	18	19	20	21	22	5	5	22	23	24	25	26	5	5
					0	0	25	26	27	28	29	5	5	29	30				2	2
OCTOBER					23	23	NOVEMBER					14	14	DECEMBER					15	15
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		1	2	3	3	3						0	0	1	2	3	4	5	5	5
6	7	8	9	10	5	5	3	4	5	6	7	5	5	8	9	10	11	12	5	5
13	14	15	16	17	5	5	10		12	13	14	4	4	15	16	17	18	19	5	5
20	21	22	23	24	5	5	17	18	19	20	21	5	5						0	0
27	28	29	30	31	5	5						0	0						0	0
JANUARY					19	20	FEBRUARY					19	19	MARCH					22	21
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
					0	1	2	3	4	5	6	5	5	2	3	4	5	6	5	5
5	6	7	8	9	5	5	9	10	11	12	13	5	5	9	10	11	12	13	5	5
12	13	14	15	16	5	5		17	18	19	20	4	4	16	17	18	19	20	5	5
	20	21	22	23	4	4	23	24	25	26	27	5	5	23	24	25	26	27	5	5
26	27	28	29	30	5	5						0	0	30	31				2	1
APRIL					17	17	MAY					21	21	JUNE					9	9
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		1	2		3	3				1	2	2	2	1	2	3	4	5	5	5
					0	0	5	6	7	8	9	5	5	8	9	10	11		4	4
13	14	15	16	17	5	5	12	13	14	15	16	5	5						0	0
20	21	22	23	24	5	5	19	20	21	22	23	5	5						0	0
27	28	29	30		4	4		27	28	29	30	4	4						0	0

HOLIDAYS + IMPORTANT DATES:

9/1/2025	Labor Day
11/11/2025	Veterans Day
11/27-11/28/2025	Thanksgiving Day + Friday after Thanksgiving
12/24-12/25/2025	Christmas Eve/Day
12/31/2025 + 1/1/2026	New Year's Eve/Day
1/19/2026	Martin Luther King Jr.
2/16/2026	Presidents Day
5/25/2026	Memorial Day
6/19/2026	Juneteenth
7/4/2026	Independence Day
8/18/2025	First Day of Work
6/11/2026	Last Day of Work

Calendar Days (M-F)	261
Total Holidays	13
Total Compensated Days	190
Total Work Days	190

Employee must be in paid status before and after the date of the holiday in order to be eligible for holiday pay.

Assignment start and end dates are dependent on the program.

75% - last day to start is September 29, 2025

Board Approved:



Motivated Youth Academy | 2025-2026 | CERTIFICATED WORK YEAR CALENDAR - 12 MONTHS (220 DAYS)

JULY					22	22	AUGUST					21	21	SEPTEMBER					21	21
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
	1	2	3		3	3					1	1	1		2	3	4	5	4	4
7	8	9	10	11	5	5	4	5	6	7	8	5	5	8	9	10	11	12	5	5
14	15	16	17	18	5	5	11	12	13	14	15	5	5	15	16	17	18	19	5	5
21	22	23	24	25	5	5	18	19	20	21	22	5	5	22	23	24	25	26	5	5
28	29	30	31		4	4	25	26	27	28	29	5	5	29	30				2	2
OCTOBER					23	23	NOVEMBER					14	14	DECEMBER					15	15
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		1	2	3	3	3						0	0	1	2	3	4	5	5	5
6	7	8	9	10	5	5	3	4	5	6	7	5	5	8	9	10	11	12	5	5
13	14	15	16	17	5	5	10		12	13	14	4	4	15	16	17	18	19	5	5
20	21	22	23	24	5	5	17	18	19	20	21	5	5						0	0
27	28	29	30	31	5	5						0	0						0	0
JANUARY					19	19	FEBRUARY					19	19	MARCH					22	22
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
					0	0	2	3	4	5	6	5	5	2	3	4	5	6	5	5
5	6	7	8	9	5	5	9	10	11	12	13	5	5	9	10	11	12	13	5	5
12	13	14	15	16	5	5		17	18	19	20	4	4	16	17	18	19	20	5	5
	20	21	22	23	4	4	23	24	25	26	27	5	5	23	24	25	26	27	5	5
26	27	28	29	30	5	5						0	0	30	31				2	2
APRIL					17	17	MAY					21	22	JUNE					19	19
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		1	2	3	3	3				1	2	2	2	1	2	3	4	5	5	5
					0	0	5	6	7	8	9	5	5	8	9	10	11	12	5	5
13	14	15	16	17	5	5	12	13	14	15	16	5	5	15	16	17			3	3
20	21	22	23	24	5	5	19	20	21	22	23	5	5	23	24	25	26	27	5	5
27	28	29	30		4	4		27	28	29	30	4	5	30					1	1

HOLIDAYS + IMPORTANT DATES:	
9/1/2025	Labor Day
11/11/2025	Veterans Day
11/27-11/28/2025	Thanksgiving Day + Friday after Thanksgiving
12/24-12/25/2025	Christmas Eve/Day
12/31/2025 + 1/1/2026	New Year's Eve/Day
1/19/2026	Martin Luther King Jr.
2/16/2026	Presidents Day
5/25/2026	Memorial Day
6/19/2026	Juneteenth
7/4/2026	Independence Day
7/1/2025	First Day
6/30/2026	Last Day

Calendar Days (M-F)	261
Total Holidays	13
Total Compensated Days	234
Total Work Days	220
Days to Plant	14

Employee must be in paid status before and after the date of the holiday in order to be eligible for holiday pay.

Assignment start and end dates are dependent on the program.

75% - last day to start is September 29, 2025

Board Approved:



Motivated Youth Academy | 2025-2026 | CERTIFICATED WORK YEAR CALENDAR - 11 MONTHS (185 DAYS)

JULY					0	0	AUGUST					10	10	SEPTEMBER					21	21
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
					0	0						0	0		2	3	4	5	4	4
					0	0						0	0	8	9	10	11	12	5	5
					0	0						0	0	15	16	17	18	19	5	5
					0	0	18	19	20	21	22	5	5	22	23	24	25	26	5	5
					0	0	25	26	27	28	29	5	5	29	30				2	2
OCTOBER					23	23	NOVEMBER					14	14	DECEMBER					15	15
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		1	2	3	3	3						0	0	1	2	3	4	5	5	5
6	7	8	9	10	5	5	3	4	5	6	7	5	5	8	9	10	11	12	5	5
13	14	15	16	17	5	5	10		12	13	14	4	4	15	16	17	18	19	5	5
20	21	22	23	24	5	5	17	18	19	20	21	5	5						0	0
27	28	29	30	31	5	5						0	0						0	0
JANUARY					19	19	FEBRUARY					19	19	MARCH					22	22
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
					0	0	2	3	4	5	6	5	5	2	3	4	5	6	5	5
5	6	7	8	9	5	5	9	10	11	12	13	5	5	9	10	11	12	13	5	5
12	13	14	15	16	5	5		17	18	19	20	4	4	16	17	18	19	20	5	5
	20	21	22	23	4	4	23	24	25	26	27	5	5	23	24	25	26	27	5	5
26	27	28	29	30	5	5						0	0	30	31				2	2
APRIL					16	16	MAY					21	21	JUNE					5	5
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		1	2		2	2				1	2	2	2	1	2	3	4	5	5	5
					0	0	5	6	7	8	9	5	5						0	0
13	14	15	16	17	5	5	12	13	14	15	16	5	5						0	0
20	21	22	23	24	5	5	19	20	21	22	23	5	5						0	0
27	28	29	30		4	4		27	28	29	30	4	4						0	0

HOLIDAYS + IMPORTANT DATES:	
9/1/2025	Labor Day
11/11/2025	Veterans Day
11/27-11/28/2025	Thanksgiving Day + Friday after Thanksgiving
12/24-12/25/2025	Christmas Eve/Day
12/31/2025 + 1/1/2026	New Year's Eve/Day
1/19/2026	Martin Luther King Jr.
2/16/2026	Presidents Day
5/25/2026	Memorial Day
6/19/2026	Juneteenth
7/4/2026	Independence Day
8/18/2025	First Day
6/5/2026	Last Day

Calendar Days (M-F)	261
Total Holidays	13
Total Compensated Days	185
Total Work Days	185

Employee must be in paid status before and after the date of the holiday in order to be eligible for holiday pay.

Assignment start and end dates are dependent on the program.

75% - last day to start is September 29, 2025

Board Approved:



Motivated Youth Academy | 2025-2026 | CERTIFICATED WORK YEAR CALENDAR - 12 MONTHS (240 DAYS)

JULY					22	23	AUGUST					21	21	SEPTEMBER					21	22
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
	1	2	3		3	4					1	1	1		2	3	4	5	4	5
7	8	9	10	11	5	5	4	5	6	7	8	5	5	8	9	10	11	12	5	5
14	15	16	17	18	5	5	11	12	13	14	15	5	5	15	16	17	18	19	5	5
21	22	23	24	25	5	5	18	19	20	21	22	5	5	22	23	24	25	26	5	5
28	29	30	31		4	4	25	26	27	28	29	5	5	29	30				2	2
OCTOBER					23	23	NOVEMBER					16	19	DECEMBER					19	22
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		1	2	3	3	3						0	0	1	2	3	4	5	5	5
6	7	8	9	10	5	5	3	4	5	6	7	5	5	8	9	10	11	12	5	5
13	14	15	16	17	5	5	10		12	13	14	4	5	15	16	17	18	19	5	5
20	21	22	23	24	5	5	17	18	19	20	21	5	5	22	23				2	4
27	28	29	30	31	5	5	24	25				2	4	27	28				2	3
JANUARY					19	21	FEBRUARY					19	20	MARCH					22	22
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
					0	1	2	3	4	5	6	5	5	2	3	4	5	6	5	5
5	6	7	8	9	5	5	9	10	11	12	13	5	5	9	10	11	12	13	5	5
12	13	14	15	16	5	5		17	18	19	20	4	5	16	17	18	19	20	5	5
	20	21	22	23	4	5	23	24	25	26	27	5	5	23	24	25	26	27	5	5
26	27	28	29	30	5	5						0	0	30	31				2	2
APRIL					18	18	MAY					21	22	JUNE					19	20
M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days	M	Tu	W	Th	F	Work Days	Comp Days
		1	2		2	2				1	2	2	2	1	2	3	4	5	5	5
			9	10	2	2	5	6	7	8	9	5	5	8	9	10	11	12	5	5
13	14	15	16	17	5	5	12	13	14	15	16	5	5	15	16	17			3	4
20	21	22	23	24	5	5	19	20	21	22	23	5	5	23	24	25	26	27	5	5
27	28	29	30		4	4		27	28	29	30	4	5	30					1	1

HOLIDAYS + IMPORTANT DATES:	
9/1/2025	Labor Day
11/11/2025	Veterans Day
11/27-11/28/2025	Thanksgiving Day + Friday after Thanksgiving
12/31/2025 + 1/1/2026	New Year's Eve/Day
1/19/2026	Martin Luther King Jr.
2/16/2026	Presidents Day
5/25/2026	Memorial Day
6/19/2026	Juneteenth
7/4/2026	Independence Day
7/1/2025	First Day
6/30/2026	Last Day

Calendar Days (M-F)	261
Total Holidays	13
Total Compensated Days	253
Total Work Days	240

Employee must be in paid status before and after the date of the holiday in order to be eligible for holiday pay.

Assignment start and end dates are dependent on the program.

75% - last day to start is September 29, 2025

Board Approved:



COMPREHENSIVE SCHOOL SAFETY PLAN

February 13, 2025, ~~2024~~

500 La Terraza Blvd, Suite 150

Escondido, CA 92025

Main Office Line: (619) 343-2048

<https://myacademy.org/>

ADMINISTRATION

~~Bill~~William B. Dobson

Interim ~~Executive~~ Director/Chief Executive Officer

BOARD OF DIRECTORS

William Hall, Board President

Michael Humphrey, Board Vice President

Steve Fraire, Board Clerk

Peter Matz, Board Member

Larry Alvarado, Board Member

EVALUATION OF PROGRESS AND REVISION OF COMPREHENSIVE SAFETY PLAN

The Comprehensive School Safety Plan (CSSP) was established to ensure the health and safety of pupils and staff, in compliance with California SB 719 and AB 115. The CSSP shall be reviewed and adopted by March 1 of each year to ensure proper implementation. Motivated Youth Academy (MYA or School) CSSP is in compliance with Education Code Sections 32282(2)(a), 44237, and 47605(F)(i)-(ii). An updated file of all safety-related plans and materials is readily available for inspection by the public and is kept in each school's administration office.

The CSSP contains the following elements:

- Assessment of School Crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- Schoolwide dress code
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment

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SECTION 1: SCHOOL SAFETY ASSESSMENT

Comprehensive School Safety Plan Purpose

The purpose of the CSSP is to provide specific guidelines and procedures:

- For all school personnel to use in responding to emergency situations and to ensure that school personnel will be prepared to respond to any disaster or emergency in an orderly and effective manner.
- For developing supplementary plans.
- For emergency response training for all employees and students.
- For the equipment and supplies to have available prior to a disaster as applicable.

Suspension and Expulsion Rates

MYA has a 0% suspension and expulsion rate. MY Academy is a NonClassroom Based Charter School implementing an Enriched Virtual Model of Blended Learning. Students meet primarily with their Teacher of record in one on one settings. Due to the online, independent study nature of the school, very few disciplinary situations arise. Most issues can be handled with a warning and/or a phone call to the parent/legal guardian. In the event that a student is suspended or expelled, the procedures outlined in the student handbook will be followed.

Crime Statistics

MYA students reside anywhere within the following counties: Imperial, Orange, Riverside, and San Diego. Crime statistics vary greatly in this vast area of coverage. Because no students attend school in person (outside of scheduled events and state testing), crime statistics are not available.

Discipline Statistics

Causes for student discipline on behalf of MYA are primarily the result of plagiarism,

virtual meeting conduct, and occasionally, cyber-bullying. The student handbook outlines the guidelines for these infractions as well as the consequences.

Procedures and Protocols to Assess and Respond

In compliance with AB 671, effective January 1, 2024, Motivated Youth Academy is committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at an activity sponsored by the school.

The “Assessment of the Current Status of School Crime and Safety” along with the “Risk Assessment” portions of this plan help MYA identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, safety committee, risk management and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow Motivated Youth Academy’s procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney’s office.

Motivated Youth Academy adheres to the following Law Enforcement Notification Matrix:

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> • Bomb threat/Suspicious package • Firearm • Explosive • Fire • Immediate risk of harm to student(s) and/or staff • Medical emergency • Possible abduction 	<ul style="list-style-type: none"> • Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> ◦ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> ◦ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> ◦ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity 	<ul style="list-style-type: none"> • Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> ◦ Dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

SECTION 2: EMPLOYEE CRIMINAL CHECK

All candidates for employment will complete a criminal background check through the California Department of Justice as part of the onboarding process. No person with a violent or serious felony conviction outlined in Education Code Sections 44830.1, 45122.1, 45123, and 45124 will be employed by MYA. Additionally, employment with MYA will be subject to subsequent arrest notifications provided by the Department of Justice (Education Code Section 45125(2)(j)).

SECTION 3: CHILD ABUSE REPORTING

Definitions

1. Child abuse and neglect includes the following:
 - a) A physical injury inflicted by other than accidental means on a child by another person.
 - b) Sexual abuse, assault or exploitation of a child.
 - c) The negligent treatment or the maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare
 - d) The willful harming or injuring of a child or the endangerment of the person or health of a child, which means a situation in which any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation in which his or her person or health is endangered.
 - e) Unlawful corporal punishment or injury resulting in a traumatic condition.
 - f) Neglect of a child or abuse in out-of-home care.
2. "Mandated Reporters" are defined in Penal Code Section 11165.7 and include virtually all school employees, including teachers, administrators, supervisors of

child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, instructional aides, and all classified employees.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation.

Duty to Report

In conformance with the requirements of the Penal Code, any school employee who has knowledge of or observes a child in their professional capacity or within the scope of their employment whom they know or reasonably suspects has been a victim of child abuse or neglect shall report the known or suspected instance of child abuse or neglect to the local law enforcement agency, county welfare department and/or child protective agency immediately or as soon as practically possible by telephone, and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on their training and experience, to suspect child abuse or neglect.

Employees reporting child abuse or neglect to a child protective agency are encouraged, but not required, to notify the Executive Director or designee as soon as possible after the initial verbal report by telephone. When so notified, the Executive Director shall inform the Chief Executive Officer or designee. Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that

reporting procedures are carried out in accordance with law and school regulations. At the mandated reporter's request, the Executive Director may assist in the completion but not filing of these forms.

Legal Responsibility and Liability

School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse or neglect. If a mandated reporter fails to report an instance of known or reasonably suspected child abuse or neglect, then they are guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both.

When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

Contact Information

[Report Suspected Child Abuse or Neglect to the California Department of Social Services](#)

Imperial County

[Imperial County Department of Social Services](#)

Orange County

[County of Orange Social Services Agency Orange County Sheriffs Office](#)

Riverside County

[County of Riverside Department of Public Social Services](#)

[Riverside County Sheriffs Department](#)

San Diego County

1. San Diego County Department of Children and Family Services (DCFS)
(858) 616-5990 (24 hours per day-7 days per week)
https://www.sandiegocounty.gov/content/sdc/hhsa/facilities/north_central/north_central_region_administration_balboa.html
2. San Diego County Sheriff's Department
9621 Ridgehaven Court, San Diego, CA 92123
Non-Emergency (858) 974-2110
<https://www.sdsheriff.gov/i-want-to/contact-us>

Child Abuse Training Requirement

All school employees must annually complete the mandated reporter training requirement as determined by the school administration. The training must be completed no later than October 15th every year. Newly hired employees are required to complete the training course within six (6) weeks of employment. Proof of completion of the training will be kept on file by Human Resources.

SECTION 4: DISASTER PROCEDURES

MYA is a Non-Classroom Based Charter School. The school uses a flex-based, Personalized Learning approach built around an Enriched Virtual Model of Blended Learning. Students meet with MYA staff one-on-one or in small groups at mutually agreed on public locations such as public libraries, community centers, tribal halls, and similar locations.

Before meeting with students, families, and educational partners, MYA staff are trained to introduce themselves to the designated adult in charge at the meeting location, such as librarians, center directors, or facility managers. Staff will present their MYA ID badges and review emergency procedures and evacuation routes to ensure everyone is familiar with the location's safety protocols.

In the event of a disaster (e.g., earthquakes, fires, natural disasters, or security threats), MYA staff will follow the safety protocols and procedures of the facility they are visiting or renting, as directed by the supervising authority in charge. Special consideration will be given to students with disabilities in all emergency situations. ~~MYA is a Non-Classroom Based Charter School implementing an Enriched Virtual Model of Blended Learning. Students meet primarily with their teacher of record in one on one settings. By mutual arrangement school staff may meet with students and trusted adults at public libraries, community centers, YMCA's etc. MYA staff have been trained to introduce themselves to adult(s) in charge at the meeting site (librarians, center directors, facility managers, etc), present their MYA staff ID badge, and speak with the person in charge to become familiar with emergency procedures and evacuation routes before meeting with a student or family. In the event that students are in direct care of the school during any disaster (including earthquakes, fire, natural disaster, harmful threat, etc.), school personnel will follow the safety protocol and procedures of the rented or visiting facility. Special consideration will be taken for students with disabilities in all cases.~~

In addition, all school employees are required to participate in yearly training. Training and information on the following incidents is provided:

- Active Shooter/Armed Intruder/Lockdown
- Bomb threat (See Appendix G)
- Chemical Spills
- Earthquake (See Appendix F)
- Fire and Explosion Hazard

If any of the above situations occurs during a MYA field trip event or on location (rented space) for state testing, all staff will take action to ensure student safety in accordance with the building/facility staff's established policies and procedures.

Site Specific Safety Plan

The Executive Director or their designee will maintain a School Safety Plan in compliance with Education Code and board policy. The staff of the school will be familiar with the emergency response procedures of the school and the partnering agencies as

applicable. All staff members will be trained in emergency response and to provide students with the instruction and practice they need in order to respond appropriately during emergencies and disasters.

The Executive Director will activate the School's Safety Plan in a major disaster or when an emergency exists or threatens to exist that may impact the safety and well-being of students, employees and surrounding community. When the School Safety Plan is activated, or a disaster plan is implemented at a site where school staff, students, or stakeholders are present, all staff will follow an Incident Command System (ICS). ICS is an organizational structure used by all emergency responders in the State of California when responding to an incident, which ensures centralized direction and coordination. Under ICS, one person (the Incident Commander) is in charge of the emergency at the school site. The Incident Commander has full authority to command and direct resources. The Executive Director is typically the Incident Commander and will coordinate response and services with the CEO and the administration of the partnering agencies as appropriate.

Depending on the nature and scope of the emergency, the Executive Director may appoint Section Chiefs to oversee the four other functions: Planning, Operations, Logistics and Finance and Administration. If the situation warrants, the Executive Director can perform any or all five functions. The CEO will provide support to the Executive Director and may act as the Incident Commander in their absence.

Incident/School Commander

The Management/Command Section is responsible for overall policy, direction and coordination of the emergency response effort during the incident. This Command Section is also responsible for interacting with responding agencies.

Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community.
2. Activate School Disaster Plan and Incident Command System.
3. Establish an Incident Command Post.
4. Develop and communicate a plan of action.
5. Provide school with site specific status report.
6. Authorize any release of public information.
7. Release teachers as appropriate.
8. Declare end of emergency-initiate recovery if appropriate.
9. Remain in charge of the campus until redirected/released by superintendent of schools, or relieved by fire or law enforcement incident commander.

Operations Section

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Student Messengers
3. Coordinate Search and Rescue
4. Coordinate Campus Check and Security
5. Coordinate Medical Aid
6. Coordinate Student Care
7. Coordinate Student Release
8. Coordinate Mental Health Counseling
9. Make sure teams have enough supplies
10. Reassign staff as needed
11. Schedule breaks and back-ups for staff

12. Coordinate mental health response activities

Planning/Intelligence Section

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the future.

Responsibilities:

1. Collect all information pertinent to incident (internal and external)
2. Analyze information for potential impacts or changes
3. Prepare and update status reports
4. Manage and update status board

Logistics Section

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Responsibilities:

1. Open disaster container
2. Distribute supplies, kits, etc.
3. Set-up various staging area (s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance
5. Determine whether additional equipment, supplies, or personnel is needed
6. Make arrangements for transport of supplies and lodging of personnel

Finance and Administration Section

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery

phase.

Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with description of activities performed)
3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items
5. Document all activities.

Each School Site Safety Plan must include the following:

1. An evacuation route map (for the administrative office) (See Appendix E).
2. Student and employee accounting system and forms
3. Student check-out procedure.

As the school operates an independent study program, staff will adhere to the emergency plan of the facility or location when attending a field trip or conducting state testing.

Preparedness

Emergency preparedness at schools starts with school staff emergency preparedness at home. To ensure school staff are able to adequately respond to an emergency, disaster, or event, the following personal preparedness measures are recommended to be taken by staff:

1. Create a 72-hour emergency supply kit for the home.
2. Create an emergency car/office kit.
3. Develop a plan to reunite with family members.
4. Pack emergency supplies in the trunk of a personal vehicle including:
 - Warm clothing
 - Non-perishable food and water.

- Needed medication and first aid supplies.
- Personal hygiene supplies.
- Never let a personal vehicle become too low on fuel.

Disaster Service Workers

The School will comply with Section 3100 of the California Government Code, which states that public employees are disaster service workers who are subject to the disaster service activities assigned to them by their superiors or by law. The term public employees includes all personnel employed by State of California agencies, California county and city agencies, and public districts. MYA employees are designated as disaster service workers. Section 3100 of the California Government Code applies to public school employees for cases in which:

1. A local emergency has been proclaimed.
2. A State of Emergency has been proclaimed.
3. A Federal disaster declaration has been made.

Emergency Response Roles and Actions

If any of the following situations occurs during a MYA event or on location (rented space) for state testing, all staff will take action to ensure student safety.

- Active Shooter/Armed intruder
- Bomb Threat
- Chemical Accident
- Earthquake
- Explosion
- Fire
- Flood
- Windstorm
- Lockdown

Response

Response is the process of implementing appropriate actions while an emergency

situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, school nurse, the 911 Dispatcher, local fire department or police department, as appropriate.

School Responsibilities

If a disaster were to strike while students and staff are together at a location, or at a school event, the primary responsibility is to ensure the safety and security of students and staff. Students will look to staff for their safety and proper actions in a disaster. School personnel will remain with students until:

1. It is considered safe by the Executive Director;
2. A trusted adult identified on the students record in the MYA student information system arrives to pick up the student.

The Executive Director will:

1. Ensure that all personnel are familiar with the School Safety Plan and procedures.
2. Provide information to parents annually about the guidelines and procedures of the School Safety Plan as well as the trusted adults' responsibilities under the plan.
3. Work in coordination with the teachers, staff, and representatives from rented locations in the event of a disaster or emergency.
4. Coordinate the implementation of the School Disaster Plan in an actual event.
5. Designate a person who will assist in a disaster situation in their absence.
6. Inform Trusted adults of the procedures for checking out students after a disaster.
7. Coordinate all emergency response efforts remotely, working with the teachers at the scene, trusted adults of students participating in the school event or at state testing, and with representatives on location.

The Administrative Assistant will:

1. Assist the Executive Director with notification of parents/guardians.

2. Manage incoming calls, questions, and concerns to the main office.
3. Remain on duty until dismissed by the Executive Director.

The Teacher will:

1. Become familiar with the School Safety Plan.
2. Provide annual instruction to students in the drills and procedures.
3. Maintain a current roll sheet for each testing location; check roll during each disaster; report any missing students to Executive Director or designee.
4. Carry out other duties assigned by the Executive Director or designee.
5. Supervise and remain with their students unless they are assigned to other specific duties.
6. Keep student attendance sheet in their possession during drills and alerts. The attendance sheet will include information about special needs students or those with special medical issues.
7. Remain on site and carry out their assignments until officially dismissed by the Executive Director or administrative designee.

Procedure:

The supervising teacher on location will have emergency contact information on their person at all times. The lead proctor on site at state testing locations will have contact information of emergency contacts identified in the Student Information System on site. Teachers will follow the direction of officials, location personnel, and authorities to follow evacuation or lock down procedures of the facility. All staff will participate in annual training relative to active shooter response.

It is the responsibility of the teacher to keep students calm and follow the instructions as given on site. As soon as possible, teachers should contact the Executive Director to notify him/her of the situation. The Executive Director will remain in contact with the teacher, relaying information to the parents/guardians as needed. Teachers will remain on site until all students have been released to the parent/guardian listed on the

permission slip or in the Student Information System

Trusted Adult Responsibilities

The trusted adults of students identified in the schools Student Information System will be provided with a Student Permission Slip for each field trip. In case of a declared emergency, students will be released only to persons designated on this slip. Trusted adults are responsible for ensuring that information on the form is current at all times.

Trusted adults are asked to share in the School's responsibility of informing students what they should do in case of an emergency, disaster, or other dangerous event. Trusted adults need to give specific directions to each student to follow the school policy and directions of school personnel. It is critical that students do not receive directions from trusted adults that are contrary to the School's stated policy on retention at school and authorized release in case of a real or perceived emergency.

Earthquakes

In accordance with Education Code Section 32282 (II)-(IV), a drop procedure flier has been made available in Appendix F of this document and will be distributed to staff and students annually.

SECTION 5: SUSPENSION/EXPULSION

The school reserves the right to suspend or expel students pursuant to the school's policy and procedures established by the Board of Directors, and pursuant to federal and state law. Frequent interaction among students, and between students and faculty, will occur in MYA's Enriched Virtual Model of Blended learning via one-to-one and collaborative communication tools, or weekly Learning Period (LP) meetings. These participants may also interact from time to time during scheduled school events and proctored testing events. The school has disciplinary procedures pertaining to a student's academic, interpersonal, and internet conduct. Discipline follows a process of Positive Behavior Interventions to each subsequent violation, with proper notifications at

each step.

Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to MYA's policies that establish:

- expectations for civil and courteous student behavior.
- a process for investigating violations or alleged violations of same.
- any lawful penalties or interventions to be imposed as a result.

Penalties are increased for each subsequent offense until the student becomes a candidate for expulsion.

Grounds for Suspension or Expulsion

For MYA students, the applicable suspension and expulsion policy and procedure is set forth in the terms of the charter between the School and the authorizing School District, and in board policy. Copies of the charter petition and policy will be supplied upon request. In addition MYA has a board approved Expulsion Plan that documents the schools role to assist the students continued successful access to education.

As to students with special education needs, discipline will be taken, where appropriate, in conformance with applicable law.

SECTION 6: PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

The Charter School will comply with Education Code Section 49079 and shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The School shall provide the information to the teacher based upon any records that the School

maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

Notification of Suspension History

Each September and February, teachers will be provided with a list via email of their enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are emailed and hand-delivered to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. The hard copies will have a cover sheet marked “confidential” and teachers will be reminded via email and on the routing sheet about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned after 5 days and filed in the school office.

Notification of Current Suspensions

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Teachers will be sent an email advising them of the nature of the serious act and the dates of the suspension as well as any other pertinent information regarding the suspension.
2. Teachers will be reminded in the email about the confidential nature of the data.

Transfers/Mandatory Alternative Placement

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school will be notified by the school administration and will be provided with written information regarding the reason(s) for the student's transfer as well as a copy of the student's behavior contract (if applicable). Copies of this written notice are maintained in the

school office.

Student Convictions

When the school receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the Executive Director will provide written notice to the teacher using the procedures outlined in “Current Suspensions.” Copies of this notice will be maintained in the school office.

SECTION 7: DISCRIMINATION AND HARASSMENT

Unlawful Harassment Policy

It is the policy of MYA to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. MYA prohibits any such discrimination or harassment. It is MYA's mission to provide a professional work and learning environment free of harassment, that maintains equality, dignity, and respect for all. It is a violation of this policy for any student, teacher, administrator or other employee of MYA to harass a student, teacher, administrator, or other employee through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to MYA (e.g., an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business trips, business meetings and business-related social events.

What is Harassment?

Harassment can take many forms. As used in the CSSP, the term “harassment” includes:

1. Offensive remarks, comments, jokes, or slurs pertaining to an individual’s race, religion, sex, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status defined by law.
2. Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors, regardless of the gender of the individuals involved.
3. Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault.
4. Offensive pictures, drawings, photographs, or other communications, including email.
5. Threatening reprisals of an employee’s refusal to respond to requests for sexual favors or for reporting a violation of this policy.
6. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment.
 - b. Submission to, or rejection of, such conduct by an individual is used as a basis of employment decisions affecting such individuals.
 - c. Such conduct has the purpose or effect of substantially interfering with the individual’s work performance or creating an intimidating, hostile or offensive working environment.

Responsibility

All MYA students, staff, and administrators have a responsibility for keeping their work and educational environment free of harassment.

Reporting

MYA encourages reporting of all actual or perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. However, MYA cannot resolve a harassment claim that has not been reported. Employees are responsible for reporting claims to the school, and the school in turn will take any and all necessary steps to address the employee's concerns. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate supervisor, and/or the school administration. In addition, MYA encourages individuals who believe they are being subjected to such conduct promptly to advise the offender that their behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. MYA 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 as possible, although it is understood that an investigation will normally require the involvement of third parties.

Investigation/Complaint Procedure

All complaints of harassment will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but is not limited to, reprimand, suspension, or dismissal, depending on the nature and severity of the offense. Additionally, appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Informal Procedure

If for any reason an individual does not wish to address their offender directly, or if such action does not successfully end the offensive conduct, the individual should notify their immediate supervisor and/or the Office Manager 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 school's designated representatives, and such discussion is encouraged. An individual reporting harassment, discrimination or retaliation should be aware; however, that MYA 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.

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, school administrator or the Director of Human Resources. MYA 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. 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 and discretion 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 MYA believes appropriate under the circumstances. If a party to a complaint does not agree with the school's resolution, that party may appeal to the MYA Executive Director or Director of Human Resources. False and malicious complaints of harassment, discrimination or retaliation as opposed to complaints which, even if erroneous are made in good faith, may be the subject of appropriate disciplinary action.

Retaliation

Retaliation against an individual for reporting harassment or discrimination or for participating in the investigation into 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.

Conclusion

This policy was developed to ensure that all employees can work in an environment free from harassment, discrimination and retaliation. MYA 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 may speak with their supervisor, the Executive Director, or the Director of Human Resources. 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 MYA 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.

Cyber-Bullying

MYA expects its students to use all electronic communication methods in a responsible, ethical, and legal manner in order to ensure that offensive, harassing, or other communication jeopardizing the integrity of MYA has not been made available to other students. By accepting the invitation to Instant Message (IM) with others, students are agreeing that they will use IM properly for school-related purposes only, will

communicate with faculty and students appropriately, and will not take part in cyber-bullying or any other forms of harassment.

While communicating via any method, including electronic, or in person meetings, students are agreeing that they will use communication tools properly for school, will communicate with faculty and students appropriately, and will not take part in cyber-bullying or any other form of harassment.

Harassment and cyber-bullying of or by students or teachers will not be tolerated in any environment. Harassment is defined as unwanted conduct based on protected class (e.g., race, color, national origin, religion, gender, age, disability, or sexual orientation). Cyber-bullying, otherwise known as electronic bullying, is defined as the use of electronic communications to bully others (via email, chat rooms, instant messaging, cell phones, threaded discussions, websites, or through other forms of electronic communication). "Unwanted conduct" includes but is not limited to: threats, insults, verbal abuse, racial slurs, or any other hostile communications designed to cause harm to others.

"Offensive content" includes, but is not limited to: sexual comments or images, racial slurs, gender-specific comments, or any comments that would offend someone on the basis of age, race, sex, color, religion, national origin, handicap, disability, or veteran status. Harassment and cyber-bullying are actions that interfere with school success and/or create a hostile environment and will not be permitted.

The use of offensive content motivated by unwanted conduct will hereafter be referred to as "abusive communication."

Steps for Students to Follow

Students who believe that they are victims of cyber-bullying or harassment should follow the steps below:

1. Do not respond to the person engaging in the alleged harassment or

cyber-bullying.

2. Document specific instances of alleged cyber-bullying or harassment (i.e., keep a record of abusive correspondences and save the documents or communications).
3. If the abusive communication is from another student and occurs as part of coursework (i.e., as part of any class activity such as a threaded discussion, in person or virtual meeting, or group assignment), report the situation to the teacher and send the Teacher of Record the documentation.
4. If the abusive communication is from another student and occurs in any other school setting (i.e., not as part of a specific class), report the situation to the Teacher of Record and send the Guidance Counselor the documentation.
5. If the abusive communication is from a staff member, report the situation to the Executive Director.
6. If the abusive communication is from a school administrator, report the situation to the Teacher of Record who will report it to the Chief Executive Officer.

Administrative Action Plan

When a student reports an incident of cyber-bullying or harassment to a teacher:

1. The teacher will collect and review documentation if the abusive communication occurs as part of coursework.
2. The teacher will discuss the incident with the accused student and decide if the incident warrants a referral to a school administrator. This will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.
3. The teacher will warn the student about progressive interventions that may include a referral for suspension or expulsion for repeated offenses.
4. The teacher will arrange a conference with the trusted adults listed as part of the student's record in the school's Student Information System to discuss the matter.
5. If the student is referred to a school administrator, the student may be a candidate for MTSS/PBIS plan.

When a student reports an incident of cyber-bullying or harassment to a Teacher of record:

1. The Teacher of Record will collect and receive documentation if the abusive communication occurs in any other school setting (i.e., not as part of a specific class).
2. The Teacher of Record will discuss the incident with the accused student and decide if the incident warrants referral to the Executive Director. This will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.

When a student reports an incident of cyber-bullying or harassment by a staff member to the Executive Director or Chief Executive Officer that person will discuss the incident with the accused and will take necessary actions to address the complaint.

Disciplinary Action

Students engaging in harassment or cyber-bullying:

- will have a conference with a trusted adult scheduled to discuss the matter.
- will receive a warning about progressive interventions that may include a referral for suspension or expulsion for a repeated offense.
- will be candidates for MYA's MTSS/PBIS plan that may lead to suspension or expulsion depending on the severity or frequency of the offense.

Staff Member Responsibilities Regarding Harassment or Cyber-Bullying:

- Staff members collect and review documentation and discuss the incident(s) with the student.
- Staff members record the documentation in the student's electronic file.
- Teacher of Record arranges a conference with the student's trusted adult to discuss the matter.
- Teacher of Record informs student of MYA's MTSS/PBIS plan that may lead to suspension or expulsion Executive Director initiates administrative expulsions as

described above.

Hate Crime Reporting Procedures

Hate crimes occur when a perpetrator targets a victim because of their membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Reporting procedures:

1. Any student who believes that they are a victim of hate-motivated behavior shall immediately contact the Executive Director or designee. If the student believes that the situation has not been remedied by the Executive Director or designee, they may file a complaint in accordance with the school's complaint procedures.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Executive Director or designee. The Executive Director or designee shall notify law enforcement if it is determined that a hate-motivated crime occurred.
3. The Executive Director or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

SECTION 8: SCHOOLWIDE DRESS CODE

The purpose of the MYA dress code is to advocate a successful, respectful, and safe learning environment for all students and staff. Dress may not interfere with or distract from learning and must be appropriate for the school activity. Inappropriate dress will be reported to a school administrator. If the school administrator finds the clothing is in violation of the dress code, individuals may be asked to change clothes when possible or be prohibited from participating in a school-sponsored activity.

Examples of Inappropriate Dress

- Clothing, jewelry, book covers, backpacks or binders that contain sexual connotations, mentions tobacco, alcohol, drugs, profanity, obscenity, weapons, violence, or gangs
- Clothing that is revealing, strapless, see-through, low-cut, or exposes the midriff
- Clothing that is not the appropriate length to meet the tips of the fingers when arms are down at the side with fingers extended
- Pants and shorts must fit at the waist without sagging to reveal undergarments
- Shoes must be worn at all times
- Clothing which may be intimidating to others such as metal studs, spikes, gang affiliation/attire, or puts the wearer in danger

School administration retains the sole discretion to make the final determination whether clothing, jewelry and accessories, and/or appearance meet acceptable standards.

SECTION 9: SAFE INGRESS AND EGRESS

MYA is an independent study program. By nature, students do not come to a campus, and the school is only in custody of students when the student is present at organized school activities, or annual state test proctoring. In the event that students will be in the direct care of the school, personnel will provide all relevant ingress and egress information specific to the location as applicable in order to ensure the safety of pupils, trusted adults, and school employees in route to and from school events or activities.

SECTION 10: SAFE AND ORDERLY ENVIRONMENT

It is the priority of MYA to provide students, families, and staff a safe environment free from harm, so they can pursue and support the education goals of the students.

Nondiscrimination and Fair Treatment of Pupils

MYA is non-sectarian in its programs, admissions policies, employment practices, and all other operations. MYA does not charge tuition and does not discriminate on the basis of race, ethnicity, national origin, gender, or disability as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Education 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

Hazard Assessments

On a monthly basis the school will conduct an assessment of any hazards and complete the Hazard Assessment Checklist. Checklists will be kept on file in Human Resources.

APPENDIX A: SUICIDE PREVENTION

The publications of many organizations and governmental agencies contain advice for people who are engaged with suicidal people. That advice is summarized below.

Do's

Listen to what the person is saying and take her/his/their suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

Get Help by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

Stay with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

Don't leave the person alone for even a minute.

Don't act shocked or be sworn to secrecy.

Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

APPENDIX B: EDUCATIONAL ACTIVITY PERMISSION SLIP AND WAIVER

For use by a trusted adult of a student participating in a group or parent guided educational activity

Group Activity: _____

Activity Location: _____

Activity Date: _____ Leave By: _____ Return By: _____

Teacher/Supervising Charter Employee Name _____

Information: Education code Section 35330 authorizes the governing board of any school district to conduct events or excursions for students in connection with courses of instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, any other state, the District of Columbia, or a foreign country. Scheduled events or excursions may be connected with such courses of instruction or such school activities that further the student's education and participation is voluntary.

Student # _____ Student Name _____ Grade _____ Cost _____

Student # _____ Student Name _____ Grade _____ Cost _____

Parent Guardian Name _____

Address _____ City _____ Zip _____

Home# _____ Cell# _____ Work # _____

Email _____

PLEASE INITIAL #1 OR #2 BELOW TO INDICATE DESIRED ACTION IN THE EVENT OF ACCIDENT OR EMERGENCY:

1. ____ In the event of an accident or emergency, when a parent/guardian is unavailable, I hereby authorize a representative of the school to make such arrangements as they consider necessary for my child to receive

medical/hospital care, including necessary transportation.

Under such circumstances, I further authorize the physician named below to undertake such care and treatment of my child as they consider necessary. In the event that said physician is not available at any time, I authorize such care and treatment to be performed by a licensed physician or surgeon. **THE UNDESIGNED PARENT/GUARDIAN FULLY UNDERSTANDS HE/SHE IS RESPONSIBLE TO PAY ALL COSTS INCURRED AS A RESULT OF THE FOREGOING.**

If your child is injured at a group educational activity, contact the school at _____

2. ____ I do not choose the above statement and desire the following action to be taken:

WAIVER: "California law provides as follows: „All persons making the field trip or excursion shall be deemed to have waived all claims against the district, a charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state events or excursions and all parents or guardians of pupils taking out-of-state events or excursions shall sign a statement waiving all claims"". (Ed. Code Sec. 35330)

Motivated Youth Academy/ MYA Charter School (Hereinafter referred to as "The Charter School")

I/We, _____ intend to participate in the above-described educational activity. I acknowledge that my participation in this activity is not required by "The Charter School", or any teacher or employee of "The Charter School and is voluntary. I understand that in determining that participation in this Activity has educational value, "The Charter School" has not investigated or approved its safety, the qualifications or financial responsibility of any person or firm involved in the Activity, or the facilities or equipment to be used. In addition, the charter school has not provided

or approved transportation to or from this Activity. All participants are expected to secure their own transportation to and from the Activity. In consideration for being permitted to participate in this Activity I may be entitled to education credit. I hereby waive, release and discharge "The Charter School" from any and all claims for damages or personal injury, death, or property damage which I may have, or which may hereafter occur as a result of my participation in the Activity. It is understood that the Activity may involve an element of risk and danger of accidents and knowing those risks, I hereby assume those risks. It is further agreed that this waiver, release and assumption of risk is to be binding on my heirs and assigns.

I HAVE CAREFULLY READ THIS AGREEMENT, WAIVER, AND RELEASE AND FULLY UNDERSTAND ITS CONTENTS. I AM AWARE THAT THIS RELEASE OF LIABILITY IS A CONTRACT BETWEEN MYSELF AND THE CHARTER SCHOOL

My signature below authorizes my student to participate in this group education activity. By signing below I represent that I have the authority to sign this form on behalf of any minor(s) listed above.

Trusted Adult Name (PRINTED) _____

Trusted Adult Signature _____

Relationship to Minor _____ Date: _____

I give permission for my child/children to have any photos taken on this school scheduled event to be used on the school's website or social media pages.

Yes _____ **No** _____

Return Form By: _____

OFFICE USE: Number of students attending # _____

Number of other family members attending # _____

Amount Enclosed \$ _____ (CHECK ONLY)

APPENDIX C: SUSPECTED CHILD ABUSE REPORT, FORM SS8572

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
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SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

[Print Form](#)

[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY			
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS Street City Zip			DATE/TIME OF PHONE CALL		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY <input type="checkbox"/>
	ADDRESS Street City Zip			TELEPHONE		
	PRESENT LOCATION OF VICTIM		SCHOOL	CLASS	GRADE	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)	
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____	
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
	NAME BIRTHDATE SEX ETHNICITY			NAME BIRTHDATE SEX ETHNICITY		
	1. _____			3. _____		
	2. _____			4. _____		
	D. INVOLVED PARTIES VICTIM'S SIBLINGS VICTIM'S PARENTS/GUARDIANS SUSPECT	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX
ADDRESS Street City Zip			HOME PHONE	BUSINESS PHONE		
NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY <input type="checkbox"/>	
ADDRESS Street City Zip			HOME PHONE	BUSINESS PHONE		
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY <input type="checkbox"/>	
ADDRESS Street City Zip			TELEPHONE			
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)					

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
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SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (continued)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: *Within 36 hours* of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

APPENDIX D: HAZARDS ASSESSMENT CHECKLIST

HAZARD ASSESSMENT CHECKLIST

The following checklist can be used to identify and evaluate hazards in your workplace. This checklist covers a wide variety of workplace safety and health hazards. All of the topics covered in this checklist may not apply to your particular workplace. When evaluating your workplace use the sections of the checklist that apply to your workplace and work activities.

GENERAL WORK ENVIRONMENT

- Are all worksites clean and orderly?
- Are work surfaces kept dry or appropriate means taken to assure the surfaces are slip-resistant?
- Are all spilled materials or liquids cleaned up immediately?
- Is combustible scrap, debris and waste stored safely and removed from the worksite promptly?
- Is accumulated combustible dust routinely removed from elevated surfaces, including the overhead structure of buildings?
- Is combustible dust cleaned up with a vacuum system to prevent the dust going into suspension?
- Is metallic or conductive dust prevented from entering or accumulation on or around electrical enclosures or equipment?
- Are covered metal waste cans used for oily and paint-soaked waste?
- Are all oil and gas fired devices equipped with flame failure controls that will prevent flow of fuel if pilots or main burners are not working?
- Are paint spray booths, dip tanks and the like cleaned regularly?
- Are the minimum number of toilets and washing facilities provided?
- Are all toilets and washing facilities clean and sanitary?
- Are all work areas adequately illuminated?

- Are pits and floor openings covered or otherwise guarded?

WALKWAYS

- Are aisles and passageways kept clear?
- Are aisles and walkways marked as appropriate?
- Are wet surfaces covered with non-slip materials?
- Are holes in the floor, sidewalk or other walking surface repaired properly, covered or otherwise made safe?
- Is there safe clearance for walking in aisles where motorized or mechanical handling equipment is operating.
- Are spilled materials cleaned up immediately?
- Are materials or equipment stored in such a way that sharp projectiles will not interfere with the walkway?
- Are changes of direction or elevations readily identifiable?
- Are aisles or walkways that pass near moving or operating machinery, welding operations or similar operations arranged so employees will not be subjected to potential hazards?
- Is adequate headroom provided for the entire length of any aisle or walkway?
- Are standard guardrails provided wherever aisle or walkway surfaces are elevated more than 30 inches above any adjacent floor or the ground?
- Are bridges provided over conveyors and similar hazards?

FLOOR AND WALL STAIRWAYS

- Are floor openings guarded by a cover, guardrail, or equivalent on all sides (except at entrance to stairways or ladders)?
- Are toeboards installed around the edges of a permanent floor opening (where persons may pass below the opening)?
- Are skylight screens of such construction and mounting that they will withstand a load of at least 200 pounds?
- Is the glass in windows, doors, glass walls that are subject to human impact, of

sufficient thickness and type for the condition of use?

- Are grates or similar type covers over floor openings such as floor drains, of such design that foot traffic or rolling equipment will not be affected by the grate spacing?
- Are unused portions of service pits and pits not actually in use either covered or protected by guardrails or equivalent?
- Are manhole covers, trench covers and similar covers, plus their supports, designed to carry a truck rear axle load of at least 20,000 pounds when located in roadways and subject to vehicle traffic?
- Are floor or wall openings in fire resistive construction provided with doors or covers compatible with the fire rating of the structure and provided with self-closing feature when appropriate?

STAIRS & STAIRWAYS

- Are standard stair rails or handrails on all stairways having four or more risers?
- Are all stairways at least 22 inches wide?
- Do stairs have at least a 6'6" overhead clearance?
- Do stairs angle no more than 50 and no less than 30 degrees?
- Are stairs of hollow-pan type treads and landings filled to noising level with solid material?
- Are step risers on stairs uniform from top to bottom, with no riser spacing greater than 7-1/2 inches?
- Are steps on stairs and stairways designed or provided with a surface that renders them slip resistant?
- Are stairway handrails located between 30 and 34 inches above the leading edge of stair treads?
- Do stairway handrails have a least 1-1/2 inches of clearance between the handrails and the wall or surface they are mounted on?
- Are stairway handrails capable of withstanding a load of 200 pounds, applied in any direction?

- Where stairs or stairwell exit directly into any area where vehicles may be operated, are adequate barriers and warnings provided to prevent employees stepping into the path of traffic?
- Do stairway landings have a dimension measured in the direction of travel, at least equal to width of the stairway?
- Is the vertical distance between stairway landings limited to 12 feet or less?

EXITING OR EGRESS

- Are all exits marked with an exit sign and illuminated by a reliable light source?
- Are the directions to exits, when not immediately apparent, marked with visible signs?
- Are doors, passageways or stairways, that are neither exits nor access to exits and which could be mistaken for exits, appropriately marked "NOT AN EXIT", "TO BASEMENT", "STOREROOM", and the like?
- Are exit signs provided with the word "EXIT" in lettering at least 5 inches high and the stroke of the lettering at least 1/2 inch wide?
- Are exit doors side-hinged?
- Are all exits kept free of obstructions?
- Are at least two means of egress provided from elevated platforms, pits or rooms where the absence of a second exit would increase the risk of injury from hot, poisonous, corrosive, suffocating, flammable, or explosive substances?
- Are there sufficient exits to permit prompt escape in case of emergency?
- Are special precautions taken to protect employees during construction and repair operations?
- Is the number of exits from each floor of a building, and the number of exits from the building itself, appropriate for the building occupancy load?
- Are exit stairways which are required to be separated from other parts of a building enclosed by at least two hour fire-resistive construction in buildings more than four stories in height, and not less than one-hour fire resistive construction elsewhere?

- When ramps are used as part of required exiting from a building, is the ramp slope limited to 1- foot vertical and 12 feet horizontal?
- Where exiting will be through frameless glass doors, glass exit doors, storm doors, and such are the doors fully tempered and meet the safety requirements for human impact?

EXIT DOORS

- Are doors that are required to serve as exits designed and constructed so that the way of exit travel is obvious and direct?
- Are windows that could be mistaken for exit doors, made inaccessible by means of barriers or railings?
- Are exit doors openable from the direction of exit travel without the use of a key or any special knowledge or effort, when the building is occupied?
- Is a revolving, sliding or overhead door prohibited from serving as a required exit door?
- Where panic hardware is installed on a required exit door, will it allow the door to open by applying a force of 15 pounds or less in the direction of the exit traffic?
- Are doors on cold storage rooms provided with an inside release mechanism that will release the latch and open the door even if it's padlocked or otherwise locked on the outside?
- Where exit doors open directly onto any street, alley or other area where vehicles may be operated, are adequate barriers and warnings provided to prevent employees stepping into the path of traffic?
- Are doors that swing in both directions and are located between rooms where there is frequent traffic, provided with viewing panels in each door?

ENVIRONMENTAL CONTROLS

- Are all work areas properly illuminated?
- Are employees instructed in proper first aid and other emergency procedures?
- Are hazardous substances identified which may cause harm by inhalation,

ingestion, skin absorption or contact?

- Are employees aware of the hazards involved with the various chemicals they may be exposed to in their work environment, such as ammonia, chlorine, epoxies, and caustics?
- Is employee exposure to chemicals in the workplace kept within acceptable levels?
- Can a less harmful method or product be used?
- Is the work area's ventilation system appropriate for the work being performed?
- Are spray painting operations done in spray rooms or booths equipped with an appropriate exhaust system?
- Is employee exposure to welding fumes controlled by ventilation, use of respirators, exposure time, or other means?
- Are welders and other workers nearby provided with flash shields during welding operations?
- If forklifts and other vehicles are used in buildings or other enclosed areas, are the carbon monoxide levels kept below maximum acceptable concentration?
- Has there been a determination that noise levels in the facilities are within acceptable levels?
- Are steps being taken to use engineering controls to reduce excessive noise levels?
- Are proper precautions being taken when handling asbestos and other fibrous materials?
- Are caution labels and signs used to warn of asbestos?
- Are wet methods used, when practicable, to prevent the emission of airborne asbestos fibers, silica dust and similar hazardous materials?
- Is vacuuming with appropriate equipment used whenever possible rather than blowing or sweeping dust?
- Are grinders, saws, and other machines that produce respirable dusts vented to an industrial collector or central exhaust system?
- Are all local exhaust ventilation systems designed and operating properly such

as airflow and volume necessary for the application? Are the ducts free of obstructions or the belts slipping?

- Is personal protective equipment provided, used and maintained wherever required?
- Are there written standard operating procedures for the selection and use of respirators where needed?
- Are restrooms and washrooms kept clean and sanitary?
- Is all water provided for drinking, washing, and cooking potable?
- Are all outlets for water not suitable for drinking clearly identified?
- Are employees' physical capacities assessed before being assigned to jobs requiring heavy work?
- Are employees instructed in the proper manner of lifting heavy objects?
- Where heat is a problem, have all fixed work areas been provided with spot cooling or air conditioning?
- Are employees screened before assignment to areas of high heat to determine if their health condition might make them more susceptible to having an adverse reaction?
- Are employees working on streets and roadways where they are exposed to the hazards of traffic, required to wear bright colored (traffic orange) warning vests?
- Are exhaust stacks and air intakes located so that contaminated air will not be recirculated within a building or other enclosed area?
- Is equipment producing ultra-violet radiation properly shielded?

FLAMMABLE & COMBUSTIBLE MATERIALS

- Are combustible scrap, debris and waste materials (i.e. oily rags) stored in covered metal receptacles and removed from the worksite promptly?
- Is proper storage practiced to minimize the risk of fire including spontaneous combustion?
- Are approved containers and tanks used for the storage and handling of flammable and combustible liquids?

- Are all connections on drums and combustible liquid piping, vapor and liquid tight?
- Are all flammable liquids kept in closed containers when not in use (e.g. parts cleaning tanks, pans)?
- Are bulk drums of flammable liquids grounded and bonded to containers during dispensing?
- Do storage rooms for flammable and combustible liquids have explosion-proof lights?
- Do storage rooms for flammable and combustible liquids have mechanical or gravity ventilation?
- Is liquefied petroleum gas stored, handled, and used in accordance with safe practices and standards?
- Are liquefied petroleum storage tanks guarded to prevent damage from vehicles?
- Are all solvent wastes and flammable liquids kept in fire-resistant covered containers until they are removed from the worksite?
- Is vacuuming used whenever possible rather than blowing or sweeping combustible dust?
- Are fire separators placed between containers of combustibles or flammables, when stacked one upon another, to assure their support and stability?
- Are fuel gas cylinders and oxygen cylinders separated by distance, fire resistant barriers or other means while in storage?
- Are fire extinguishers selected and provided for the types of materials in areas where they are to be used?
- Class A: Ordinary combustible material fires.
- Class B: Flammable liquid, gas or grease fires.
- Class C: Energized-electrical equipment fires.
- If a Halon 1301 fire extinguisher is used, can employees evacuate within the specified time for that extinguisher?
- Are appropriate fire extinguishers mounted within 75 feet of outside areas containing flammable liquids, and within 10 feet of any inside storage area for

such materials?

- Is the transfer/withdrawal of flammable or combustible liquids performed by trained personnel?
- Are fire extinguishers mounted so that employees do not have to travel more than 75 feet for a class "A" fire or 50 feet for a class "B" fire?
- Are employees trained in the use of fire extinguishers?
- Are extinguishers free from obstructions or blockage?
- Are all extinguishers serviced, maintained and tagged at intervals not to exceed one year?
- Are all extinguishers fully charged and in their designated places?
- Is a record maintained of required monthly checks of extinguishers?
- Where sprinkler systems are permanently installed, are the nozzle heads directed or arranged so that water will not be sprayed into operating electrical switchboards and equipment?
- Are "NO SMOKING" signs posted where appropriate in areas where flammable or combustible materials are used or stored?
- Are "NO SMOKING" signs posted on liquefied petroleum gas tanks?
- Are "NO SMOKING" rules enforced in areas involving storage and use of flammable materials?
- Are safety cans used for dispensing flammable or combustible liquids at a point of use?
- Are all spills of flammable or combustible liquids cleaned up promptly?
- Are storage tanks adequately vented to prevent the development of excessive vacuum or pressure as a result of filling, emptying, or atmosphere temperature changes?
- Are storage tanks equipped with emergency venting that will relieve excessive internal pressure caused by fire exposure?
- Are spare portable or butane tanks, which are used by industrial trucks stored in accord with regulations?

FIRE PROTECTION

- Do you have a fire prevention plan?
- Does your plan describe the type of fire protection equipment and/or systems?
- Have you established practices and procedures to control potential fire hazards and ignition sources?
- Are employees aware of the fire hazards of the material and processes to which they are exposed?
- Is your local fire department well acquainted with your facilities, location and specific hazards?
- If you have a fire alarm system, is it tested at least annually?
- If you have a fire alarm system, is it certified as required?
- If you have interior standpipes and valves, are they inspected regularly?
- If you have outside private fire hydrants, are they flushed at least once a year and on a routine preventive maintenance schedule?
- Are fire doors and shutters in good operating condition?
- Are fire doors and shutters unobstructed and protected against obstructions, including their counterweights?
- Are fire door and shutter fusible links in place?
- Are automatic sprinkler system water control valves, air and water pressures checked weekly/periodically as required?
- Is maintenance of the automatic sprinkler system assigned to responsible persons or to a sprinkler contractor?
- Are sprinkler heads protected by metal guards, when exposed to physical damage?
- Is proper clearance maintained below sprinkler heads?
- Are portable fire extinguishers provided in adequate numbers and types?
- Are fire extinguishers mounted in readily accessible locations?
- Are fire extinguishers recharged regularly and noted on the inspection tag?
- Are employees periodically instructed in the use of extinguishers and fire protection procedures?

EMERGENCY ACTION PLAN

- Are you required to have an emergency action plan?
- Does the emergency action plan comply with requirements of T8CCR 3220(a)?
- Have emergency escape procedures and routes been developed and communicated to all employees?
- Do employees, who remain to operate critical plant operations before they evacuate, know the proper procedures?
- Is the employee alarm system that provides a warning for emergency action recognizable and perceptible above ambient conditions?
- Are alarm systems properly maintained and tested regularly?
- Is the emergency action plan reviewed and revised periodically?
- Do employees know their responsibilities:
 - For reporting emergencies?
 - For conducting rescue and medical duties?

INFECTION CONTROL

- Are employees potentially exposed to infectious agents in body fluids?
- Have occasions of potential occupational exposure been identified and documented?
- Has a training and information program been provided for employees exposed to or potentially exposed to blood and/or body fluids?
- Have infection control procedures been instituted where appropriate, such as ventilation, universal precautions, workplace practices, and personal protective equipment?
- Are employees aware of specific workplace practices to follow when appropriate? (Hand washing, handling sharp instruments, handling of laundry, disposal of contaminated materials, reusable equipment.)
- Is personal protective equipment provided to employees, and in all appropriate locations?
- Is the necessary equipment (i.e. mouthpieces, resuscitation bags, and other

ventilation devices) provided for administering mouth-to-mouth resuscitation on potentially infected patients?

- Are facilities/equipment to comply with workplace practices available, such as hand-washing sinks, biohazard tags and labels, needle containers, detergents/disinfectants to clean up spills?
- Are all equipment and environmental and working surfaces cleaned and disinfected after contact with blood or potentially infectious materials?
- Is infectious waste placed in closable, leak proof containers, bags or puncture-resistant holders with proper labels?
- Has medical surveillance including HBV evaluation, antibody testing and vaccination been made available to potentially exposed employees?
- Training on universal precautions?
- Training on personal protective equipment?
- Has medical surveillance including HBV evaluation, antibody testing and vaccination been made available to potentially exposed employees?
- Training on universal precautions?
- Training on personal protective equipment?
- Has medical surveillance including HBV evaluation, antibody testing and vaccination been made available to potentially exposed employees?
- Training on universal precautions?
- Training on personal protective equipment?
- Training on needlestick exposure/management?
- Hepatitis B vaccinations?

ERGONOMICS

- Can the work be performed without eye strain or glare to the employees?
- Does the task require prolonged raising of the arms?
- Do the neck and shoulders have to be stooped to view the task?
- Are there pressure points on any parts of the body (wrists, forearms, back of thighs)?

- Can the work be done using the larger muscles of the body?
- Can the work be done without twisting or overly bending the lower back?
- Are there sufficient rest breaks, in addition to the regular rest breaks, to relieve stress from repetitive-motion tasks?
- Are tools, instruments and machinery shaped, positioned and handled so that tasks can be performed comfortably?
- Are all pieces of furniture adjusted, positioned and arranged to minimize strain on all parts of the body?

APPENDIX E: SCHOOL OFFICE EVACUATION MAP

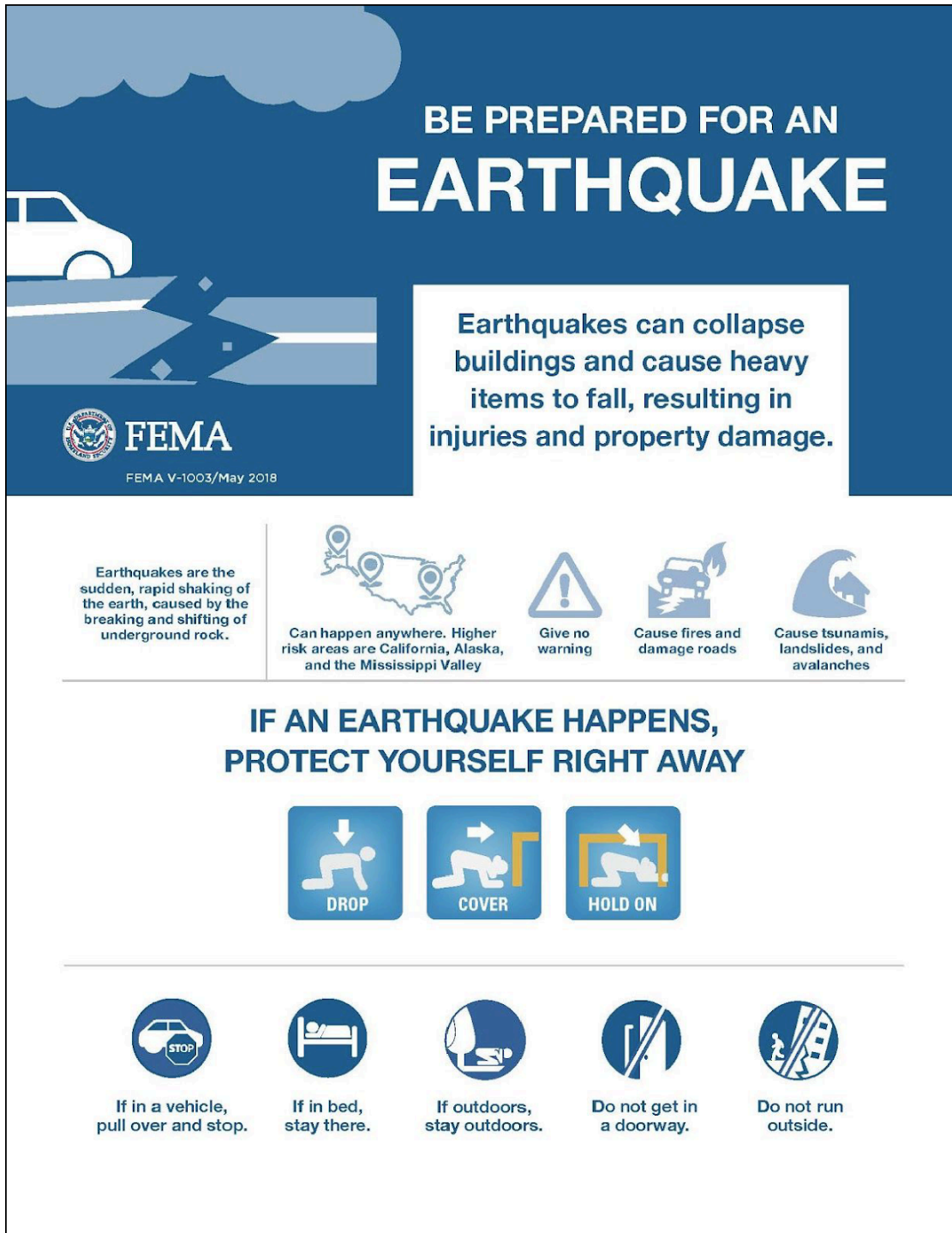
Regus floor plan with emergency exits

SECURITY AND FIRE INSTRUCTIONS



Completed by: Global Operations | Reviewed by: Global Operations | Date completed: July 2015 | Version no. 2.0

APPENDIX F: EARTHQUAKE DROP PROCEDURES



HOW TO STAY SAFE WHEN AN EARTHQUAKE THREATENS



Secure items such as televisions and objects that hang on walls. Store heavy and breakable objects on low shelves.

Practice Drop, Cover, and Hold On with family and coworkers. Drop to your hands and knees. Cover your head and neck with your arms. Crawl only as far as needed to reach cover from falling materials. Hold on to any sturdy furniture until the shaking stops.

Create a family emergency communication plan that has an out-of-state contact. Plan where to meet if you get separated.

Make a supply kit that includes enough food and water for at least three days, a flashlight, a fire extinguisher, and a whistle. Consider each person's specific needs, including medication. Do not forget the needs of pets. Have extra batteries and charging devices for phones and other critical equipment.

Consider earthquake insurance policies. Standard homeowner's insurance does not cover earthquake damage.

Consider a retrofit of your building if it has structural issues that make it vulnerable to collapse during an earthquake.



Drop, Cover, and Hold On like you practiced. Drop to your hands and knees. Cover your head and neck with your arms. Hold on to any sturdy furniture until the shaking stops. Crawl only if you can reach better cover without going through an area with more debris.

If in bed, stay there and cover your head and neck with a pillow.

If inside, stay there until the shaking stops. DO NOT run outside.

If in a vehicle, stop in a clear area that is away from buildings, trees, overpasses, underpasses, or utility wires.

If you are in a high-rise building, expect fire alarms and sprinklers to go off. Do not use elevators.

If near slopes, cliffs, or mountains, be alert for falling rocks and landslides.



Expect aftershocks to follow the largest shock of an earthquake sequence.

Check yourself for injury.

If in a damaged building, go outside and quickly move away from the building.

Do not enter damaged buildings.

If you are trapped, send a text or bang on a pipe or wall. Cover your mouth for protection and instead of shouting, use a whistle.

If you are in an area that may experience tsunamis, go inland or to higher ground immediately after the shaking stops.

Save phone calls for emergencies.

Wear sturdy shoes and work gloves.



Take an Active Role in Your Safety

Go to **Ready.gov** and search for **earthquake**. Download the **FEMA app** to get more information about preparing for an **earthquake**.

APPENDIX G Bomb Threat

Department of Homeland Security <https://www.cisa.gov/what-to-do-bomb-threat>

Bomb Threat Guidance

<https://www.cisa.gov/sites/default/files/publications/dhs-doj-bomb-threat-guidance-brochure-2016-508.pdf>

Bomb Threat Checklist <https://www.cisa.gov/what-to-do-bomb-threat>

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COMPREHENSIVE SCHOOL SAFETY PLAN

February 13, 2025

500 La Terraza Blvd, Suite 150

Escondido, CA 92025

Main Office Line: (619) 343-2048

<https://myacademy.org/>

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Bill Dobson

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BOARD OF DIRECTORS

William Hall, Board President

Michael Humphrey, Board Vice President

Steve Fraire, Board Clerk

Peter Matz, Board Member

Larry Alvarado, Board Member

EVALUATION OF PROGRESS AND REVISION OF COMPREHENSIVE SAFETY PLAN

The Comprehensive School Safety Plan (CSSP) was established to ensure the health and safety of pupils and staff, in compliance with California SB 719 and AB 115. The CSSP shall be reviewed and adopted by March 1 of each year to ensure proper implementation. Motivated Youth Academy (MYA or School) CSSP is in compliance with Education Code Sections 32282(2)(a), 44237, and 47605(F)(i)-(ii). An updated file of all safety-related plans and materials is readily available for inspection by the public and is kept in each school's administration office.

The CSSP contains the following elements:

- Assessment of School Crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- Schoolwide dress code
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment

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SECTION 1: SCHOOL SAFETY ASSESSMENT

Comprehensive School Safety Plan Purpose

The purpose of the CSSP is to provide specific guidelines and procedures:

- For all school personnel to use in responding to emergency situations and to ensure that school personnel will be prepared to respond to any disaster or emergency in an orderly and effective manner.
- For developing supplementary plans.
- For emergency response training for all employees and students.
- For the equipment and supplies to have available prior to a disaster as applicable.

Suspension and Expulsion Rates

MYA has a 0% suspension and expulsion rate. MY Academy is a NonClassroom Based Charter School implementing an Enriched Virtual Model of Blended Learning. Students meet primarily with their Teacher of record in one on one settings. Due to the online, independent study nature of the school, very few disciplinary situations arise. Most issues can be handled with a warning and/or a phone call to the parent/legal guardian. In the event that a student is suspended or expelled, the procedures outlined in the student handbook will be followed.

Crime Statistics

MYA students reside anywhere within the following counties: Imperial, Orange, Riverside, and San Diego. Crime statistics vary greatly in this vast area of coverage. Because no students attend school in person (outside of scheduled events and state testing), crime statistics are not available.

Discipline Statistics

Causes for student discipline on behalf of MYA are primarily the result of plagiarism,

virtual meeting conduct, and occasionally, cyber-bullying. The student handbook outlines the guidelines for these infractions as well as the consequences.

Procedures and Protocols to Assess and Respond

In compliance with AB 671, effective January 1, 2024, Motivated Youth Academy is committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at an activity sponsored by the school.

The “Assessment of the Current Status of School Crime and Safety” along with the “Risk Assessment” portions of this plan help MYA identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, safety committee, risk management and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow Motivated Youth Academy’s procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney’s office.

Motivated Youth Academy adheres to the following Law Enforcement Notification Matrix:

CALL 911	CALL for Law Enforcement (911 if immediate danger - Dispatch if non-emergency)	Notification to Law Enforcement (911 if immediate danger - Dispatch if non-emergency)
<ul style="list-style-type: none"> • Bomb threat/Suspicious package • Firearm • Explosive • Fire • Immediate risk of harm to student(s) and/or staff • Medical emergency • Possible abduction 	<ul style="list-style-type: none"> • Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902) <ul style="list-style-type: none"> ◦ Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement • Report of sexual assault or battery (Grades 4-12) (EC 48902) <ul style="list-style-type: none"> ◦ Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse • Homicidal threat (Grades 6-12) (EC 49390) <ul style="list-style-type: none"> ◦ Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity 	<ul style="list-style-type: none"> • Physical attack, assault or threat toward employee (EC 44014) • Possession of controlled substance (EC 48902) • Possession of other dangerous weapon (EC48902) <ul style="list-style-type: none"> ◦ Dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

SECTION 2: EMPLOYEE CRIMINAL CHECK

All candidates for employment will complete a criminal background check through the California Department of Justice as part of the onboarding process. No person with a violent or serious felony conviction outlined in Education Code Sections 44830.1, 45122.1, 45123, and 45124 will be employed by MYA. Additionally, employment with MYA will be subject to subsequent arrest notifications provided by the Department of Justice (Education Code Section 45125(2)(j)).

SECTION 3: CHILD ABUSE REPORTING

Definitions

1. Child abuse and neglect includes the following:
 - a) A physical injury inflicted by other than accidental means on a child by another person.
 - b) Sexual abuse, assault or exploitation of a child.
 - c) The negligent treatment or the maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare
 - d) The willful harming or injuring of a child or the endangerment of the person or health of a child, which means a situation in which any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation in which his or her person or health is endangered.
 - e) Unlawful corporal punishment or injury resulting in a traumatic condition.
 - f) Neglect of a child or abuse in out-of-home care.

2. "Mandated Reporters" are defined in Penal Code Section 11165.7 and include virtually all school employees, including teachers, administrators, supervisors of

child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, instructional aides, and all classified employees.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation.

Duty to Report

In conformance with the requirements of the Penal Code, any school employee who has knowledge of or observes a child in their professional capacity or within the scope of their employment whom they know or reasonably suspects has been a victim of child abuse or neglect shall report the known or suspected instance of child abuse or neglect to the local law enforcement agency, county welfare department and/or child protective agency immediately or as soon as practically possible by telephone, and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on their training and experience, to suspect child abuse or neglect.

Employees reporting child abuse or neglect to a child protective agency are encouraged, but not required, to notify the Executive Director or designee as soon as possible after the initial verbal report by telephone. When so notified, the Executive Director shall inform the Chief Executive Officer or designee. Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that

reporting procedures are carried out in accordance with law and school regulations. At the mandated reporter's request, the Executive Director may assist in the completion but not filing of these forms.

Legal Responsibility and Liability

School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse or neglect. If a mandated reporter fails to report an instance of known or reasonably suspected child abuse or neglect, then they are guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both.

When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

Contact Information

[Report Suspected Child Abuse or Neglect to the California Department of Social Services](#)

Imperial County

[Imperial County Department of Social Services](#)

Orange County

[County of Orange Social Services Agency Orange County Sheriffs Office](#)

Riverside County

[County of Riverside Department of Public Social Services](#)

[Riverside County Sheriffs Department](#)

San Diego County

1. San Diego County Department of Children and Family Services (DCFS)
(858) 616-5990 (24 hours per day-7 days per week)
https://www.sandiegocounty.gov/content/sdc/hhsa/facilities/north_central/north_central_region_administration_balboa.html
2. San Diego County Sheriff's Department
9621 Ridgehaven Court, San Diego, CA 92123
Non-Emergency (858) 974-2110
<https://www.sdsheriff.gov/i-want-to/contact-us>

Child Abuse Training Requirement

All school employees must annually complete the mandated reporter training requirement as determined by the school administration. The training must be completed no later than October 15th every year. Newly hired employees are required to complete the training course within six (6) weeks of employment. Proof of completion of the training will be kept on file by Human Resources.

SECTION 4: DISASTER PROCEDURES

MYA is a Non-Classroom Based Charter School. The school uses a flex-based, Personalized Learning approach built around an Enriched Virtual Model of Blended Learning. Students meet with MYA staff one-on-one or in small groups at mutually agreed on public locations such as public libraries, community centers, tribal halls, and similar locations.

Before meeting with students, families, and educational partners, MYA staff are trained to introduce themselves to the designated adult in charge at the meeting location, such as librarians, center directors, or facility managers. Staff will present their MYA ID badges and review emergency procedures and evacuation routes to ensure everyone is familiar with the location's safety protocols.

In the event of a disaster (e.g., earthquakes, fires, natural disasters, or security threats), MYA staff will follow the safety protocols and procedures of the facility they are visiting or renting, as directed by the supervising authority in charge. Special consideration will be given to students with disabilities in all emergency situations.

In addition, all school employees are required to participate in yearly training. Training and information on the following incidents is provided:

- Active Shooter/Armed Intruder/Lockdown
- Bomb threat (See Appendix G)
- Chemical Spills
- Earthquake (See Appendix F)
- Fire and Explosion Hazard

If any of the above situations occurs during a MYA field trip event or on location (rented space) for state testing, all staff will take action to ensure student safety in accordance with the building/facility staff's established policies and procedures.

Site Specific Safety Plan

The Executive Director or their designee will maintain a School Safety Plan in compliance with Education Code and board policy. The staff of the school will be familiar with the emergency response procedures of the school and the partnering agencies as applicable. All staff members will be trained in emergency response and to provide students with the instruction and practice they need in order to respond appropriately during emergencies and disasters.

The Executive Director will activate the School's Safety Plan in a major disaster or when an emergency exists or threatens to exist that may impact the safety and well-being of students, employees and surrounding community. When the School Safety Plan is activated, or a disaster plan is implemented at a site where school staff, students, or stakeholders are present, all staff will follow an Incident Command System (ICS). ICS is

an organizational structure used by all emergency responders in the State of California when responding to an incident, which ensures centralized direction and coordination. Under ICS, one person (the Incident Commander) is in charge of the emergency at the school site. The Incident Commander has full authority to command and direct resources. The Executive Director is typically the Incident Commander and will coordinate response and services with the CEO and the administration of the partnering agencies as appropriate.

Depending on the nature and scope of the emergency, the Executive Director may appoint Section Chiefs to oversee the four other functions: Planning, Operations, Logistics and Finance and Administration. If the situation warrants, the Executive Director can perform any or all five functions. The CEO will provide support to the Executive Director and may act as the Incident Commander in their absence.

Incident/School Commander

The Management/Command Section is responsible for overall policy, direction and coordination of the emergency response effort during the incident. This Command Section is also responsible for interacting with responding agencies.

Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community.
2. Activate School Disaster Plan and Incident Command System.
3. Establish an Incident Command Post.
4. Develop and communicate a plan of action.
5. Provide school with site specific status report.
6. Authorize any release of public information.
7. Release teachers as appropriate.

8. Declare end of emergency-initiate recovery if appropriate.
9. Remain in charge of the campus until redirected/released by superintendent of schools, or relieved by fire or law enforcement incident commander.

Operations Section

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Student Messengers
3. Coordinate Search and Rescue
4. Coordinate Campus Check and Security
5. Coordinate Medical Aid
6. Coordinate Student Care
7. Coordinate Student Release
8. Coordinate Mental Health Counseling
9. Make sure teams have enough supplies
10. Reassign staff as needed
11. Schedule breaks and back-ups for staff
12. Coordinate mental health response activities

Planning/Intelligence Section

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the future.

Responsibilities:

1. Collect all information pertinent to incident (internal and external)

2. Analyze information for potential impacts or changes
3. Prepare and update status reports
4. Manage and update status board

Logistics Section

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Responsibilities:

1. Open disaster container
2. Distribute supplies, kits, etc.
3. Set-up various staging area (s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance
5. Determine whether additional equipment, supplies, or personnel is needed
6. Make arrangements for transport of supplies and lodging of personnel

Finance and Administration Section

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with description of activities performed)
3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items

5. Document all activities.

Each School Site Safety Plan must include the following:

1. An evacuation route map (for the administrative office) (See Appendix E).
2. Student and employee accounting system and forms
3. Student check-out procedure.

As the school operates an independent study program, staff will adhere to the emergency plan of the facility or location when attending a field trip or conducting state testing.

Preparedness

Emergency preparedness at schools starts with school staff emergency preparedness at home. To ensure school staff are able to adequately respond to an emergency, disaster, or event, the following personal preparedness measures are recommended to be taken by staff:

1. Create a 72-hour emergency supply kit for the home.
2. Create an emergency car/office kit.
3. Develop a plan to reunite with family members.
4. Pack emergency supplies in the trunk of a personal vehicle including:
 - Warm clothing
 - Non-perishable food and water.
 - Needed medication and first aid supplies.
 - Personal hygiene supplies.
 - Never let a personal vehicle become too low on fuel.

Disaster Service Workers

The School will comply with Section 3100 of the California Government Code, which states that public employees are disaster service workers who are subject to the disaster service activities assigned to them by their superiors or by law. The term public employees includes all personnel employed by State of California agencies, California

county and city agencies, and public districts. MYA employees are designated as disaster service workers. Section 3100 of the California Government Code applies to public school employees for cases in which:

1. A local emergency has been proclaimed.
2. A State of Emergency has been proclaimed.
3. A Federal disaster declaration has been made.

Emergency Response Roles and Actions

If any of the following situations occurs during a MYA event or on location (rented space) for state testing, all staff will take action to ensure student safety.

- Active Shooter/Armed intruder
- Bomb Threat
- Chemical Accident
- Earthquake
- Explosion
- Fire
- Flood
- Windstorm
- Lockdown

Response

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, school nurse, the 911 Dispatcher, local fire department or police department, as appropriate.

School Responsibilities

If a disaster were to strike while students and staff are together at a location, or at a school event, the primary responsibility is to ensure the safety and security of students and staff. Students will look to staff for their safety and proper actions in a disaster.

School personnel will remain with students until:

1. It is considered safe by the Executive Director;
2. A trusted adult identified on the students record in the MYA student information system arrives to pick up the student.

The Executive Director will:

1. Ensure that all personnel are familiar with the School Safety Plan and procedures.
2. Provide information to parents annually about the guidelines and procedures of the School Safety Plan as well as the trusted adults' responsibilities under the plan.
3. Work in coordination with the teachers, staff, and representatives from rented locations in the event of a disaster or emergency.
4. Coordinate the implementation of the School Disaster Plan in an actual event.
5. Designate a person who will assist in a disaster situation in their absence.
6. Inform Trusted adults of the procedures for checking out students after a disaster.
7. Coordinate all emergency response efforts remotely, working with the teachers at the scene, trusted adults of students participating in the school event or at state testing, and with representatives on location.

The Administrative Assistant will:

1. Assist the Executive Director with notification of parents/guardians.
2. Manage incoming calls, questions, and concerns to the main office.
3. Remain on duty until dismissed by the Executive Director.

The Teacher will:

1. Become familiar with the School Safety Plan.
2. Provide annual instruction to students in the drills and procedures.
3. Maintain a current roll sheet for each testing location; check roll during each disaster; report any missing students to Executive Director or designee.

4. Carry out other duties assigned by the Executive Director or designee.
5. Supervise and remain with their students unless they are assigned to other specific duties.
6. Keep student attendance sheet in their possession during drills and alerts. The attendance sheet will include information about special needs students or those with special medical issues.
7. Remain on site and carry out their assignments until officially dismissed by the Executive Director or administrative designee.

Procedure:

The supervising teacher on location will have emergency contact information on their person at all times. The lead proctor on site at state testing locations will have contact information of emergency contacts identified in the Student Information System on site. Teachers will follow the direction of officials, location personnel, and authorities to follow evacuation or lock down procedures of the facility. All staff will participate in annual training relative to active shooter response.

It is the responsibility of the teacher to keep students calm and follow the instructions as given on site. As soon as possible, teachers should contact the Executive Director to notify him/her of the situation. The Executive Director will remain in contact with the teacher, relaying information to the parents/guardians as needed. Teachers will remain on site until all students have been released to the parent/guardian listed on the permission slip or in the Student Information System

Trusted Adult Responsibilities

The trusted adults of students identified in the schools Student Information System will be provided with a Student Permission Slip for each field trip. In case of a declared emergency, students will be released only to persons designated on this slip. Trusted adults are responsible for ensuring that information on the form is current at all times.

Trusted adults are asked to share in the School's responsibility of informing students

what they should do in case of an emergency, disaster, or other dangerous event. Trusted adults need to give specific directions to each student to follow the school policy and directions of school personnel. It is critical that students do not receive directions from trusted adults that are contrary to the School's stated policy on retention at school and authorized release in case of a real or perceived emergency.

Earthquakes

In accordance with Education Code Section 32282 (II)-(IV), a drop procedure flier has been made available in Appendix F of this document and will be distributed to staff and students annually.

SECTION 5: SUSPENSION/EXPULSION

The school reserves the right to suspend or expel students pursuant to the school's policy and procedures established by the Board of Directors, and pursuant to federal and state law. Frequent interaction among students, and between students and faculty, will occur in MYA's Enriched Virtual Model of Blended learning via one-to-one and collaborative communication tools, or weekly Learning Period (LP) meetings. These participants may also interact from time to time during scheduled school events and proctored testing events. The school has disciplinary procedures pertaining to a student's academic, interpersonal, and internet conduct. Discipline follows a process of Positive Behavior Interventions to each subsequent violation, with proper notifications at each step.

Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to MYA's policies that establish:

- expectations for civil and courteous student behavior.
- a process for investigating violations or alleged violations of same.
- any lawful penalties or interventions to be imposed as a result.

Penalties are increased for each subsequent offense until the student becomes a

candidate for expulsion.

Grounds for Suspension or Expulsion

For MYA students, the applicable suspension and expulsion policy and procedure is set forth in the terms of the charter between the School and the authorizing School District, and in board policy. Copies of the charter petition and policy will be supplied upon request. In addition MYA has a board approved Expulsion Plan that documents the schools role to assist the students continued successful access to education.

As to students with special education needs, discipline will be taken, where appropriate, in conformance with applicable law.

SECTION 6: PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

The Charter School will comply with Education Code Section 49079 and shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The School shall provide the information to the teacher based upon any records that the School maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

Notification of Suspension History

Each September and February, teachers will be provided with a list via email of their enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are emailed and hand-delivered to each teacher using a routing

sheet. All teachers sign the routing slip indicating their review of the data.

2. The hard copies will have a cover sheet marked “confidential” and teachers will be reminded via email and on the routing sheet about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned after 5 days and filed in the school office.

Notification of Current Suspensions

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Teachers will be sent an email advising them of the nature of the serious act and the dates of the suspension as well as any other pertinent information regarding the suspension.
2. Teachers will be reminded in the email about the confidential nature of the data.

Transfers/Mandatory Alternative Placement

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school will be notified by the school administration and will be provided with written information regarding the reason(s) for the student's transfer as well as a copy of the student's behavior contract (if applicable). Copies of this written notice are maintained in the school office.

Student Convictions

When the school receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the Executive Director will provide written notice to the teacher using the procedures outlined in “Current Suspensions.” Copies of this notice will be maintained in the school office.

SECTION 7: DISCRIMINATION AND HARASSMENT

Unlawful Harassment Policy

It is the policy of MYA to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, religion, sex, sexual orientation, age, disability, marital status, citizenship or any other characteristic protected by law. MYA prohibits any such discrimination or harassment. It is MYA's mission to provide a professional work and learning environment free of harassment, that maintains equality, dignity, and respect for all. It is a violation of this policy for any student, teacher, administrator or other employee of MYA to harass a student, teacher, administrator, or other employee through conduct or communication. This policy applies to all applicants and employees, whether related to conduct engaged in by fellow employees or someone not directly connected to MYA (e.g., an outside vendor, consultant or customer). Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business trips, business meetings and business-related social events.

What is Harassment?

Harassment can take many forms. As used in the CSSP, the term "harassment" includes:

1. Offensive remarks, comments, jokes, or slurs pertaining to an individual's race, religion, sex, age, national origin or ancestry, disability, citizenship, veteran status, or any other protected status defined by law.
2. Offensive sexual remarks, sexual advances, flirtations, or requests for sexual favors, regardless of the gender of the individuals involved.
3. Offensive physical conduct, including touching, regardless of the gender of the individuals involved, including threats of harm, violence or assault.

4. Offensive pictures, drawings, photographs, or other communications, including email.
5. Threatening reprisals of an employee's refusal to respond to requests for sexual favors or for reporting a violation of this policy.
6. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, regardless of gender, when:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment.
 - b. Submission to, or rejection of, such conduct by an individual is used as a basis of employment decisions affecting such individuals.
 - c. Such conduct has the purpose or effect of substantially interfering with the individual's work performance or creating an intimidating, hostile or offensive working environment.

Responsibility

All MYA students, staff, and administrators have a responsibility for keeping their work and educational environment free of harassment.

Reporting

MYA encourages reporting of all actual or perceived incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. However, MYA cannot resolve a harassment claim that has not been reported. Employees are responsible for reporting claims to the school, and the school in turn will take any and all necessary steps to address the employee's concerns. Individuals who believe that they have been the victim of such conduct should discuss their concerns with their immediate supervisor, and/or the school administration. In addition, MYA encourages individuals who believe they are being subjected to such conduct promptly to advise the offender that their behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. MYA 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 as possible, although it is understood that an investigation will normally require the involvement of third parties.

Investigation/Complaint Procedure

All complaints of harassment will be promptly investigated. If the investigation substantiates the accusations, the appropriate corrective action will be taken. This may include, but is not limited to, reprimand, suspension, or dismissal, depending on the nature and severity of the offense. Additionally, appropriate action will also be taken in the event the accusations are intentionally false or malicious in intent.

Informal Procedure

If for any reason an individual does not wish to address their offender directly, or if such action does not successfully end the offensive conduct, the individual should notify their immediate supervisor and/or the Office Manager 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 school's designated representatives, and such discussion is encouraged. An individual reporting harassment, discrimination or retaliation should be aware; however, that MYA 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.

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, school administrator or the Director of Human Resources. MYA 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. 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 and discretion 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 MYA believes appropriate under the circumstances. If a party to a complaint does not agree with the school's resolution, that party may appeal to the MYA Executive Director or Director of Human Resources. False and malicious complaints of harassment, discrimination or retaliation as opposed to complaints which, even if erroneous are made in good faith, may be the subject of appropriate disciplinary action.

Retaliation

Retaliation against an individual for reporting harassment or discrimination or for participating in the investigation into 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.

Conclusion

This policy was developed to ensure that all employees can work in an environment free from harassment, discrimination and retaliation. MYA 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 may speak with their supervisor, the Executive Director, or the Director of Human Resources. 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 MYA 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.

Cyber-Bullying

MYA expects its students to use all electronic communication methods in a responsible, ethical, and legal manner in order to ensure that offensive, harassing, or other communication jeopardizing the integrity of MYA has not been made available to other students. By accepting the invitation to Instant Message (IM) with others, students are agreeing that they will use IM properly for school-related purposes only, will communicate with faculty and students appropriately, and will not take part in cyber-bullying or any other forms of harassment.

While communicating via any method, including electronic, or in person meetings, students are agreeing that they will use communication tools properly for school, will communicate with faculty and students appropriately, and will not take part in cyber-bullying or any other form of harassment.

Harassment and cyber-bullying of or by students or teachers will not be tolerated in any environment. Harassment is defined as unwanted conduct based on protected class

(e.g., race, color, national origin, religion, gender, age, disability, or sexual orientation). Cyber-bullying, otherwise known as electronic bullying, is defined as the use of electronic communications to bully others (via email, chat rooms, instant messaging, cell phones, threaded discussions, websites, or through other forms of electronic communication). “Unwanted conduct” includes but is not limited to: threats, insults, verbal abuse, racial slurs, or any other hostile communications designed to cause harm to others.

“Offensive content” includes, but is not limited to: sexual comments or images, racial slurs, gender-specific comments, or any comments that would offend someone on the basis of age, race, sex, color, religion, national origin, handicap, disability, or veteran status. Harassment and cyber-bullying are actions that interfere with school success and/or create a hostile environment and will not be permitted.

The use of offensive content motivated by unwanted conduct will hereafter be referred to as “abusive communication.”

Steps for Students to Follow

Students who believe that they are victims of cyber-bullying or harassment should follow the steps below:

1. Do not respond to the person engaging in the alleged harassment or cyber-bullying.
2. Document specific instances of alleged cyber-bullying or harassment (i.e., keep a record of abusive correspondences and save the documents or communications).
3. If the abusive communication is from another student and occurs as part of coursework (i.e., as part of any class activity such as a threaded discussion, in person or virtual meeting, or group assignment), report the situation to the teacher and send the Teacher of Record the documentation.
4. If the abusive communication is from another student and occurs in any other school setting (i.e., not as part of a specific class), report the situation to the

Teacher of Record and send the Guidance Counselor the documentation.

5. If the abusive communication is from a staff member, report the situation to the Executive Director.
6. If the abusive communication is from a school administrator, report the situation to the Teacher of Record who will report it to the Chief Executive Officer.

Administrative Action Plan

When a student reports an incident of cyber-bullying or harassment to a teacher:

1. The teacher will collect and review documentation if the abusive communication occurs as part of coursework.
2. The teacher will discuss the incident with the accused student and decide if the incident warrants a referral to a school administrator. This will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.
3. The teacher will warn the student about progressive interventions that may include a referral for suspension or expulsion for repeated offenses.
4. The teacher will arrange a conference with the trusted adults listed as part of the student's record in the school's Student Information System to discuss the matter.
5. If the student is referred to a school administrator, the student may be a candidate for MTSS/PBIS plan.

When a student reports an incident of cyber-bullying or harassment to a Teacher of record:

1. The Teacher of Record will collect and receive documentation if the abusive communication occurs in any other school setting (i.e., not as part of a specific class).
2. The Teacher of Record will discuss the incident with the accused student and decide if the incident warrants referral to the Executive Director. This will depend on the severity of the incident and if this is a first time or repeat offense. Records of the actions taken will be appended to the student's electronic file.

When a student reports an incident of cyber-bullying or harassment by a staff member to the Executive Director or Chief Executive Officer that person will discuss the incident with the accused and will take necessary actions to address the complaint.

Disciplinary Action

Students engaging in harassment or cyber-bullying:

- will have a conference with a trusted adult scheduled to discuss the matter.
- will receive a warning about progressive interventions that may include a referral for suspension or expulsion for a repeated offense.
- will be candidates for MYA's MTSS/PBIS plan that may lead to suspension or expulsion depending on the severity or frequency of the offense.

Staff Member Responsibilities Regarding Harassment or Cyber-Bullying:

- Staff members collect and review documentation and discuss the incident(s) with the student.
- Staff members record the documentation in the student's electronic file.
- Teacher of Record arranges a conference with the student's trusted adult to discuss the matter.
- Teacher of Record informs student of MYA's MTSS/PBIS plan that may lead to suspension or expulsion Executive Director initiates administrative expulsions as described above.

Hate Crime Reporting Procedures

Hate crimes occur when a perpetrator targets a victim because of their membership in a certain social group, usually defined by racial group, religion, sexual orientation, disability, ethnicity, nationality, age, gender, gender identity, or political affiliation.

Hate crimes can take many forms. Incidents may involve physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

Reporting procedures:

1. Any student who believes that they are a victim of hate-motivated behavior shall immediately contact the Executive Director or designee. If the student believes that the situation has not been remedied by the Executive Director or designee, they may file a complaint in accordance with the school's complaint procedures.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Executive Director or designee. The Executive Director or designee shall notify law enforcement if it is determined that a hate-motivated crime occurred.
3. The Executive Director or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

SECTION 8: SCHOOLWIDE DRESS CODE

The purpose of the MYA dress code is to advocate a successful, respectful, and safe learning environment for all students and staff. Dress may not interfere with or distract from learning and must be appropriate for the school activity. Inappropriate dress will be reported to a school administrator. If the school administrator finds the clothing is in violation of the dress code, individuals may be asked to change clothes when possible or be prohibited from participating in a school-sponsored activity.

Examples of Inappropriate Dress

- Clothing, jewelry, book covers, backpacks or binders that contain sexual connotations, mentions tobacco, alcohol, drugs, profanity, obscenity, weapons, violence, or gangs
- Clothing that is revealing, strapless, see-through, low-cut, or exposes the midriff
- Clothing that is not the appropriate length to meet the tips of the fingers when arms are down at the side with fingers extended
- Pants and shorts must fit at the waist without sagging to reveal undergarments
- Shoes must be worn at all times
- Clothing which may be intimidating to others such as metal studs, spikes, gang

affiliation/attire, or puts the wearer in danger

School administration retains the sole discretion to make the final determination whether clothing, jewelry and accessories, and/or appearance meet acceptable standards.

SECTION 9: SAFE INGRESS AND EGRESS

MYA is an independent study program. By nature, students do not come to a campus, and the school is only in custody of students when the student is present at organized school activities, or annual state test proctoring. In the event that students will be in the direct care of the school, personnel will provide all relevant ingress and egress information specific to the location as applicable in order to ensure the safety of pupils, trusted adults, and school employees in route to and from school events or activities.

SECTION 10: SAFE AND ORDERLY ENVIRONMENT

It is the priority of MYA to provide students, families, and staff a safe environment free from harm, so they can pursue and support the education goals of the students.

Nondiscrimination and Fair Treatment of Pupils

MYA is non-sectarian in its programs, admissions policies, employment practices, and all other operations. MYA does not charge tuition and does not discriminate on the basis of race, ethnicity, national origin, gender, or disability as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Education 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

Hazard Assessments

On a monthly basis the school will conduct an assessment of any hazards and complete the Hazard Assessment Checklist. Checklists will be kept on file in Human Resources.

APPENDIX A: SUICIDE PREVENTION

The publications of many organizations and governmental agencies contain advice for people who are engaged with suicidal people. That advice is summarized below.

Do's

Listen to what the person is saying and take her/his/their suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

Get Help by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

Stay with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

Don't leave the person alone for even a minute.

Don't act shocked or be sworn to secrecy.

Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

APPENDIX B: EDUCATIONAL ACTIVITY PERMISSION SLIP AND WAIVER

For use by a trusted adult of a student participating in a group or parent guided educational activity

Group Activity: _____

Activity Location: _____

Activity Date: _____ Leave By: _____ Return By: _____

Teacher/Supervising Charter Employee Name _____

Information: Education code Section 35330 authorizes the governing board of any school district to conduct events or excursions for students in connection with courses of instruction or school related social, educational, cultural, athletic or school band activities to and from places in the state, any other state, the District of Columbia, or a foreign country. Scheduled events or excursions may be connected with such courses of instruction or such school activities that further the student's education and participation is voluntary.

Student # _____ Student Name _____ Grade _____ Cost _____

Student # _____ Student Name _____ Grade _____ Cost _____

Parent Guardian Name _____

Address _____ City _____ Zip _____

Home# _____ Cell# _____ Work # _____

Email _____

PLEASE INITIAL #1 OR #2 BELOW TO INDICATE DESIRED ACTION IN THE EVENT OF ACCIDENT OR EMERGENCY:

1. ____ In the event of an accident or emergency, when a parent/guardian is unavailable, I hereby authorize a representative of the school to make such arrangements as they consider necessary for my child to receive

medical/hospital care, including necessary transportation.

Under such circumstances, I further authorize the physician named below to undertake such care and treatment of my child as they consider necessary. In the event that said physician is not available at any time, I authorize such care and treatment to be performed by a licensed physician or surgeon. **THE UNDESIGNED PARENT/GUARDIAN FULLY UNDERSTANDS HE/SHE IS RESPONSIBLE TO PAY ALL COSTS INCURRED AS A RESULT OF THE FOREGOING.**

If your child is injured at a group educational activity, contact the school at _____

2. ____ I do not choose the above statement and desire the following action to be taken:

WAIVER: "California law provides as follows: „All persons making the field trip or excursion shall be deemed to have waived all claims against the district, a charter school, or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state events or excursions and all parents or guardians of pupils taking out-of-state events or excursions shall sign a statement waiving all claims"". (Ed. Code Sec. 35330)

Motivated Youth Academy/ MYA Charter School (Hereinafter referred to as "The Charter School")

I/We, _____ intend to participate in the above-described educational activity. I acknowledge that my participation in this activity is not required by "The Charter School", or any teacher or employee of "The Charter School and is voluntary. I understand that in determining that participation in this Activity has educational value, "The Charter School" has not investigated or approved its safety, the qualifications or financial responsibility of any person or firm involved in the Activity, or the facilities or equipment to be used. In addition, the charter school has not provided

or approved transportation to or from this Activity. All participants are expected to secure their own transportation to and from the Activity. In consideration for being permitted to participate in this Activity I may be entitled to education credit. I hereby waive, release and discharge "The Charter School" from any and all claims for damages or personal injury, death, or property damage which I may have, or which may hereafter occur as a result of my participation in the Activity. It is understood that the Activity may involve an element of risk and danger of accidents and knowing those risks, I hereby assume those risks. It is further agreed that this waiver, release and assumption of risk is to be binding on my heirs and assigns.

I HAVE CAREFULLY READ THIS AGREEMENT, WAIVER, AND RELEASE AND FULLY UNDERSTAND ITS CONTENTS. I AM AWARE THAT THIS RELEASE OF LIABILITY IS A CONTRACT BETWEEN MYSELF AND THE CHARTER SCHOOL

My signature below authorizes my student to participate in this group education activity. By signing below I represent that I have the authority to sign this form on behalf of any minor(s) listed above.

Trusted Adult Name (PRINTED)_____

Trusted Adult Signature_____

Relationship to Minor_____ Date:_____

I give permission for my child/children to have any photos taken on this school scheduled event to be used on the school's website or social media pages.

Yes_____ **No**_____

Return Form By:_____

OFFICE USE: Number of students attending #_____

Number of other family members attending #_____

Amount Enclosed \$_____(CHECK ONLY)

APPENDIX C: SUSPECTED CHILD ABUSE REPORT, FORM SS8572

STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
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SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

[Print Form](#)

[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO						
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE					
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
	ADDRESS Street City Zip			DATE/TIME OF PHONE CALL						
		OFFICIAL CONTACTED - NAME AND TITLE		TELEPHONE						
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY <input type="checkbox"/>				
	ADDRESS Street City Zip				TELEPHONE					
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE				
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)					
	PRIMARY LANGUAGE SPOKEN IN HOME									
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____					
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK					
D. INVOLVED PARTIES	VICTIM'S SIBLINGS									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY	
	1. _____				3. _____					
	2. _____				4. _____					
	VICTIM'S PARENTS/GUARDIANS									
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY <input type="checkbox"/>				
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE					
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY <input type="checkbox"/>				
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE					
	SUSPECT									
SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY <input type="checkbox"/>					
ADDRESS Street City Zip				TELEPHONE						
OTHER RELEVANT INFORMATION										
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT							
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)									

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



STATE OF CALIFORNIA
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(Rev. 04/2017)

DEPARTMENT OF JUSTICE
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SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (continued)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: *Within 36 hours* of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

APPENDIX D: HAZARDS ASSESSMENT CHECKLIST

HAZARD ASSESSMENT CHECKLIST

The following checklist can be used to identify and evaluate hazards in your workplace. This checklist covers a wide variety of workplace safety and health hazards. All of the topics covered in this checklist may not apply to your particular workplace. When evaluating your workplace use the sections of the checklist that apply to your workplace and work activities.

GENERAL WORK ENVIRONMENT

- Are all worksites clean and orderly?
- Are work surfaces kept dry or appropriate means taken to assure the surfaces are slip-resistant?
- Are all spilled materials or liquids cleaned up immediately?
- Is combustible scrap, debris and waste stored safely and removed from the worksite promptly?
- Is accumulated combustible dust routinely removed from elevated surfaces, including the overhead structure of buildings?
- Is combustible dust cleaned up with a vacuum system to prevent the dust going into suspension?
- Is metallic or conductive dust prevented from entering or accumulation on or around electrical enclosures or equipment?
- Are covered metal waste cans used for oily and paint-soaked waste?
- Are all oil and gas fired devices equipped with flame failure controls that will prevent flow of fuel if pilots or main burners are not working?
- Are paint spray booths, dip tanks and the like cleaned regularly?
- Are the minimum number of toilets and washing facilities provided?
- Are all toilets and washing facilities clean and sanitary?
- Are all work areas adequately illuminated?

- Are pits and floor openings covered or otherwise guarded?

WALKWAYS

- Are aisles and passageways kept clear?
- Are aisles and walkways marked as appropriate?
- Are wet surfaces covered with non-slip materials?
- Are holes in the floor, sidewalk or other walking surface repaired properly, covered or otherwise made safe?
- Is there safe clearance for walking in aisles where motorized or mechanical handling equipment is operating.
- Are spilled materials cleaned up immediately?
- Are materials or equipment stored in such a way that sharp projectiles will not interfere with the walkway?
- Are changes of direction or elevations readily identifiable?
- Are aisles or walkways that pass near moving or operating machinery, welding operations or similar operations arranged so employees will not be subjected to potential hazards?
- Is adequate headroom provided for the entire length of any aisle or walkway?
- Are standard guardrails provided wherever aisle or walkway surfaces are elevated more than 30 inches above any adjacent floor or the ground?
- Are bridges provided over conveyors and similar hazards?

FLOOR AND WALL STAIRWAYS

- Are floor openings guarded by a cover, guardrail, or equivalent on all sides (except at entrance to stairways or ladders)?
- Are toeboards installed around the edges of a permanent floor opening (where persons may pass below the opening)?
- Are skylight screens of such construction and mounting that they will withstand a load of at least 200 pounds?
- Is the glass in windows, doors, glass walls that are subject to human impact, of

sufficient thickness and type for the condition of use?

- Are grates or similar type covers over floor openings such as floor drains, of such design that foot traffic or rolling equipment will not be affected by the grate spacing?
- Are unused portions of service pits and pits not actually in use either covered or protected by guardrails or equivalent?
- Are manhole covers, trench covers and similar covers, plus their supports, designed to carry a truck rear axle load of at least 20,000 pounds when located in roadways and subject to vehicle traffic?
- Are floor or wall openings in fire resistive construction provided with doors or covers compatible with the fire rating of the structure and provided with self-closing feature when appropriate?

STAIRS & STAIRWAYS

- Are standard stair rails or handrails on all stairways having four or more risers?
- Are all stairways at least 22 inches wide?
- Do stairs have at least a 6'6" overhead clearance?
- Do stairs angle no more than 50 and no less than 30 degrees?
- Are stairs of hollow-pan type treads and landings filled to noising level with solid material?
- Are step risers on stairs uniform from top to bottom, with no riser spacing greater than 7-1/2 inches?
- Are steps on stairs and stairways designed or provided with a surface that renders them slip resistant?
- Are stairway handrails located between 30 and 34 inches above the leading edge of stair treads?
- Do stairway handrails have a least 1-1/2 inches of clearance between the handrails and the wall or surface they are mounted on?
- Are stairway handrails capable of withstanding a load of 200 pounds, applied in any direction?

- Where stairs or stairwell exit directly into any area where vehicles may be operated, are adequate barriers and warnings provided to prevent employees stepping into the path of traffic?
- Do stairway landings have a dimension measured in the direction of travel, at least equal to width of the stairway?
- Is the vertical distance between stairway landings limited to 12 feet or less?

EXITING OR EGRESS

- Are all exits marked with an exit sign and illuminated by a reliable light source?
- Are the directions to exits, when not immediately apparent, marked with visible signs?
- Are doors, passageways or stairways, that are neither exits nor access to exits and which could be mistaken for exits, appropriately marked "NOT AN EXIT", "TO BASEMENT", "STOREROOM", and the like?
- Are exit signs provided with the word "EXIT" in lettering at least 5 inches high and the stroke of the lettering at least 1/2 inch wide?
- Are exit doors side-hinged?
- Are all exits kept free of obstructions?
- Are at least two means of egress provided from elevated platforms, pits or rooms where the absence of a second exit would increase the risk of injury from hot, poisonous, corrosive, suffocating, flammable, or explosive substances?
- Are there sufficient exits to permit prompt escape in case of emergency?
- Are special precautions taken to protect employees during construction and repair operations?
- Is the number of exits from each floor of a building, and the number of exits from the building itself, appropriate for the building occupancy load?
- Are exit stairways which are required to be separated from other parts of a building enclosed by at least two hour fire-resistive construction in buildings more than four stories in height, and not less than one-hour fire resistive construction elsewhere?

- When ramps are used as part of required exiting from a building, is the ramp slope limited to 1- foot vertical and 12 feet horizontal?
- Where exiting will be through frameless glass doors, glass exit doors, storm doors, and such are the doors fully tempered and meet the safety requirements for human impact?

EXIT DOORS

- Are doors that are required to serve as exits designed and constructed so that the way of exit travel is obvious and direct?
- Are windows that could be mistaken for exit doors, made inaccessible by means of barriers or railings?
- Are exit doors openable from the direction of exit travel without the use of a key or any special knowledge or effort, when the building is occupied?
- Is a revolving, sliding or overhead door prohibited from serving as a required exit door?
- Where panic hardware is installed on a required exit door, will it allow the door to open by applying a force of 15 pounds or less in the direction of the exit traffic?
- Are doors on cold storage rooms provided with an inside release mechanism that will release the latch and open the door even if it's padlocked or otherwise locked on the outside?
- Where exit doors open directly onto any street, alley or other area where vehicles may be operated, are adequate barriers and warnings provided to prevent employees stepping into the path of traffic?
- Are doors that swing in both directions and are located between rooms where there is frequent traffic, provided with viewing panels in each door?

ENVIRONMENTAL CONTROLS

- Are all work areas properly illuminated?
- Are employees instructed in proper first aid and other emergency procedures?
- Are hazardous substances identified which may cause harm by inhalation,

ingestion, skin absorption or contact?

- Are employees aware of the hazards involved with the various chemicals they may be exposed to in their work environment, such as ammonia, chlorine, epoxies, and caustics?
- Is employee exposure to chemicals in the workplace kept within acceptable levels?
- Can a less harmful method or product be used?
- Is the work area's ventilation system appropriate for the work being performed?
- Are spray painting operations done in spray rooms or booths equipped with an appropriate exhaust system?
- Is employee exposure to welding fumes controlled by ventilation, use of respirators, exposure time, or other means?
- Are welders and other workers nearby provided with flash shields during welding operations?
- If forklifts and other vehicles are used in buildings or other enclosed areas, are the carbon monoxide levels kept below maximum acceptable concentration?
- Has there been a determination that noise levels in the facilities are within acceptable levels?
- Are steps being taken to use engineering controls to reduce excessive noise levels?
- Are proper precautions being taken when handling asbestos and other fibrous materials?
- Are caution labels and signs used to warn of asbestos?
- Are wet methods used, when practicable, to prevent the emission of airborne asbestos fibers, silica dust and similar hazardous materials?
- Is vacuuming with appropriate equipment used whenever possible rather than blowing or sweeping dust?
- Are grinders, saws, and other machines that produce respirable dusts vented to an industrial collector or central exhaust system?
- Are all local exhaust ventilation systems designed and operating properly such

as airflow and volume necessary for the application? Are the ducts free of obstructions or the belts slipping?

- Is personal protective equipment provided, used and maintained wherever required?
- Are there written standard operating procedures for the selection and use of respirators where needed?
- Are restrooms and washrooms kept clean and sanitary?
- Is all water provided for drinking, washing, and cooking potable?
- Are all outlets for water not suitable for drinking clearly identified?
- Are employees' physical capacities assessed before being assigned to jobs requiring heavy work?
- Are employees instructed in the proper manner of lifting heavy objects?
- Where heat is a problem, have all fixed work areas been provided with spot cooling or air conditioning?
- Are employees screened before assignment to areas of high heat to determine if their health condition might make them more susceptible to having an adverse reaction?
- Are employees working on streets and roadways where they are exposed to the hazards of traffic, required to wear bright colored (traffic orange) warning vests?
- Are exhaust stacks and air intakes located so that contaminated air will not be recirculated within a building or other enclosed area?
- Is equipment producing ultra-violet radiation properly shielded?

FLAMMABLE & COMBUSTIBLE MATERIALS

- Are combustible scrap, debris and waste materials (i.e. oily rags) stored in covered metal receptacles and removed from the worksite promptly?
- Is proper storage practiced to minimize the risk of fire including spontaneous combustion?
- Are approved containers and tanks used for the storage and handling of flammable and combustible liquids?

- Are all connections on drums and combustible liquid piping, vapor and liquid tight?
- Are all flammable liquids kept in closed containers when not in use (e.g. parts cleaning tanks, pans)?
- Are bulk drums of flammable liquids grounded and bonded to containers during dispensing?
- Do storage rooms for flammable and combustible liquids have explosion-proof lights?
- Do storage rooms for flammable and combustible liquids have mechanical or gravity ventilation?
- Is liquefied petroleum gas stored, handled, and used in accordance with safe practices and standards?
- Are liquefied petroleum storage tanks guarded to prevent damage from vehicles?
- Are all solvent wastes and flammable liquids kept in fire-resistant covered containers until they are removed from the worksite?
- Is vacuuming used whenever possible rather than blowing or sweeping combustible dust?
- Are fire separators placed between containers of combustibles or flammables, when stacked one upon another, to assure their support and stability?
- Are fuel gas cylinders and oxygen cylinders separated by distance, fire resistant barriers or other means while in storage?
- Are fire extinguishers selected and provided for the types of materials in areas where they are to be used?
- Class A: Ordinary combustible material fires.
- Class B: Flammable liquid, gas or grease fires.
- Class C: Energized-electrical equipment fires.
- If a Halon 1301 fire extinguisher is used, can employees evacuate within the specified time for that extinguisher?
- Are appropriate fire extinguishers mounted within 75 feet of outside areas containing flammable liquids, and within 10 feet of any inside storage area for

such materials?

- Is the transfer/withdrawal of flammable or combustible liquids performed by trained personnel?
- Are fire extinguishers mounted so that employees do not have to travel more than 75 feet for a class "A" fire or 50 feet for a class "B" fire?
- Are employees trained in the use of fire extinguishers?
- Are extinguishers free from obstructions or blockage?
- Are all extinguishers serviced, maintained and tagged at intervals not to exceed one year?
- Are all extinguishers fully charged and in their designated places?
- Is a record maintained of required monthly checks of extinguishers?
- Where sprinkler systems are permanently installed, are the nozzle heads directed or arranged so that water will not be sprayed into operating electrical switchboards and equipment?
- Are "NO SMOKING" signs posted where appropriate in areas where flammable or combustible materials are used or stored?
- Are "NO SMOKING" signs posted on liquefied petroleum gas tanks?
- Are "NO SMOKING" rules enforced in areas involving storage and use of flammable materials?
- Are safety cans used for dispensing flammable or combustible liquids at a point of use?
- Are all spills of flammable or combustible liquids cleaned up promptly?
- Are storage tanks adequately vented to prevent the development of excessive vacuum or pressure as a result of filling, emptying, or atmosphere temperature changes?
- Are storage tanks equipped with emergency venting that will relieve excessive internal pressure caused by fire exposure?
- Are spare portable or butane tanks, which are used by industrial trucks stored in accord with regulations?

FIRE PROTECTION

- Do you have a fire prevention plan?
- Does your plan describe the type of fire protection equipment and/or systems?
- Have you established practices and procedures to control potential fire hazards and ignition sources?
- Are employees aware of the fire hazards of the material and processes to which they are exposed?
- Is your local fire department well acquainted with your facilities, location and specific hazards?
- If you have a fire alarm system, is it tested at least annually?
- If you have a fire alarm system, is it certified as required?
- If you have interior standpipes and valves, are they inspected regularly?
- If you have outside private fire hydrants, are they flushed at least once a year and on a routine preventive maintenance schedule?
- Are fire doors and shutters in good operating condition?
- Are fire doors and shutters unobstructed and protected against obstructions, including their counterweights?
- Are fire door and shutter fusible links in place?
- Are automatic sprinkler system water control valves, air and water pressures checked weekly/periodically as required?
- Is maintenance of the automatic sprinkler system assigned to responsible persons or to a sprinkler contractor?
- Are sprinkler heads protected by metal guards, when exposed to physical damage?
- Is proper clearance maintained below sprinkler heads?
- Are portable fire extinguishers provided in adequate numbers and types?
- Are fire extinguishers mounted in readily accessible locations?
- Are fire extinguishers recharged regularly and noted on the inspection tag?
- Are employees periodically instructed in the use of extinguishers and fire protection procedures?

EMERGENCY ACTION PLAN

- Are you required to have an emergency action plan?
- Does the emergency action plan comply with requirements of T8CCR 3220(a)?
- Have emergency escape procedures and routes been developed and communicated to all employees?
- Do employees, who remain to operate critical plant operations before they evacuate, know the proper procedures?
- Is the employee alarm system that provides a warning for emergency action recognizable and perceptible above ambient conditions?
- Are alarm systems properly maintained and tested regularly?
- Is the emergency action plan reviewed and revised periodically?
- Do employees know their responsibilities:
 - For reporting emergencies?
 - For conducting rescue and medical duties?

INFECTION CONTROL

- Are employees potentially exposed to infectious agents in body fluids?
- Have occasions of potential occupational exposure been identified and documented?
- Has a training and information program been provided for employees exposed to or potentially exposed to blood and/or body fluids?
- Have infection control procedures been instituted where appropriate, such as ventilation, universal precautions, workplace practices, and personal protective equipment?
- Are employees aware of specific workplace practices to follow when appropriate? (Hand washing, handling sharp instruments, handling of laundry, disposal of contaminated materials, reusable equipment.)
- Is personal protective equipment provided to employees, and in all appropriate locations?
- Is the necessary equipment (i.e. mouthpieces, resuscitation bags, and other

ventilation devices) provided for administering mouth-to-mouth resuscitation on potentially infected patients?

- Are facilities/equipment to comply with workplace practices available, such as hand-washing sinks, biohazard tags and labels, needle containers, detergents/disinfectants to clean up spills?
- Are all equipment and environmental and working surfaces cleaned and disinfected after contact with blood or potentially infectious materials?
- Is infectious waste placed in closable, leak proof containers, bags or puncture-resistant holders with proper labels?
- Has medical surveillance including HBV evaluation, antibody testing and vaccination been made available to potentially exposed employees?
- Training on universal precautions?
- Training on personal protective equipment?
- Has medical surveillance including HBV evaluation, antibody testing and vaccination been made available to potentially exposed employees?
- Training on universal precautions?
- Training on personal protective equipment?
- Has medical surveillance including HBV evaluation, antibody testing and vaccination been made available to potentially exposed employees?
- Training on universal precautions?
- Training on personal protective equipment?
- Training on needlestick exposure/management?
- Hepatitis B vaccinations?

ERGONOMICS

- Can the work be performed without eye strain or glare to the employees?
- Does the task require prolonged raising of the arms?
- Do the neck and shoulders have to be stooped to view the task?
- Are there pressure points on any parts of the body (wrists, forearms, back of thighs)?

- Can the work be done using the larger muscles of the body?
- Can the work be done without twisting or overly bending the lower back?
- Are there sufficient rest breaks, in addition to the regular rest breaks, to relieve stress from repetitive-motion tasks?
- Are tools, instruments and machinery shaped, positioned and handled so that tasks can be performed comfortably?
- Are all pieces of furniture adjusted, positioned and arranged to minimize strain on all parts of the body?

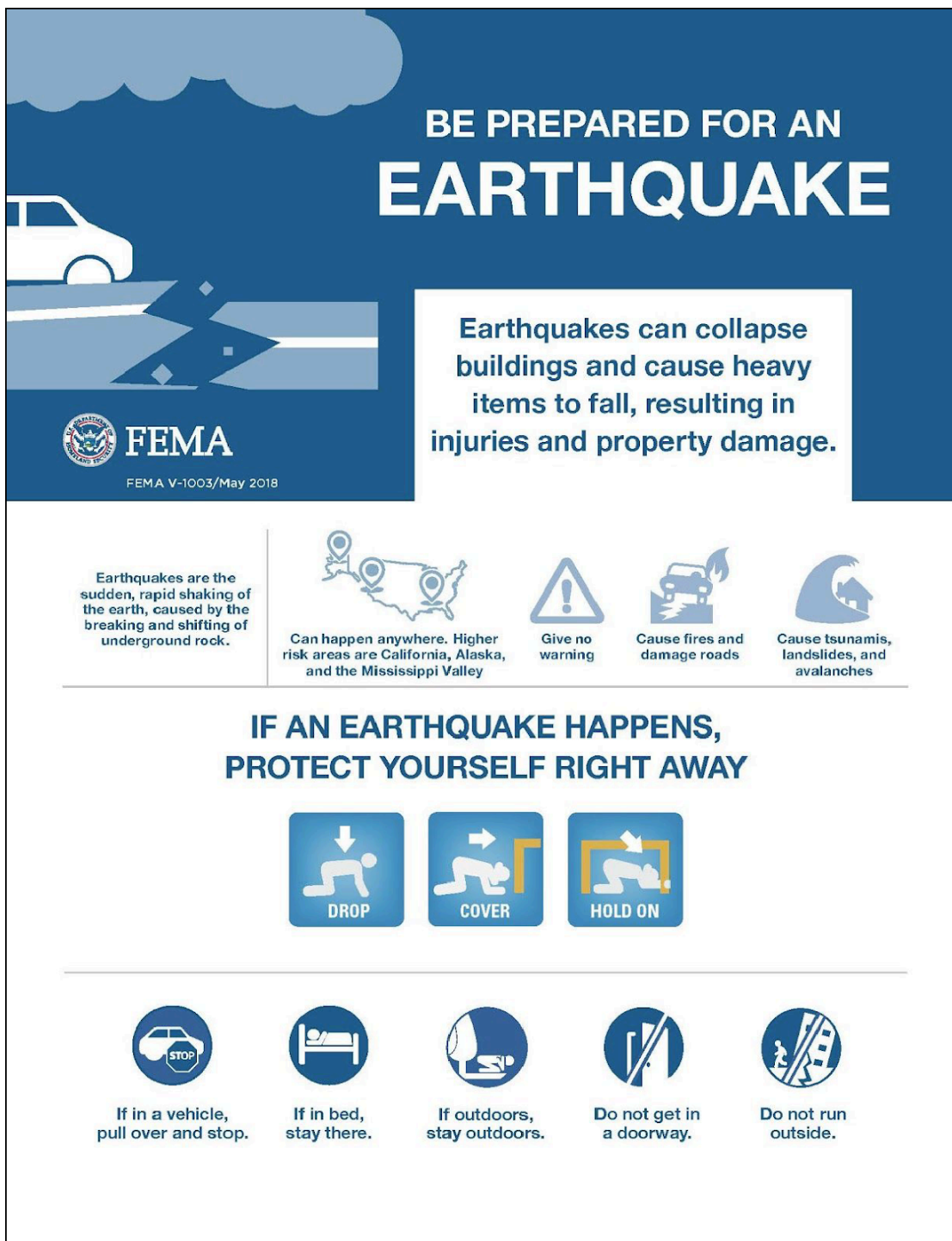
APPENDIX E: SCHOOL OFFICE EVACUATION MAP

Regus floor plan with emergency exits

SECURITY AND FIRE INSTRUCTIONS



APPENDIX F: EARTHQUAKE DROP PROCEDURES



HOW TO STAY SAFE WHEN AN EARTHQUAKE THREATENS



Secure items such as televisions and objects that hang on walls. Store heavy and breakable objects on low shelves.

Practice Drop, Cover, and Hold On with family and coworkers. Drop to your hands and knees. Cover your head and neck with your arms. Crawl only as far as needed to reach cover from falling materials. Hold on to any sturdy furniture until the shaking stops.

Create a family emergency communication plan that has an out-of-state contact. Plan where to meet if you get separated.

Make a supply kit that includes enough food and water for at least three days, a flashlight, a fire extinguisher, and a whistle. Consider each person's specific needs, including medication. Do not forget the needs of pets. Have extra batteries and charging devices for phones and other critical equipment.

Consider earthquake insurance policies. Standard homeowner's insurance does not cover earthquake damage.

Consider a retrofit of your building if it has structural issues that make it vulnerable to collapse during an earthquake.



Drop, Cover, and Hold On like you practiced. Drop to your hands and knees. Cover your head and neck with your arms. Hold on to any sturdy furniture until the shaking stops. Crawl only if you can reach better cover without going through an area with more debris.

If in bed, stay there and cover your head and neck with a pillow.

If inside, stay there until the shaking stops. DO NOT run outside.

If in a vehicle, stop in a clear area that is away from buildings, trees, overpasses, underpasses, or utility wires.

If you are in a high-rise building, expect fire alarms and sprinklers to go off. Do not use elevators.

If near slopes, cliffs, or mountains, be alert for falling rocks and landslides.



Expect aftershocks to follow the largest shock of an earthquake sequence.

Check yourself for injury.

If in a damaged building, go outside and quickly move away from the building.

Do not enter damaged buildings.

If you are trapped, send a text or bang on a pipe or wall. Cover your mouth for protection and instead of shouting, use a whistle.

If you are in an area that may experience tsunamis, go inland or to higher ground immediately after the shaking stops.

Save phone calls for emergencies.

Wear sturdy shoes and work gloves.



Take an Active Role in Your Safety

Go to **Ready.gov** and search for **earthquake**. Download the **FEMA app** to get more information about preparing for an **earthquake**.

APPENDIX G Bomb Threat

Department of Homeland Security <https://www.cisa.gov/what-to-do-bomb-threat>

Bomb Threat Guidance

<https://www.cisa.gov/sites/default/files/publications/dhs-doj-bomb-threat-guidance-brochure-2016-508.pdf>

Bomb Threat Checklist <https://www.cisa.gov/what-to-do-bomb-threat>

4893-0443-5773, v. 1

Coversheet

Consent - Policy Development

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

MYA - 5015 Title IX Harassment Intimidation Discrimination and Bullying Policy - Redlined - 2025.02.05.pdf

MYA - 5015 Title IX Harassment Intimidation Discrimination and Bullying Policy - For Board Approval - 2025.01.31.pdf

Conflict of Interest Code - Redlined - 2024.01.28.pdf

Conflict of Interest Code - For Board Approval - 2024.01.28.pdf

BACKGROUND:

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

In light of recent federal policy changes, including the January 9, 2025, federal court ruling that vacated the 2024 Title IX rule expanding protections to include gender identity and sexual orientation, as well as subsequent executive actions, Motivated Youth Academy has revised its **Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy** to align with current federal guidelines. The updated policy reflects the recent legal interpretations that define sex discrimination strictly based on biological sex, thereby removing references to gender identity and other previously recognized protected classes. This revision ensures our compliance with the latest federal mandates and maintains our commitment to providing a safe and respectful environment for all students and staff.

Conflict of Interest (COI) Code

The proposed revisions to the **Conflict of Interest Code** ensure continued transparency, accountability, and compliance with state regulations governing ethical decision-making at Motivated Youth Academy. Key updates include clarifications on designated employees required to file Statements of Economic Interest, refinements to disclosure categories, and procedural adjustments for managing conflicts of interest. Notably, the revised policy further defines the reporting obligations for consultants and new positions, granting the Chief Executive Officer the authority to determine the extent of disclosure required based on job duties. Additionally, the updated language aligns the policy with current best practices and legal requirements to safeguard the integrity of decision-making processes within the organization.

RECOMMENDATION:

It is recommended the Board approved the policy and governance document as presented by Motivated Youth Academy (#1628).

Fiscal Impact: None

STUDENT SERVICES**5015-MYA****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, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Motivated Youth Academy ("MYA" or the "Charter 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 a school-sponsored event and activity, regardless of location, through school-owned technology and through other electronic means. 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 mental or physical disability, sex ~~(including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression,~~ immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and 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. Hereafter, such actions are referred to as "misconduct prohibited by this policy."

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

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. The Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this policy.

Motivated Youth Academy*Policy Adopted: October 10, 2019**Revised: August 13, 2020**Revised: ~~December 12, 2024~~ Rescinded**Revised: month, day, year**Page 1 of xx15*

STUDENT SERVICES**5015-MYA****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**~~Gigi Lenz~~~~Corrie Amador, Director of Human Resources~~

Title IX/Uniform Complaint Procedure Coordinator

(619) 343-2048

~~glenz@myacademy.org~~

150 La Terraza Blvd Ste 150

Escondido, CA 92025~~(760) 494-9646, 207~~~~camador@cccs.education~~~~100 E. San Marcos Blvd., Suite 350~~~~San Marcos, CA 92069~~**Definitions****Prohibited Unlawful Harassment**

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

Prohibited Unlawful Harassment under Title IX

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

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action up to an including termination. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

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Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when:

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

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

Sexual harassment may include, but is not limited to:

1. Physical assaults of a sexual nature, such as:
 - a. Rape, sexual battery, molestation or attempts to commit these assaults.
 - b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
2. Unwanted sexual advances, propositions or other sexual comments, such as:
 - a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - b. Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - c. Subjecting or threats of subjecting a student 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,

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sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment.

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

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

Prohibited Bullying

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

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

1. Placing a reasonable 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.

Motivated Youth Academy

Policy Adopted: October 10, 2019

Revised: August 13, 2020

Revised: ~~December 12, 2024~~ Rescinded

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

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

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School’s education

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program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures

Charter School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including **educational rights holders**, parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the public had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

Charter School informs its employees, students, and **educational rights holders, parents/guardians** of its policies regarding the use of technology in and out of the classroom. The Charter School encourages **educational rights holders, parents/guardians** to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, **gender**

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~~identification~~, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Charter School informs Charter School employees, students, and ~~educational rights holders, parents/guardians~~ of this policy and encourages ~~educational rights holders, parents/guardians~~ to discuss this policy with their children to ensure their children understand and comply with this policy.

3. Professional Development

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- a. Physical cuts or injuries
- b. Lost or broken personal items
- c. Fear of going to school/practice/games
- d. Loss of interest in school, activities, or friends
- e. Trouble sleeping or eating
- f. Anxious/sick/nervous behavior or distracted appearance
- g. Self-destructiveness or displays of odd behavior
- h. Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

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- a. Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- b. Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for students.

Grievance Procedures**Scope of Grievance Procedures**

Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Charter School will utilize the following grievance procedures in addition to its UCP when applicable.

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene when it is

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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 ~~Ms. Corrie Amador, Director of Human Resources~~
 Title IX/Uniform Complaint Procedure Coordinator
 (619) 343-2048
glenz@myacademy.org
 150 La Terraza Blvd Ste 150
 Escondido, CA 92025 ~~(760) 494-9646, 207~~
~~camador@cces.education~~
~~100 E. San Marcos Blvd., Suite 350~~
~~San Marcos, CA 92069~~

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the 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.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

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The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this policy may file a grievance using the procedures set forth in this policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.

Investigation and Response**Motivated Youth Academy***Policy Adopted: October 10, 2019**Revised: August 13, 2020**Revised: ~~December 12, 2024~~ Rescinded**Revised: month, day, year**Page 10 of xx15*

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Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, ~~educational rights holder, parent/guardian,~~ volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator or administrative designee will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

1. Notice of the Allegations

- a. Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
- b. A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
- c. A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- d. A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- e. A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

2. Emergency Removal

- a. Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.
- b. Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and

STUDENT SERVICES**5015-MYA****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

- c. This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

3. Informal Resolution

- a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:

- i. Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
 - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
- ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.

- a. Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

4. Investigation Process

- a. The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- b. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
- c. The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations

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- raised, and to have an advisor present during any investigative meeting or interview.
- d. The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - e. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - f. Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - g. The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
5. Dismissal of a Formal Complaint of Sexual Harassment
- a. If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.
 - b. Charter School may dismiss a formal complaint of sexual harassment if:
 - i. The complainant provides a written withdrawal of the complaint to the Coordinator;
 - ii. The respondent is no longer employed or enrolled at Charter School; or
 - iii. The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
 - c. If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
6. Determination of Responsibility
- a. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - b. Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - i. The allegations in the formal complaint of sexual harassment;

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- ii. All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- iii. The findings of facts supporting the determination;
- iv. The conclusions about the application of Charter School's code of conduct to the facts;
- v. The decision and rationale for each allegation;
- vi. Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- vii. The procedures and permissible ~~basis~~^{bases} for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Charter School in response to a formal complaint of sexual harassment.

Right of Appeal

Should the reporting individual find Charter School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chief Executive Officer, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- a. The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.
- b. Charter School will notify the other party in writing when an appeal is filed.
- c. The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

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STUDENT SERVICES**5015-MYA****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**Recordkeeping

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

Charter School will maintain the following records for at least seven (7) years:

- a. Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- b. Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- c. Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- d. All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- e. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

A copy of the Title IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM is available on the following page and can also be [downloaded here](#).

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Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

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

List any witnesses that were present: _____

Where did the incident(s) occur? _____

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

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

Signature of Complainant_____
Date_____
Print Name**To be completed by the Charter School:**

Received by: _____

Date _____

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Follow up meeting with complainant held on: _____

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Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Motivated Youth Academy ("MYA" or the "Charter 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 a school-sponsored event and activity, regardless of location, through school-owned technology and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex, gender, 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. Hereafter, such actions are referred to as "misconduct prohibited by this policy."

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

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this policy by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships regardless of position or gender. The Charter School will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. The Charter School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this policy.

STUDENT SERVICES**5015-MYA****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):**

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

Definitions**Prohibited Unlawful Harassment**

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

Prohibited Unlawful Harassment under Title IX

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

The Charter School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action up to and including termination. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when:

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

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

Sexual harassment may include, but is not limited to:

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

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

Prohibited Bullying

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

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

1. Placing a reasonable 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:

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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 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Charter School’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Charter School investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

Charter School has adopted the following procedures for preventing acts of bullying, including cyberbullying.

STUDENT SERVICES**5015-MYA****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****1. Cyberbullying Prevention Procedures**

Charter School advises students:

- a. To never share passwords, personal data, or private photos online.
- b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- c. That personal information revealed on social media can be shared with anyone including educational rights holders, parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the public had access to it.
- d. To consider how it would feel receiving such comments before making comments about others online.

Charter School informs its employees, students, and educational rights holders, of its policies regarding the use of technology in and out of the classroom. The Charter School encourages educational rights holders, to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education

Charter School employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Charter School advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Charter School and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Charter School's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

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Charter School informs Charter School employees, students, and educational rights holders, of this policy and encourages educational rights holders, to discuss this policy with their children to ensure their children understand and comply with this policy.

3. Professional Development

Charter School annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Charter School employees who have regular interaction with students.

Charter School informs certificated employees about the common signs that a student is a target of bullying including:

- a. Physical cuts or injuries
- b. Lost or broken personal items
- c. Fear of going to school/practice/games
- d. Loss of interest in school, activities, or friends
- e. Trouble sleeping or eating
- f. Anxious/sick/nervous behavior or distracted appearance
- g. Self-destructiveness or displays of odd behavior
- h. Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Charter School, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- a. Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- b. Students with physical or learning disabilities.

Charter School encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for students.

Grievance Procedures**Scope of Grievance Procedures**

Charter School will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination,

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intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- a. Are written and signed;
- b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- c. Submitted to the Charter School UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Charter School will utilize the following grievance procedures in addition to its UCP when applicable.

Reporting

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

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

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

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Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Charter School will investigate and respond to all oral and written reports of misconduct prohibited by this policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the 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.

The Charter School acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this policy may file a grievance using the procedures set forth in this policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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

Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The

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Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Charter School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Charter School's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Charter School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Charter School to provide the supportive measures.

Investigation and Response

Upon receipt of a report of misconduct prohibited by this policy from a student, staff member, educational rights holder, volunteer, visitor or affiliate of the Charter School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator or administrative designee will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However the Coordinator or administrative designee will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

STUDENT SERVICES**5015-MYA****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****1. Notice of the Allegations**

- a. Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
- b. A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
- c. A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
- d. A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
- e. A statement that Charter School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

2. Emergency Removal

- a. Charter School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Charter School's policies.
- b. Charter School may remove a respondent from Charter School's education program or activity on an emergency basis, in accordance with Charter School's policies, provided that Charter School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- c. This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

3. Informal Resolution

- a. If a formal complaint of sexual harassment is filed, Charter School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Charter School offers such a process, it will do the following:
 - i. Provide the parties with advance written notice of:
 - The allegations;
 - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
 - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

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- Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
 - ii. Obtain the parties' advance voluntary, written consent to the informal resolution process.
 - a. Charter School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
4. Investigation Process
- a. The decision-maker will not be the same person(s) as the Coordinator or the investigator. Charter School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
 - b. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
 - c. The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
 - d. The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
 - e. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
 - f. Prior to completion of the investigative report, Charter School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
 - g. The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.
5. Dismissal of a Formal Complaint of Sexual Harassment
- a. If the investigation reveals that the alleged harassment did not occur in Charter School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must

STUDENT SERVICES**5015-MYA****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY**

be dismissed. However, such a dismissal does not preclude action under another applicable Charter School policy.

- b. Charter School may dismiss a formal complaint of sexual harassment if:
 - i. The complainant provides a written withdrawal of the complaint to the Coordinator;
 - ii. The respondent is no longer employed or enrolled at Charter School; or
 - iii. The specific circumstances prevent Charter School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- c. If a formal complaint of sexual harassment or any of the claims therein are dismissed, Charter School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.
- 6. Determination of Responsibility
 - a. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
 - b. Charter School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - i. The allegations in the formal complaint of sexual harassment;
 - ii. All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - iii. The findings of facts supporting the determination;
 - iv. The conclusions about the application of Charter School's code of conduct to the facts;
 - v. The decision and rationale for each allegation;
 - vi. Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - vii. The procedures and permissible basis for appeals.

Consequences

Students or employees who engage in misconduct prohibited by this policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Charter School or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Charter School in response to a formal complaint of sexual harassment.

STUDENT SERVICES**5015-MYA****TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY****Right of Appeal**

Should the reporting individual find Charter School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Charter School's decision or resolution, submit a written appeal to the Chief Executive Officer, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- a. The complainant and the respondent shall have the same appeal rights and Charter School will implement appeal procedures equally for both parties.
- b. Charter School will notify the other party in writing when an appeal is filed.
- c. The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Recordkeeping

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

Charter School will maintain the following records for at least seven (7) years:

- a. Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- b. Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- c. Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- d. All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- e. Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

A copy of the Title IX, Harassment, Intimidation, Discrimination & Bullying COMPLAINT FORM is available on the following page and can also be [downloaded here](#).

STUDENT SERVICES**5015-MYA****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**To be completed by the Charter School:**

Received by: _____

Date _____

Follow up meeting with complainant held on: _____

Motivated Youth Academy*Policy Adopted: October 10, 2019**Revised: August 13, 2020**Revised: month, day, year**Page 15 of xx*

MOTIVATED YOUTH ACADEMY

CONFLICT OF INTEREST CODE

(Amended: month, day, year ~~January 23, 2023~~)

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Motivated Youth Academy hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members and all other designated employees of Motivated Youth Academy (“MYA” or the “Charter School”), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of the Charter School, including governing board members, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing official shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

EXHIBIT A**Designated Positions**

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Members of the Governing Board	1, 2
Chief Executive Officer	1, 2
Chief Financial Officer	1, 2
Secretary	1, 2
Executive Director	3
Director (Interim)	3
Assistant Director	3
Operations and Program Manager	3
Consultants/New Positions	*

*Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chief Executive Officer may determine in writing that a particular consultant or new position, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s or new position’s duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code § 81008).

EXHIBIT B

Disclosure Categories

Category 1

Designated positions assigned to this category must report:

- a) Interests in real property that are located in whole or in part within a two-mile radius:
 - of any school district that has authorized a MYA charter school, or
 - of any facility utilized by MYA charter schools, or
 - of a proposed site for a MYA facility.
- b) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

Category 2

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by MYA.

Category 3

Designated positions assigned to this category must report:

- a. Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the designated position's department.

MOTIVATED YOUTH ACADEMY

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(Amended: month, day, year)

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Coversheet

Approval of the 2025-2026 Board Meeting Calendar and Schedule

Section: IX. Board Governance
Item: A. Approval of the 2025-2026 Board Meeting Calendar and Schedule
Purpose: Vote
Submitted by:
Related Material:
2025-2026 Motivated Youth Academy Board Meeting Calendar and Schedule.pdf

BACKGROUND:

The **2025-2026 Board Meeting Calendar and Schedule** is essential to ensuring the effective governance and oversight of Motivated Youth Academy. This schedule provides a structured timeline for regular Board meetings, study sessions, and key agenda items that align with state reporting deadlines, strategic planning, and policy updates. Notable items include annual budget reviews, student achievement presentations, policy revisions, and accountability measures such as the LCAP and fiscal updates. The schedule also incorporates opportunities for community engagement through public hearings and highlights critical decision points, including the evaluation of leadership and program effectiveness. This calendar ensures a well-organized approach to decision-making and continuous school improvement.

RECOMMENDATION:

It is recommended the Board approve the 2025-2026 Regular Meeting of the Board of Directors Calendar for Motivated Youth Academy (#1628).

Fiscal Impact: None



2025-2026 Board Meeting Calendar and Schedule

Meeting Date	Topic
July 10, 2025 Agenda June School Highlights Presentation	Annual Board Self-Evaluation & Priorities 2025-2026 Strategic Plan Motivated Youth Academy 3-Year Strategic Plan 2025-2028
August 14, 2025 <i>No Scheduled Meeting</i>	<i>*A Regular Board Meeting will be held if needed.</i>
September 11, 2025 Agenda Regular Board Meeting July/August School Highlights Presentation	Teacher Assignment Monitoring Outcome Report SELPA Master Contracts English Language Development Handbook Employee Handbook Revisions Unaudited Actuals (2024-2025) // <i>Due September 15</i> Budget/Fiscal Update Consolidated Application and Reporting System - (CARS) <i>No presentation</i>
October 9, 2025 Agenda Regular Board Meeting September School Highlights Presentation	Student Highlight - EAST Cluster Budget/Fiscal Update Continuous School Improvement Plan for 2025-2026 2024-2025 Student Achievement Data Presentation (CAASPP & Fall EXACT Path) Title 1 School-Parent Compact Crisis Communication Plan
November 13, 2025 Study Session <i>No Monthly Updates</i> <i>No School Highlights</i>	Board of Directors Manual Review Ethics Training Update
December 11, 2025 Regular Board Meeting October/November School Highlights Presentation	First Interim Budget // Due December 15 Audit Report (Draft) School Plan for Student Achievement (SPSA) Presentation Appoint Audit Committee Annual Organizational Meeting Employee Handbook Revisions Policies - 5000
January 8, 2026 Regular Board Meeting <i>No Monthly Updates</i> <i>No School Highlights</i>	Student Highlight - SOUTH Cluster Special Education Presentation 2024-2025 California Dashboard Presentation/TAMO Report School Accountability Report Card (SARC)



2025-2026 Board Meeting Calendar and Schedule

February 12, 2026 Regular Board Meeting December/January School Highlights Presentation	Student Highlight - WEST Cluster LCAP Mid-Year Report Budget/Fiscal Update State Budget Overview and Update 2026-2027 Board Meeting Calendar and Schedule 2026-2027 Academic Calendar
March 12, 2026 Regular Board Meeting February School Highlights Presentation	Student Highlight - NORTH Cluster 2026-2027 Strategic Budget/Staffing Plan Second Interim Budget // Due March 15 Policies - 3000 and 4000 Series 2026-2027 Master Agreement for Independent Study and Acknowledgement of Responsibilities Audit Firm Selection Reappointment of Board Member Term (Steve Friare) Exp 4/6/2026
April 9, 2026 Study Session	Board of Directors Manual Review Annual Review of Executive Director/CEO Evaluation, Contract, & Job Description Review
May 14, 2026 Regular Board Meeting March/April School Highlights Presentation	Budget/Fiscal Update Senior Capstone Project 2026-2027 Employee Benefit Plans
June 11, 2026 Regular Board Meeting	LCAP Hearing & Local Indicators Presentation (Public Hearing) Estimated Actuals and July Budget Presentation (Public Hearing) Year-End Recap, Highlights, and Goals Presentation Policies - 1000, 6000 Series, and Title 1 School-Parent Compact 2026-2027 EL Master Plan Parent/Student Handbook Property and Casualty Insurance Employee Handbook
June 18, 2026 Regular Board Meeting	LCAP & Local Indicators (Vote) Estimated Actuals, Budget Overview for Parents, and July Budget (Vote) Educator Protection Act (EPA) (Vote) Executive Director/CEO Contract (Vote) 2026-2027 Executive Director/CEO Evaluators (Evaluators Need to be approved in June) Annual Executive Director/CEO Evaluation Timeline and Plan

Board Approved: PENDING