

MY Academy

Regular Meeting of the Board of Directors

Published on June 8, 2025 at 1:37 PM PDT

Date and Time Thursday June 12, 2025 at 10:30 AM PDT

Location

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

Join by telephone or via the 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

William Hall

		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 P Steve Fraire, Clerk Peter Matz, Member Larry Alvarado, Member	esident		
П.	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 will Garcia Zamora on behalf of Academy 	-	Alan Garcia Zamora	2 m
IV.	Approve/Adopt Agenda			10:35 AM
	A. Approve Agenda	Vote	Board President	1 m
	It is recommended the Boa Regular Board meeting of	d of Directors adopt as presented une 12, 2025.	d the agenda for the	
	Roll Call Vote:			

			Purpose	Presenter	Time
		Michael Humphrey Steve Fraire Peter Matz Larry Alvarado	Neve	Aboont	
V.	Арі	Moved by Seconded by Ayes			10:36 AM
	Α.	Approve the Minutes of the Special Board Meeting	Approve Minutes		1 m
		It is recommended that the Board approve the Mir Board of Directors that was held on May 29, 2025	•	pecial Meeting of the	
		Roll Call Vote: William Hall Michael Humphrey Steve Fraire Peter Matz Larry Alvarado Moved by Seconded by Ayes Approve minutes for Special Meeting of the Board			
VI.	Put	olic Comments/Recognition/Reports			
	righ to a thre min repo que	ase submit a Request to Speak to the Board of Direct thand side of the Zoom platform. Please state the address prior to the agenda item being called by the ee (3) minutes are to be allotted to any one (1) spea utes on the same subject. This portion of the agend orts to the Board and is not intended to be a question estions for the Board, please provide the Board Prest administrator will provide answers at a later date.	agenda item r Board Preside aker, and no m da is for comm on and answer	number that you wish ent. Not more than ore than twenty (20) ents, recognitions and period. If you have	

VII.

Correspondence/Proposals/Reports

Α.	School Highlights, presented by Alan Garcia	FYI	Alan Garcia Zamora	4 m
	Zamora, School Counselor			

10:37 AM

			Purpose	Presenter	Time
	В.	2024-2025 Celebrations, Presented by Gigi Lenz, Operations and Program Manager	Discuss	Gigi Lenz	4 m
VIII.	Cor	nsent			10:45 AM
	sing be r	ns listed under Consent are considered routine and le motion. There will be no separate discussion of emoved from the Consent upon the request of any acted upon separately.	vever, any item may		
	Α.	Consent - Business/Financial Services	Vote	Board President	1 m
		 Approval of Check Register - May 2025 Approval of Document Tracking Services (DTS)) Services Agree	ment (Renewal)	
	В.	Consent - Education/Student Services	Vote	Board President	1 m
		 Approval of revision of the Portrait Of A Gradua Approval of IXL Rosetta Stone Service Agreement 		Youth Academy	
	C.	Consent - Personnel Services	Vote	Board President	1 m
		 Approval of Classified Personnel Report Approval of Certificated Personnel Report Approval of Job Description 			
	D.	Policy Development	Vote	Board President	1 m
		1. Approval of existing board policies revised, review 2024-2025 school year	ewed, and elimir	nated by staff for the	
	Board Policies Revised: The following are current policies that have been revised to provide clarity or alignment with changes in law or procedures.				

1000 Series - Community Relations

1025 MYA - UCP Policy & Complaint Form 1112 MYA - Media Communications Policy

6000 Series - Personnel Services

6015 MYA - Comprehensive Sexual Health Education Policy6025 MYA - Section 504 - Policy, Procedures, and Parent Rights Policy6055 MYA - Adequate Progress Policy

Purpose

Presenter

Time

6060 MYA - Special Education Assessment Request Policy
6065 MYA - SPED Pin Process for Missed Services Policy
6070 MYA - Special Education Independent Educational Evaluation Policy
6105/6110 MYA - Virtual Learning Period Meeting Policy

Board Policies Reviewed:

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

1000 Series - Community Relations

1010 MYA - Civility Policy1020 MYA - School Sponsored Field Trips & Cultural Excursions Policy1035 MYA - Access to Public Records Policy

6000 Series - Personnel Services

6005 MYA - Title I Educational Rights Holders and Family Engagement Policy
6010 MYA - Independent Study Policy
6020 MYA - Education for Homeless Children and Youth Policy
6030 MYA - Education for Foster and Mobile Youth Policy
6035 MYA - Mathematics Placement Policy
6075 MYA - Special Education Certificate of Completion Policy
6095 MYA - Repeated Courses Policy
6115 MYA - Attendance Policy
6130 MYA - 130 Credit Graduation Path Policy

Board Policies Rescinded:

Recommending the following current policies be rescinded in alignment with changes in law or procedures.

1000 Series - Community Relations

1030 MYA COVID-19 Safe Reopening and Operation of Schools Policy

6000 Series - Personnel Services

MYA 6205 - Interim Policy for Mitigation of Student Hardship Caused by COVID-19 (AB 104)

					Purpose	Presenter	Time
			listed under A thro oted by a single mo	-	onsidered r	outine and will be	
		Roll Call Vote: William Hall Michael Humph Steve Fraire Peter Matz Larry Alvarado Moved by	rey Seconded by	Ayes	Nays	Absent	
IX.	Bu	siness/Financial	Services				10:49 AM
	Α.	Approval of the Premier Offices	Lease Agreement fo	or Regus	Vote	Bill Dobson	2 m
		for Motivated Yo	buth Academy (#162		ngreement fo	r Regus Premier Offices	3
		Fiscal Impact:\$	919,352.00				
		Roll Call Vote:					
		William Hall	FO 1				
		Michael Humph Steve Fraire	rey				
		Peter Matz					
		Larry Alvarado					
		-	Seconded by	Ayes	Nays	Absent	
	В.		tlement Agreement (harter Services Orga	•	Vote	Bill Dobson	2 m
			led the Board appro harter Services Orga		•	ent (Lares v. The ited Youth Academy	
		Roll Call Vote:					
		William Hall					
		Michael Humph	rey				
		Steve Fraire					

				Purpose	Presenter	Time
	Peter Matz					
	Larry Alvarado					
		_Seconded by	Ayes	Nays	Absent	
C.	Approval of 2025 and Reporting Sy	–2026 Consolidated /stem (CARS)	d Application	Vote	Bill Dobson	2 m
	to the Consolidat	ed the Board approved the Board approved and Application and Academy (#1628).			ections for submission) as presented for	
Edu	ucation/Student S	ervices				10:55 AM
Α.	Approval of Head	Irush Service Agree	ement	Vote	Bill Dobson	2 m
	It is recommende	d the Board approv	e the service	agreement	with Headrush for	
	Motivated Youth	Academy (#1628).				
	Fiscal Impact: \$	19,900.00				
	Roll Call Vote:					
	William Hall					
	Michael Humphre	еу				
	Steve Fraire Peter Matz					
	Larry Alvarado					
	,	_ Seconded by	Ayes	Nays	Absent	
В.	Approval of Agree Human Connectio	ement between Coo on (Renewal)	ok Center for	Vote	Bill Dobson	2 m
	It is recommende	d the Board approv	e the renewa	l agreement	between Cook Center	
	for Human Conne	ection and Motivate	d Youth Acad	lemy (#1628).	
	Fiscal Impact: \$	5 500 00				
	i iscui impuot. v	0,000.00				
	Roll Call Vote:					
	William Hall					
	Michael Humphre	еу				
	Steve Fraire					
	Peter Matz					

Х.

				Purpose	Presenter	Time
	Larry Alvarado Moved by	_Seconded by	_Ayes	Nays	_Absent	
C.	Approval of KRA (MOU)	Memorandum of Unde	erstanding	Vote	Bill Dobson	2 m
		d the Board approve t ated Youth Academy		emorandum of	Understanding	
	Fiscal Impact: \$8	84,932.00				
	Roll Call Vote: William Hall Michael Humphre Steve Fraire Peter Matz Larry Alvarado Moved by	ey _ Seconded by	Ayes	Nays	Absent	
D.		se Agreement with			Bill Dobson	2 m
	It is recommende	d the Board approve t Motivated Youth Aca		•	ment with	
	Fiscal Impact: \$6	6,237.00				
	Roll Call Vote: William Hall Michael Humphre Steve Fraire Peter Matz Larry Alvarado	зу				
	-	_Seconded by	_Ayes	Nays	_Absent	
E.	Approval of GoGu 2025-2026 (Rene	uardian Service Agree wal)	ement for	Vote	Bill Dobson	2 m
		d the Board approve t lotivated Youth Acade		•	ment with	

Fiscal Impact: \$7,956.00

				Purpose	Presenter	Time
	Roll Call Vote: William Hall Michael Humph Steve Fraire Peter Matz Larry Alvarado Moved by	rey Seconded by	Ayes	Nays	Absent	
F.	Approval of Ser Change to Mind	vice Agreement with	Bring	Vote	Bill Dobson	2 m
		led the Board approv tivated Youth Acade		e agreement b	etween Bring Change	
	Fiscal Impact:	None.				
	Roll Call Vote: William Hall Michael Humph Steve Fraire Peter Matz Larry Alvarado	rey Seconded by	Διγες	Navs	Δhsent	
_			Ayes	Nays		
Pei	rsonnel Services	i				11:07 AM
Α.	Approval of Dec	laration of Need (DC	DN)	Vote	Bill Dobson	2 m
		led that the Board ap otivated Youth Acad			leed (DON) as	
	Fiscal Impact: N	lone.				
	Roll Call Vote: William Hall Michael Humph Steve Fraire Peter Matz	rey				

XI.

			Purpose	Presenter	Time
XII.	Put	blic Hearings			11:09 AM
	A.	Local Control & Accountability Plan (LCAP) 2025-2026	Discuss	Melissa Lato	4 m
		It is recommended the Board enter into a public he 2026. During the hearing there will be a presentation			
		a. 2025-2026 LCAP Plan Summary			
		Hearing Open:			
		Hearing Closed:			
	В.	Proposed Budget for 2025-2026	Discuss	Roger Castillo	7 m
		It is recommended the Board enter into a public he Budget for the 2025-2026 school year. During the on the Proposed Budget for the 2025-2026 schoo a. 2025-2026 Preliminary Budget	hearing there w	·	
		b. 2025-2026 Budget Overview for Parents			
		e. Education Protection Account (EPA) - Expendit	ure Summary		
		Hearing Open:			
		Hearing Closed:			
XIII.	Cal	endar			
	The 202	e next scheduled regular meeting of the Board of Di 5.	rectors will be he	eld on June 18,	
XIV.	Cor	nments			11:20 AM
	Α.	Board Comments	Discuss	Board President	5 m
	В.	Interim Director and CEO Comments	Discuss	Bill Dobson	2 m
XV.	Clo	sing Items			11:27 AM

		Purpose	Presenter	Time
Α.	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	sNays	Absent	

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

Coversheet

Land Acknowledgment will be read by Alan Garcia Zamora on behalf of Motivated Youth Academy

 Section:
 III. Land Acknowledgment

 Item:
 A. Land Acknowledgment will be read by Alan Garcia Zamora on behalf of

 Motivated Youth Academy
 Purpose:

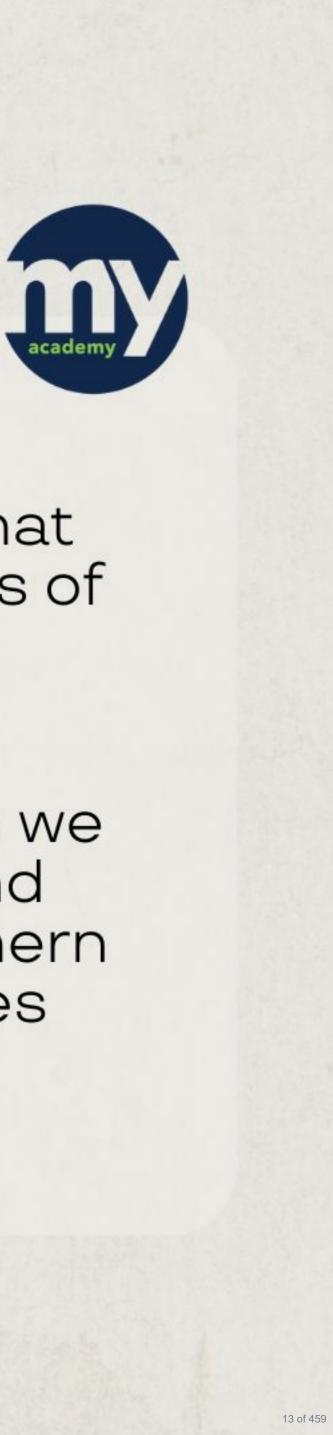
 Submitted by:
 Related Material:

 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 the Minutes of the Special Board Meeting

Section:	V. Approve Minutes
Item:	A. Approve the Minutes of the Special Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Special Meeting of the Board of Directors on May 29, 2025

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM



MY Academy

Minutes

Special Meeting of the Board of Directors

Date and Time Thursday May 29, 2025 at 8:15 AM

Location Join Zoom Meeting https://us06web.zoom.us/j/6224484724

Meeting ID: 622 448 4724

One tap mobile +13462487799,,6224484724# US (Houston) +16694449171,,6224484724# US

Teleconference Locations: 1545 Apache Drive Chula Vista, CA 91910

1185 Calle Dulce Chula Vista, CA 91910

1160 Cuyamaca Avenue Chula Vista, CA 91911

25 Kingston Court E. Coronado, CA 92118

39251 Camino Las Hoyas Indio, CA 92203

MISSION STATEMENT

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Directors Present

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

Directors Absent

M. Humphrey

Guests Present

B. Dobson (remote), G. Lenz (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 May 29, 2025 at 8:15 AM.

B. Record Attendance

II. Approve/Adopt Agenda

A. (Action) Approval of Agenda for May 29, 2025 Special Meeting of the Board of Directors

L. Alvarado made a motion to Approve the Agenda as presented.

S. Fraire seconded the motion.

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

Roll Call

P. MatzAyeL. AlvaradoAyeW. HallAyeM. HumphreyAbsentS. FraireAye

B. Approve Minutes

P. Matz made a motion to approve the minutes from Regular Meeting of the Board of Directors on 05-08-25.

S. Fraire seconded the motion.

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

Roll Call

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

L. Alvarado Aye

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:20 AM.

Respectfully Submitted, G. Lenz

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

Coversheet

School Highlights, presented by Alan Garcia Zamora, School Counselor

Section: Item:	VII. Correspondence/Proposals/Reports A. School Highlights, presented by Alan Garcia Zamora, School
Counselor Purpose:	FYI
Submitted by: Related Material:	School Highlights - 2025.06.12.pdf

Y Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM

J MOTIVATED YOUTH *ACADEMY*



Enrollment

School Highlights | June 2025

2024-2025 Enrollment (as of 6/6/2025) Total Enrolled - 184

Track E

July 1, 2025 - March 30, 2026

- 14 Enrolled
 - 0 Imperial County
 - 0 Orange County
 - 6 Riverside County
 - 8 San Diego County

Track F

- August 25, 2025 June 2, 2026
 - 170 Enrolled
 - 6 Imperial County
 - 9 Orange County
 - 28 Riverside County
 - 127 San Diego County



Important Dates

• July 1st | Track E First Day of School

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 & Purpose, Governance, Leadership, Staff, and Resources

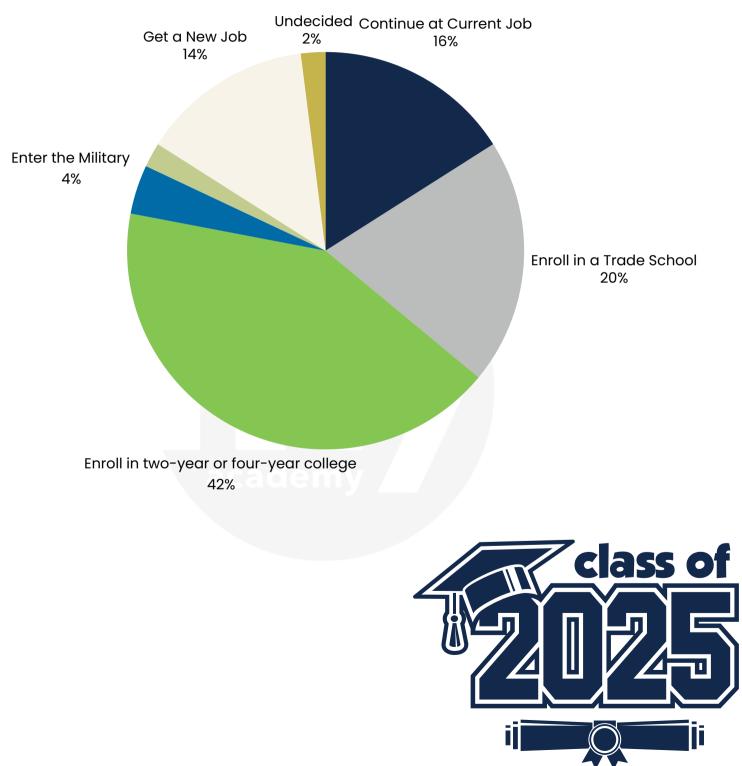
MY Academy Staff

Participated In:

- Hosted by APLUS+
 - Spring 2025 Statewide Zoom Meeting
- Hosted by Callfornia Charter School Association (CCSA)
 - First Fridays with Myrna (Virtual)
 - Statewide Non-Classroom Based (NCB) Meeting (Virtual)
 - US Supreme Court Case out of Oklahoma: Why it Matters in CA (Virtual)
- Hosted by California Department of Education (CDE)
 - Advisory Commission on Charter Schools (Virtual)
- Hosted by California State Assembly
 - Assembly Education Committee AB 84 Hearing (Virtual)
- Hosted by Charter Authorizer Support Initiative (CASI)
 - Charter Chat (Virtual)
- Hosted by Charter School Development Center (CSDC)
 - 2024 Leadership Intensive Mentor Meeting (Virtual)
 - 2025 Budget, Policy, and Legislative Update Webinar:
 - May Revise (Virtual)
 - Charter Leader Affinity Group (Virtual)
 - Personalized Learning School Leaders Collaboration Meeting (Virtual)
- Hosted by Elsmere Education
 - Enrollment Management Meeting (Virtual)
- Hosted by The Alliance of Parents for Personalized Learning Education (A.P.P.L.E.)
 - AB 84 Strategy Session Statewide Personalized Learning (Virtual)
- Hosted by Office of Youth and Community Restoration (OYCR)
 - Youth Justice Action Webinar Series (Virtual)
- Hosted by San Diego County Office of Education (SDCOE) and San Bernardino County
 - Charter Business Officer (CBO) Meeting (Virtual)
 - Charter Leader Affinity Group (Virtual)
 - Comprehensive Support and Improvement/Differentiated Assistance
 - CSI/DA Root Cause Analysis (Virtual)
 - Equity Summit (In Person)
 - Regional Gathering for Alternative Education Leaders (Virtual)
 - State & Federal Updates (Virtual)
- Hosted by Western Association of Schools and Colleges (WASC)
 - Reimagining WASC Pilot Introduction and Kickoff Meeting

Organization for Student Learning: Vision & Purpose, Governance, Leadership, Staff, and Resources

MY Academy Graduates' Post-Graduation Plans



Curriculum

MY Academy Staff Participated In:

Shared by Administrative Assistant, Ms. Jones:

At a recent event at the Water Conservation Garden in San Diego, MY Academy staff created a meaningful opportunity for student engagement and academic progress. TOR Ms. Hensley walked the garden grounds with a student and their family, using the outing as a platform for learning. The student responded thoughtfully to the sensory experiences, discussing the scents of herbs, the movements of butterflies, and their reaction to a uniquely shaped flower that evoked a strong emotional response.

These reflections became the inspiration for the student to begin the two remaining English writing assignments. One assignment explored why a particular flower was so unsettling, while the other centered on capturing observations and descriptive language inspired by the garden walk.

This South Cluster event demonstrates how staff collaboration and community-based learning experiences can remove barriers, spark curiosity, and support students in achieving academic goals beyond the virtual classroom.











Curriculum



MY Academy Staff Participated In:

- Hosted by Aurora Institute
 - EduLeaders Unplugged: Transforming Systems for the Future An Aurora Institute Fireside Chat Series (Virtual)
- Hosted by Colorado University Denver Dr. Scott McLeod
 Colorado Innovates 2025 (Virtual)
- Hosted by San Diego County Office of Education (SDCOE)
 Induction Colloquium



Shared by Teacher, Ms. Anderson:

Sixth-grade student Nadia Morales recently presented one of her semester projects for Mrs. Anderson. Her project, "The Life Cycle of a Rose," demonstrated her understanding of pollination, germination, and plant reproduction. Nadia also used the design platform Canva to create her presentation, showing both creativity and growing digital skills.

Great work, Nadia!



Shared by Instructional Assistant, Ms. Siegel: One student recently completed an assignment focused on time management and personal accountability. The task required the student to create a weekly schedule, breaking the days into time blocks for schoolwork, chores, sports, and free time. This simple but powerful tool has made a noticeable difference. Since implementing the schedule, the student has significantly improved the ability to complete tasks on time and stay organized. This is a strong example of how targeted strategies

can support student growth both academically and in life.

Ryan		DATE: 5/5/25
Monday		
School Work/Monework Family Time Buffer Zone Onores Physical Derrice Free Time/Hobbles Skep and Meels	1 pm-2 pm School Work 2 pm-3 pm Family Time 3 pm-4 pm Buffler Zone No Chores 5 pm-7 pm Physical Exercise 4 pm-10.30 Pree Time 11 pm-11 am Sleep	Complete assignments on time
Tuesday	Summer of the second	
School Work/Monework Family Time Buffer Zinne Chores Physical Exercise Free Time/Hobbies Sisep and Meels	1 pm-2 pm School Work 2 pm 3 pm Family Time 3 pm 4 pm Buffer Zone No Chores 8 pm -9 pm Physical Exercise 10 pm -11 pm Free Time 11 pm -11 am Sleep	Weekly Themes
Wednesday		
School Work/Homework Family Time Buffer Zone Chores Physical Exercise Free Time/Hobbles Slicep.ard Mesis	12 pm-1 pm School Work 1:30 pm 2 pm Family Time 2 pm-3 pm Bythe Zane Bio Chorm 5 pm-8 pm Physical Exercise 9 pm-11 Free Time 11 pm-11 am Skeep	Workout Bonus Week Self-Care Week Catch up on Assignments Week Reduced Technology Week
Thursday		
School Work/Homework Family Time Buffer Zone Chores Physical Exercise From Timay/Vicibilies Sizeg and Meals	1 pm-2 pm School Work 2 pm-3 pm Pamily Time 3 pm-6 pm Buffer Zone No Chores 7 pm-9 pm Physical Exercise 10 pm-11 Free Time 11 pm-11 am Steep	 New
Rider		My weekly theme will focus on
School Work,/Homework Family Time Buffer Zone Chores Physical Exercise Free Time/Hobbies Sieop and Meals	1 pm -2 pm School Work 3 pm -4 pm Family Time 4 pm -5 pm Buffer Zone 5:30-5:40 Choren No Physical Exercise 8 pm -11 Pres Time 11 pm -11 am Sieep	what my goals are for that week. By doing this it will help me accomplist what I want during that week.

. Shared by Teacher, Ms. Laff: A MY Academy middle school student recently designed a board game to demonstrate understanding of trading on the Silk Road—a fun and creative way to bring history to life! The game was played together in class and was both educational and enjoyable. It is now being kept in the meeting room at the Campo Education Center for future students to use and enjoy. Shared by Teacher, Ms. Laff: The East County Cluster created a special slideshow for MYA students who meet at the Campo Education Center, shown on the last day of school. The presentation was a big hit-filled with 2024-2025 CAMPO laughter, smiles, and great memories. Students across the program **EDUCATION MYA** continue to impress with talents in many different areas. It was a joyful way to wrap up the year and celebrate a truly amazing SCHOOL YEAR group of learners. *Please click the image to right to view the presentation nelish Cant Get Away ecorded Song: Get Away by Bryan w on page 2) Shared by Teacher, Ms. Brock: Explanation of "Better Days" This song is a reflection on my journey—what I've been through, what I've learned, and the kind of man I'm becoming. It explores the question: *What If life had been different?* I think about how things might have changed if my dad had been around earlier or if my mon had more support. At the same time, I use the phrase "better days" as a double meaning—looking back on the good memories of my childhood, especially the music I shared with my older brother, and Bryan, an aspiring rapper, wrote and recorded an original song also referencing Tupac's Better Days, a song that reminds me of who I was and where I came as his Capstone Project. His work showcased creativity, passion The song is built on real conversations I've had-with God, with my past self, and with for music, and a strong personal voice-demonstrating how my regrets. I've made decisions I wish I could take back, but I've come to realize that regret my regrets 1 ve made decrements i man contact ones ones ones on the context of the context of the state of th students can connect academic work with their individual talents. ee how far I've come Three major moments have shaped me: my dad finally showing up later in life There mays more have subject mere my data many showing up are in mice, reconnecting with emotions I flowgilt I'd buried; the bodd with my older brother, who introduced me to hip hop and gave me a sense of identity and joy; and the moments when I turned to God, which changed how I view struggle and strength. These moments, along with the influence of my twin brother, my mom, and my dad, have taught me that becoming the man I want to be takes honesty, reflection, and effort. *Please click the image to right to view the presentation and listen to the song What I'm proud of is that I've always stood back up, no matter how many times life knocked me down. I regret hiding my true self and letting oftners' opinions shape me. If I could o things differently, I would listen to my own voice somer and trust in my growth. I've learned that discipline matters, silence can be dangerous, and you can't take care of others unless you take care of yourself. Looking ahead, I want to carry forward the ambition and spark that kept me going, but leave behind the mindset that held me back. I want to live with purpose, make intentional choices, and be the kind of person who lifts others up—especially the cones suffering in silence like I once was. I kinow that trials don't mean failure they are part of what makes me who I am As I lace up for the future. I do so with the dissipline, awareness, and strength to create a better life, are inter from her for the mean I law end the hilters I bare nuise end end

life-not just for me, but for the people I love and the children I hope to raise one day

Shared by Teacher, Ms. Mallory:

During the month of May, students spent time during in-person meetings at the Campo Education Center exploring scientific theories and conducting experiments to gain a better understanding of the science around them. Students learned how to properly use microscopes, and using strawberries, extracted strawberry DNA and analyzed it under the microscope.

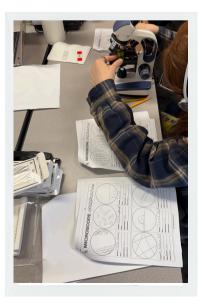
Students also explored pH balance by testing the acidity or alkalinity of everyday products such as vinegar, lemon juice, baking soda, water, and several commonly consumed drinks—including Monster, Coke, and iced tea. After analyzing the acidity levels of these drinks, students examined how those levels impact the digestive system and discussed potential causes of symptoms such as heartburn.

In addition, the digestive system was studied in detail, including how different types of aspirin break down in various parts of the digestive tract. These and other investigations sparked meaningful discussions, encouraging collaboration and a deeper understanding of science and its effects on daily life.















Shared by Teacher, Mrs. Hensley:



In alignment with student-centered instruction, Mrs. Hensley, facilitated a personalized, hands-on learning experience for a student who had been struggling with work completion. During an in-person meet-up at the Water Conservation Garden, Mrs. Hensley and the student explored educational exhibits and engaged with a naturalist to learn about the butterfly life cycle. The student had the opportunity to observe and touch real chrysalises, deepening his understanding through direct interaction. This real-world experience not only inspired him to write a narrative for English class credit, but also supported his science learning, allowing him to earn additional credit. Mrs. Hensley's use of diverse strategies and resources—including experiential learning and expert interaction—demonstrates a strong commitment to fostering creative and critical thinking, real-world application, and student success across disciplines.

HEter todays trip at the Water Conservation Garden, I learned more about the environment. learned that butterflys can fly 5,000 hours without aettim tired. I also learned that Butterflus pollinate flowers, which is a reliable food source for other animals. At todays trip at the Water Conservat Garden I helped rescue a furtle. The furtle had a cord around its body and I helped free it.

Shared by Teacher, Ms. Ganje:

Ms. Ganje met with a student, her parent, and MY Academy School Counselor, Mr. Zamora, to discuss FAFSA-related questions and explore post-secondary options. Together, they researched local community colleges and trade schools, along with available funding opportunities. The student shared her interest in pursuing a career in the dental field or as an X-ray technician. It was a productive and supportive meeting aimed at helping her make informed decisions about her future.

Powered by

/ Shared by Teacher, Ms. Hensley:

A MY Academy student, who had previously struggled to stay engaged with school, recently completed a powerful assignment in his Music Appreciation class. He was tasked with writing original song lyrics and performing the piece during an in-person meeting with his teacher. This wasn't easy since he deals with stage fright, but the experience proved to be both relevant and transformative.

Because he's considering a future in music, the assignment sparked genuine interest and motivation. It also pushed him outside his comfort zone, helping him develop confidence and express himself in a new way. Most importantly, it reignited his connection to learning.

Thanks in part to this meaningful assignment, the student is now back on track- / and he'll be walking the stage at graduation this June!

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ALL FACTS, THUS ATUNT ON FATERTIALE, RANCHED ON ROULS BY THE HAUS HE WAS SCARED AS HALL, WHELE NOCOAS VOIS BETTER BADY TO THE DAY E WHILEN STELL, DAISHE HAD A TROLAND DOWNE BOND AND COLONY BAY THE BASE EARLYERYE DARS WHETH TOALSE PROMINES, WARS LUUKED WECH B-WAY HE WAS SMONTH AND THE THE AND CAN BE CAULD, AND THE SHOULD FRENCE IN A CARE TO A MARKE THE AND A CARE TO A MARKE CANGINT LET BOODA, AND WE CHARED HEM IN THE STERRY, GOT MORPHIE ADABAT HUM ANT TROOD TO GET WOM CONT BOOK . THE FROM PZ , PLANNED ON WARDS FARE I HAE TEM IN THE CONTY CONTROL PLOYS, HAD WOM LOUR "I ADM'T FROM THAY COST, I' ROM MADING T. THAT THEY BEER . NO WHERE PLAD FOR BELT TO CONTRACT AND OTA HOM . BORDE YOU BOTTER STOP WITH DONNE YOU WAS QUART WITH HOM , 20 DEND FOR I FAR SMOULD ON A COFUL MEUND, MAN SEED FOR SUTTER SO I SUD REFER HARARD WITH HEM. STORE ON YK WHEN HE CHEWNED HAS ME GETTEND AND DAY MY PAINTS GOT MAY WHITE WEAKE I'M PROXAME TOOD, STAUTI MODEL FIM ME THE WHO I'M STANIER POR, I POTROD HEM & TEMPS, WHO HEM SWEEP BANKENG ON THE PLACE, I LOVE THAT BASY ADR. AND YON THE and en Don't MATTER VETIS COMA GOT VSED, TOU TETE NORM WITCH TO IT THEOMEN, BLO WAS A FATOR AGAN THAY STOR KNOW THAY OON MITS DUCK. THE ON RT FULLY ON LORE H NEWS, STATE & WAS OLD & WAS RATTORS BRIT WH'S TEPHAR MAKE BI HOME FRAM OLAT WE BIT THEM HOLD EN CM, & DON C CHONGE BE I WART TAKE A SOM WORTH IT, ENDEDDAY I LEANE MY IN ? WE THE, NO WE NOT LOUND IN YOU NOOR OUT ON HERE AND STOLE WITH I MY MERGENS YOU NOT OFFICIAL BE YOU DON'T QUIL NOT AND . ON THE OPPS AN HILY STATED SHA RATE . THA HEAV SHAFE A THE THAT & THE STAR SHOW S VP, BUD TO TO BUN THE TO'S ATE HIS RANG VP, OTS WIG HIS YEARS & WAS JAMMED UP, & JUST SWANG ANY DOOR BUT ET WAS LOUR VD. DON'T TAK DORE YOU A GANGARA THEN DROT BODIED AND GENE YOUR YUR CURD ON TOSTADRAM BUT HE ATOM'T SCADDRS VS, YOU STRED YOU KUSSP is when you rand Por 3 Who was Tailland CARDI ON A Song AND 0 DYDUED.



Shared by Instructional Assistant, Mr. Tautou:

After completing a challenging test, this MY Academy student proudly celebrated their success—earning an impressive score and demonstrating just how much growth and progress they've made!



/

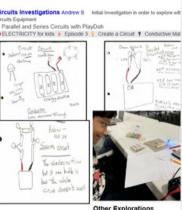
Shared by Content Area Specialist, Ms. Chromicz:

A previously reluctant middle school science student expressed interest in understanding electricity. He actively engaged in electrical circuits, using Play-Doh as a conductive material for wires. During the activity, he investigated both series and parallel circuits and completed several design challenges.

It was one of the first times Ms. Chromicz witnessed this student's genuine excitement for learning an enthusiasm that lasted for hours. He continued to attend school throughout the week to use a multimeter and explore further with various materials and online resources. He communicated his thinking and understanding through both drawings and thoughtful discussions.

This experience marked a turning point for him. He has since chosen to continue studying electricity and electronics next year, making this a true new beginning in his learning journey.

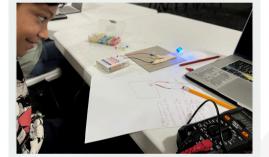
*Please click the image to right to view the presentation



Other Explorations

id paper circuits with copper tape.

- 2 Expain the advantages and disadvantages of each kind of Watch: • Electrical Circuits - Series and Parallel -For Kid
- Explain the advantages and disadvantages of each kind of circuit.





Shared by Content Area Specialist, Ms. Chromicz:

Check out artwork by MY Academy students featured in a collaborative community mural at Ross Park Zoo in New York!

Students contributed artistic talents to the Global Roots Community Mural, a long-term project that emphasized patience, collaboration, and being part of something greater. In September 2024, tiles were painted according to the color palette for the America Together Mural, and students located their contributions online as the mural took shape. The completed mural is now on permanent display at Ross Park Zoo in Binghamton, New York (2025).

To view the artwork online, hover over and click tile numbers 133, 697, 705, 1033, 1252, 1544, and 2155. Even better—if visiting Binghamton, take a picture of the mural in person! Students expressed excitement about seeing the finished mural unveiled and take pride in being part of a larger, global project.









Assessment and Accountability

MY Academy Staff Participated In:

- Hosted by Abraxsas Continuation High School
 MYA Staff visit to observe Competency
 - Based Learning in Action
- Hosted by San Diego County Office of Education (SDCOE)
 - Data and Assessment Meeting (Virtual)

Shared by Teacher, Ms. Strauss:

Troy loves photography. He was able to share his talents in the horizontal workshop for Photography proctored by Ms. Strauss. Throughout the two semesters, he came up with a weekly challenge. Each challenge was based on a theme, such as Spring, flowers, Brutalist style and trees. The following week, the photos were shared, discussed and analyzed. Troy was able to test his different lenses along with other techniques to capture a picture. The attached link is a book he created to show just some of the photos he had taken.

*Please click the image to the right to view the presentation



Stills: A reflection by Troy

/ Shared by Teacher, Ms. Laff:

This month brought the opportunity to attend the Tribal Childcare Association of California Conference, which was full of amazing people and helpful resources. Over the summer, there will be time to explore these materials more deeply and share useful ideas with fellow teachers in the fall.





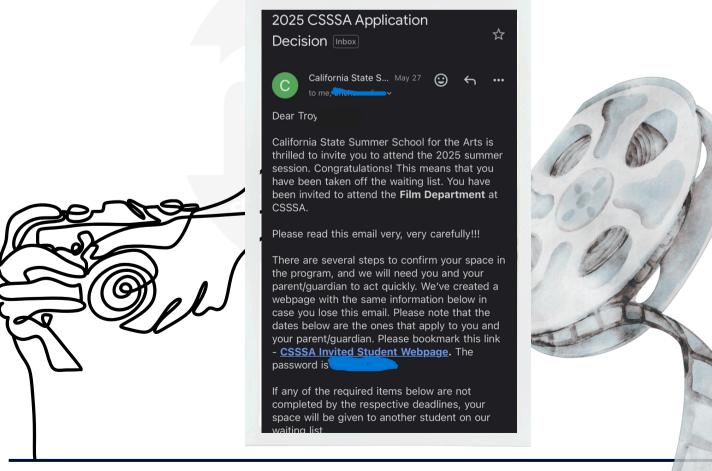
Assessment and Accountability



Shared by Teacher, Ms. Strauss:

Troy has a great eye when it comes to photography and filming. He applied to a summer program at the California State Summer School for the Arts (CSSSA) focused on film. As described on their website, "Participants will delve into a carefully curated selection of auteur films and benefit from masterclasses led by renowned industry professionals. This intensive program is designed for ambitious, self-motivated students eager to push creative boundaries while honing their critical and artistic perspectives" (Troy loves photography. He was able to share his talents in the horizontal workshop for Photography proctored by Ms. Strauss. Throughout the two semesters, he came up with a weekly challenge. Each challenge was based on a theme, such as Spring, flowers, Brutalist style and trees. The following week, the photos were shared, discussed and analyzed. Troy was able to test his different lenses along with other techniques to capture a picture. The attached link is a book he created to show just some of the photos he had taken.

Troy diligently worked on several essays and a short film showcasing his skills and creativity as part of the application process. After months of waiting and being put on a waiting list, he finally received the email. Congratulations, you're invited. He has worked hard and is very talented. This program will be a time for him to grow and expand his horizons in film.



MY Academy Staff Participated In:

- California Department of Education (CDE)
 - 2025 SUN Bucks What LEAs Need to Know (Virtual)
 - Native American Graduation Adornments Webinar (Virtual)
- Hosted by Cook Center for Human Connection
 Eliza Chat Meeting (Virtual)

- Hosted by San Diego Office of Education
 - Drug and Alcohol Prevention Ambassador Rocky Herron presentation to the Manzanita Band of the Kumeyaay Nation (In Person)
 - Equity Conference
- Hosted by Tribal Child Care Association of California (TCCAC)
 - Statewide Conference (In Person)

Shared by Teacher, Ms. Channell:

On May 5th, MY Academy students participated in the Games of Strategy club, engaging in multiple rounds of Connect 4. The session provided a fun and interactive way for students to build relationships, sharpen their strategic thinking, and enjoy friendly competition. Shared by Content Area Specialist, Ms. Chromicz:

Ms. Chromicz, a Math Teacher serving students in MY Academy's East Cluster, shares this reflection:

"I think it's important to recognize how closely MY Academy communicates with parents—especially during challenging times. Often, that connection leads to genuine expressions of appreciation."

In May, Ms. Chromicz received the following message from a La Posta parent:

"Thank you, Ms. Kathleen, for all your effort and the faith you put into these kids. I really appreciate it. I hope you have an amazing Mother's Day weekend! All your hard work definitely doesn't go unrecognized. I really appreciate you."

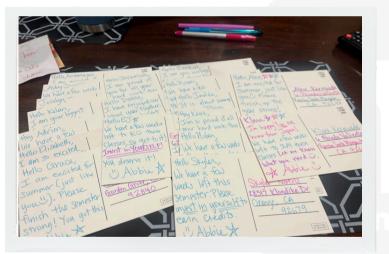
Ms. Chromicz adds, "I've found this kind of heartfelt connection happening often in my communication with parents in the backcountry, where we all share similar hurdles."

Shared by Student Success Coordinator, Ms. Bravo:

MY Academy attended the recurring event Cafecito en La Comunidad, which focused on celebrating Mother's Day and honoring the hardships and achievements of motherhood. It was a beautiful gathering, highlighted by touching videos of children sharing heartfelt messages for their moms. We were inspired by the strength and love shared in the room. It was also amazing to see so many community resources show up in support of families.

Shared by Teacher, Ms. Ganje:

To help students finish the semester strong, Ms. Ganje sent out encouraging handwritten notes through traditional mail. This small gesture is part of an ongoing effort to build meaningful connections and ensure every student feels valued, supported, and seen.





Shared by Teacher, Ms. Ganje:

While not a formal work sample, Ms. Ganje recently received a kind and thoughtful message from a student that meant a great deal. The note acknowledged her not only as an educator but also as a mother—highlighting the genuine relationship built over their time together. Moments like these reflect the trust, respect, and connection that develop when students feel truly seen and supported.



Shared by Student Success Coordinator, Ms. Bravo:

MY Academy attended the YMCA of North County's first-ever Hire to Inspire event, aimed at empowering youth and young adults. Hosted at one of the YMCA's newest locations, the event brought together families and community partners to create career and growth opportunities for young people. One MY Academy student attended through a parent involved in the event, and we're excited to share that this connection has led to a potential enrollment meeting—another meaningful step in strengthening community ties and expanding access to impactful youth programs.

Shared by Student Success Coordinator, Ms. Bravo:

MY Academy was excited to attend a vibrant community event at Ringers Skating Rink! The atmosphere was filled with great music, happy families, and positive energy as attendees enjoyed skating and meaningful connections. It was inspiring to see so many local vendors and resource providers come together in support of the community. A big thank you to everyone who helped make the event such a fun and memorable experience!













, Shared by Marketing Assistant, Ms. Phillips:

Rocky Herron recently delivered a powerful presentation to the educational partners and students of the Manzanita Band of the Kumeyaay Nation in San Diego. His deep passion for addressing the crisis of drug and alcohol abuse was evident throughout his talk, as he spoke with urgency and compassion about the challenges facing our communities.

The conversation was both impactful and enlightening, leaving a lasting impression on all who attended. It served as a vital reminder of the importance of continuing to raise awareness about the devastating effects of substance abuse across our nation. By engaging in these critical discussions, we take meaningful steps toward prevention, healing, and support for individuals and families affected by this ongoing crisis.





School Culture and Support for Student Personal, Social-Emotional, and Academic Growth



School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Shared by Teacher, Ms. Strauss:



It was a bittersweet moment to see two students graduate. It has been a pleasure to work alongside Harmony and Kai, and both are now off on their next journey. Harmony will be attending Mesa College. She has been a MY Academy student for two years. Throughout the ups and downs she shared during her speech, she remained persistent and focused on her goal of earning a high school diploma. She is ecstatic to have reached that goal and excited to begin this new chapter.

Kai has grown tremendously—not just academically, but personally. He has been living with his coach while his parents are stationed in Japan for military service. During this time, Kai has learned how to live independently. He became selfmotivated and disciplined, taking on responsibilities like cooking his own meals and doing his laundry. He learned to balance life, sports, and school, always striving to do and be his best.

There is so much to be proud of in these two MY Academy students. It was an honor to celebrate their achievements at the MY Academy Graduation.











Shared by Teacher, Ms. Mallory:

MY Academy proudly celebrates the graduation of East Cluster students Serenity L. and Dominic A., pictured with their teacher, MYA Staff Ms. Mallory, and Mrs. Shuster.

/

Coversheet

2024-2025 Celebrations, Presented by Gigi Lenz, Operations and Program Manager

Section:	VII. Correspondence/Proposals/Reports
Item:	B. 2024-2025 Celebrations, Presented by Gigi Lenz, Operations and
Program Manager	
Purpose:	Discuss
Submitted by:	
Related Material:	Celebrations 2024-25.pdf

academy MOTIVATED YOUTH ACADEMY 2025





THIS YEAR **IN NUMBERS**





ATTENDANCE = 277 ADA





6 GRADUATES

MY ACADEMY

PERSONNEL GROWTH

FINANCIAL STABILITY



 12 key positions were filled across certificated, paraprofessional, and classified roles.

 Revenue increased as a result of higher ADA, strong cost controls, and a well-managed reserve.

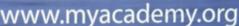


COMMUNITY PARTNERSHIPS

ESTABLISHED 15 **NEW OR RECONNECTED** MOU'S AND PARTNERSHIPS

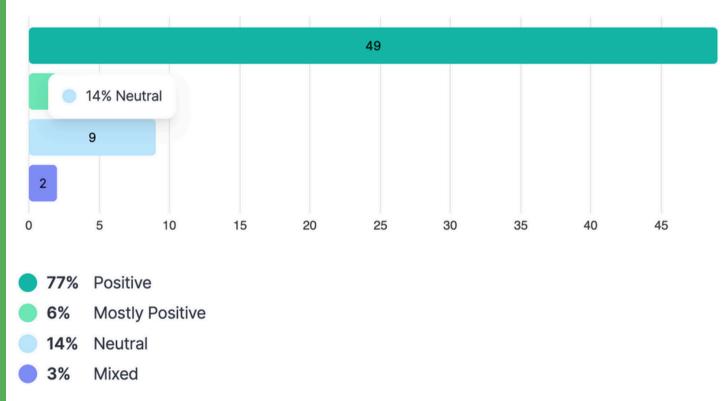
PARTICIPATED IN COMMUNITY AND OUTREACH EVENTS







83% POSITIVE/MOSTLY POSITIVE



Overview

Respondents highlighted the importance of personalized support and frequent check-ins from MY Academy staff, which help them stay engaged and complete their work. Many appreciated the flexibility in assignments and the encouragement to pursue topics of personal interest. Communication through texts and calls, as well as interactive learning methods, were also noted as effective strategies for maintaining motivation and focus.



ATTENDANCE - COURSE COMPLETION -GRADUATION - COLLEGE CAREER

Questions

Share ways MY Academy staff encourages you to stay engaged and complete your school work?

What inspires you to want to complete your path to graduation?

Describe a time when you felt particularly supported by the school community during a challenge or struggle.

Share what you hope to be doing when you graduate from MY Academy.

BIG ACCOMPLISHMENT

"My experience has been amazing as it's been helping me get to know more about mechanical stuff as well as other classes, as I have fun learning them, and what I do in my classroom"

"My experience has been amazing as it's been helping me get to know more about mechanical stuff as well as other classes, as I have fun learning them, and what I do in my classroom"

"One way MYA helps me stay engaged and complete my work is through my teacher and the support he shows in my life." "My teacher has given me classes that would help me succeed in becoming a psychiatrist. She has also helped me sign up for a summer program that teaches me more about mental health and the field I'm going to be working in, while also giving me a chance to make money. She has also helped me enjoy writing a little bit more than I used to by encouraging me to continue writing every so often, even if it's not for school work."

"They helped me connect my personal interests with learning by allowing me to choose clubs that I could go to and learn new things." 'My teacher has implemented the career path I want to learn more about during a chemistry assignment. I'm usually not enthusiastic about doing chemistry assignments, but I learnt things that would be beneficial if I did decide to go down that path."

> "i told them i wanted to work in child therapy and they gave me many pathways to help e succeed in that dream."

"the projects are based on my interests"

"Throw out the years I've been in MY Academy I had been interested in diferent things at different times. I used to like criminology so they have me a criminology class, I wanted to do animation, I wanted to do art, a tattoo artist, and a lot more on the last tree years. They have been fun and intresting but i have realize what really interested me and what i thought whould dosent get my atention. Now that im about to gradúate i have more clear what I'm going for and the kind of person i want to be."

"For earth science I was learning about earthquakes and I got to write a paper about an earthquake that happened during the World Series and I thought it was cool that I was able to incorporate my love for baseball in my project"

WHEN ASKED?

What has been your experience with teachers incorporating your voice (such as your interests, dreams, things you are good at, things you care about) into what you do in the classroom?

74% FAVORABLE AUG 2024 INCREASED TO 89% FAVORABLE MAY 2025 MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM

ny academy

academy



BES MOMENTS



Powered by BoardOnTrack

my academy



GROWING TOGETHER IN 2025-26

THANKYON

Powered by BoardOnTrack





Coversheet

Consent - Business/Financial Services

Section: Item: Purpose: Submitted by: Related Material: VIII. Consent A. Consent - Business/Financial Services Vote

Check Register - May.pdf DTS License Agreement Renewal.pdf

MY Academy Charter

Check Register

For the period ended May 31, 2025

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
21097	CAMP000Campo Cafe	Meals - 03/25/25 - 04/17/25	5/7/2025	\$1,307.01
21098	BOAR000BoardOnTrack, Inc.	Membership - 07/01/25 - 06/30/26	5/15/2025	6,295.00
21099	COLO001Colorado Department of Labor and Em		5/15/2025	153.96
21100	HATC000Hatch & Cesario, Attorneys-at-Law	Legal Svcs - 03/25	5/15/2025	112.50
21101	HUMP000Michael P. Humphrey	Stipend - 05/25 & Additional	5/15/2025	1,100.00
21102	TSWT000TSW Therapy, Inc.	SpEd Svcs - 04/25	5/15/2025	720.00
21103	VERI2788Verizon Wireless	Communication Svcs - 04/06/25 - 05/05/25	5/15/2025	308.88
21104	SCHO002SchoolsFirst Plan Administration LLC	MYA 457b 05/09/2025	5/19/2025	2,070.77
21105	ACAC000Acacia HR Solutions	Consulting Svcs - 06/25	5/22/2025	4,800.00
21106	KRAC000KRA Corporation	Consulting Svcs - 04/25	5/22/2025	6,930.03
21107	VERI001Verizon Wireless	Communication Svcs - 04/02/25 - 05/01/25	5/22/2025	3,150.48
21108	CSDC0002025 CSDC Conference Registration	2025 CSDC Conference Registration (4)	5/28/2025	2,316.00
21109	CALI013California Schools VEBA	Health Ins - 06/25	5/28/2025	39,293.17
21110	SAND004San Diego County Office of Education	Forward Coaching Series - 07/24/25 - 07/25/25	5/28/2025	350.00
21111	SECU000Securian Life Insurance Company	Life Ins - 06/25	5/28/2025	988.27
21112	SCHO002SchoolsFirst Plan Administration LLC	MYA 457b 05/23/2025	5/28/2025	4,585.18
21113	SCHO002SchoolsFirst Plan Administration LLC	MYA 457b 05/23/2025	5/28/2025	400.00
21114	TSWT000TSW Therapy, Inc.	SpEd Svcs - 04/25	5/30/2025	720.00
3.22272E+14	HALL000William W. Hall	Stipend - 05/25 & Additional	5/8/2025	1,100.00
3.22272E+14	ALVA000Larry Albert Alvarado	Stipend - 05/25	5/8/2025	650.00
3.22272E+14	FRAI000Steve Fraire	Stipend - 05/25	5/8/2025	650.00
3.22272E+14	MATZ000Peter Matz	Stipend - 05/25	5/8/2025	650.00
3.22272E+14	CLIF000Clifton Larson Allen LLP	2023 Tax Return prep SY 23-24 - Final Payment	5/13/2025	2,100.00
3.22272E+14	CHAR000Charter Impact LLC	Business Mgmt Svcs - 05/25	5/13/2025	10,440.00
3.22272E+14	ALPH000Alpha Vision Computers, Inc.	Backupify G-Suite - 05/25	5/13/2025	70.00
3.22272E+14	RBCO000R&B Communications	Website Svcs - 04/25	5/15/2025	1,180.00
3.22272E+14	AMAZ000Amazon Capital Services	Office Supplies	5/15/2025	131.18
3.22272E+14	PROC000Procopio General	Legal Svcs through 04/30/25	5/22/2025	1,060.20
3.22272E+14	KEYN000Keyn Group, LLC	Device Repair, License (1), IT Support - 06/25	5/22/2025	7,272.50
3.22272E+14	JDLE000JD Learning Partners	Coaching & Planning Workshops	5/22/2025	22,000.00
3.22272E+14	GHAT000GHA Technologies, Inc.	Chromebook (30), Google Chrome License (30)	5/28/2025	10,021.12
E050525-01	CHAS000Chase	Service Charges	5/5/2025	26.35
E051625-01	ONEB000OneBridge FSA	One Bridge Adjustments 05/25	5/16/2025	50.00
E052125-01	CHAS000Chase	Chase Ink CC# 0904 Payment 05/25	5/21/2025	7,698.79

Total Disbursements Issued in May \$ 140,701.39



LICENSE AGREEMENT

This Agreement effective July 1, 2025, is made and entered into by Motivated Youth Academy ("Licensee") and Document Tracking Services ("DTS") as Licensor, each a "Party" and collectively the "Parties".

1. Scope of Agreement

- 1.1 License. This License Agreement between Licensee and DTS covers Licensee's use of DTS's proprietary web-based application in accordance with the terms and conditions expressed herein.
- 1.2 Agreement to Be Bound. Licensee agrees to be bound by, and comply with, the terms of this License Agreement by (i) accessing and/or using the DTS Application and/or (ii) ratifying this License Agreement by signing below.
- 2. License and Right to Use. DTS hereby grants to Licensee a non-exclusive and non-transferable license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.
 - 2.1 DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
 - 2.2 Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.
- 3. Internet Areas. Neither Licensee nor any third party shall be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval of DTS.
- 4. Term of License. The term of this License Agreement is for one (1) year from the effective date noted at the top of this document.
- 5. **Personnel**. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.
- 6. **Content.** DTS will be solely responsible for loading the content supplied by Licensee into DTS's secure server and will provide complete access to Licensee and its representatives. Licensee is solely responsible for the sufficiency, adequacy, and completeness of its content; for updating its content as necessary; and for proper implementation of any plans or procedures required by local, state, or federal law.
- 7. Security of Data. At all times, DTS will have complete security of Licensee's documents on dedicated servers that only authorized DTS personnel will have access to. All logins by DTS's authorized personnel will be stored and saved as to time of log-in.
 - Licensee may request in writing that DTS only store Licensee's 7.1 documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.
- 8. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.

DOCUMENT TRACKING SERVICES

9. Customer Service. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.

10. Fees.

- 10.1 Licensee shall pay a fee of **\$395.**
- 10.2 Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0**.
- 10.3 Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- 10.4 DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.

11. Warranty.

- 11.1 Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- 11.2 The express warranties provided in this License Agreement are the sole and exclusive warranties made by DTS to Licensee. DTS makes no other warranty, express or implied, and Licensee assumes no warranty, express or implied, by use of the DTS Application. By accepting this Agreement, Licensee acknowledges that it is not relying on any implied warranties, including warranties of performance, fitness for a particular purpose or otherwise, or upon any representation or warranty outside those expressly contained in this Agreement.



12. Liability.

- 12.1 DTS will not be liable to Licensee for indirect, incidental, exemplary, special or consequential damages; loss or corruption of data or interruption or loss of business; or loss of revenues, profits, goodwill or anticipated sales or savings.
- 12.2 The maximum aggregate liability of DTS under this License Agreement is limited to the fees received by DTS from Licensee for use of the DTS Application.
- 12.3 This limitation on DTS's liability applies whether the claims sound in warranty, contract, tort, infringement, or otherwise. Nothing in this License Agreement excludes any liability that cannot be limited as a matter of law.
- **13.** Choice of Law and Venue. This License Agreement, and any dispute related to this License Agreement or arising from it, shall be governed exclusively by the laws of the State of California. The state and federal courts of the State of California shall have exclusive jurisdiction to adjudicate any dispute arising out of, or related to, this License Agreement or its formation, interpretation, or enforcement.
- **14. Severability.** If any portion of this License Agreement is not enforceable under applicable law, it will not affect any other term of this Agreement.

15. Definitions.

- 15.1 Document. A document is defined as **a**) a specific template provided by CDE or; **b**) any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c**) individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.
 - * Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.
- 15.2 Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.
- **16. Additional Services**. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Director Document Tracking Services 10606 Camino Ruiz, Suite 8-132 San Diego, CA 92126 858-784-0960 - Phone 858-587-4640 - Corporate Fax

Date: May 28, 2025

Licensee

By: _____

Date: _____

Motivated Youth Academy



Exhibit A

The following are standard documents to be used in conjunction with the license.

- 1. 2025 School Accountability Report Card (CDE Template)
- 2. 2025 School Plan for Student Achievement (CDE Template)
- 3. 2025 Comprehensive School Safety Plan (Custom Template)
- 4. 2025 Local Control and Accountability Plan (CDE Template)
- 5. Others to be identified as needed.

Coversheet

Consent - Education/Student Services

Section: Item: Purpose:	VIII. Consent B. Consent - Education/Student Services Vote
Submitted by:	
Related Material:	Portrait of a Graduate - Redlined - 2025.05.28.pdf Portrait of a Graduate - For Board Approval - 2025.05.28.pdf IXL Rosetta Stone Contract .pdf

BACKGROUND:

1. Approval of revision of the Portrait Of A Graduate for Motivated Youth Academy

The original document that was submitted for approval cover page said

"Profile" of a Graduate. A correction was made to read "Portrait" of a Graduate.

2. Approval of the service agreement with IXL Rosetta Stone

It is recommended that the Board approve the IXL and Rosetta Stone contract for the 2025–2026 school year to strengthen support for English Language Learners (ELLs) at MY Academy. Rosetta Stone provides an immersive, self-paced program that builds speaking, listening, reading, and writing skills, with immediate feedback through advanced speech recognition technology. IXL complements this by offering personalized learning in core subjects, with diagnostic tools and multilingual support to help ELL students access and master academic content. Together, these tools promote language development and academic success, aligning with MY Academy's mission to provide equitable, personalized learning.

RECOMMENDATION:

Fiscal Impact: None.

Fiscal Impact: \$2,895.00



PORTRAITPROFILE OF A GRADUATE

Prepared. Compassionate. Future-Ready.

500 La Terraza Blvd, Suite 150 Escondido, CA 92025 Main Office Line: (619) 343-2048 https://myacademy.org/

ADMINISTRATION

Bill Dobson Interim 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

Motivated Youth Academy *Effective date: May 8, 2025 Revised: month, day, year* Page 1 of 6

Vision

A MY Academy graduate is more than academically prepared—they are emotionally intelligent, dependable, and driven by purpose. They embody our core values and possess the essential skills to thrive in a complex and ever-changing world.

Core Values That Guide the Graduate

Our graduates live these values every day:

- All Are Welcome: They create inclusive spaces and value diverse perspectives.
- We Celebrate The Small Things: They recognize growth in themselves and others.
- We Choose Hope: They believe in possibilities and persist through adversity.
- We Are Servant Leaders: They lead through empathy and service to others.
- Feedback Is Critical: They seek and use feedback to grow.
- We Pursue Gratitude: They find joy in learning and express appreciation.

Essential Graduate Competencies

1. Emotional Intelligence

"We lead with heart and humility."

A MY Academy graduate:

- Recognizes and articulates their own emotions and those of others.
- Interacts with empathy, kindness, and patience.
- Responds to conflict with calm, seeks mutual understanding, and models integrity.
- Reflects on their actions to build stronger relationships and communities.

Connected Values:

All Are Welcome, We Are Servant Leaders, Gratitude, Feedback Is Critical

2. Dependability

"We build trust by showing up and following through."

A MY Academy graduate:

- Follows through on commitments with integrity and accountability.
- Demonstrates time management and readiness.
- Seeks help when needed and adapts responsibly to challenges.
- Earns trust through consistency, preparedness, and self-discipline.

Connected Values:

We Celebrate the Small Things, Feedback Is Critical, We Choose Hope

3. Resourcefulness

"We keep going until we find a way."

A MY Academy graduate:

- Identifies when they need help and seeks it thoughtfully.
- Gathers and applies diverse sources of information to solve problems.
- Demonstrates adaptability, persistence, and a lifelong learning mindset.
- Sees obstacles as opportunities to grow.

Connected Values:

We Choose Hope, We Pursue Gratitude, We Celebrate the Small Things

4. Collaboration

"We go further, together."

A MY Academy graduate:

- Respects and uplifts team members from all backgrounds.
- Communicates clearly and listens actively.
- Shares leadership and responsibility to achieve group goals.
- Resolves conflict thoughtfully and inclusively.

Connected Values:

All Are Welcome, Servant Leadership, Feedback Is Critical

5. Creative & Critical Thinking

"We think with purpose and possibility."

A MY Academy graduate:

- Asks questions and gathers multiple perspectives.
- Evaluates information critically and connects ideas creatively.
- Designs solutions that are both innovative and responsible.
- Thinks deeply about the implications of their decisions.

Connected Values:

We Celebrate the Small Things, Feedback Is Critical, We Choose Hope

6. Communication

"We listen, reflect, and speak with purpose."

A MY Academy graduate:

- Tailors their communication style to the audience and setting.
- Actively listens and reflects to build understanding.
- Communicates clearly and respectfully across platforms.
- Engages others through confident, creative expression.

Connected Values:

Feedback Is Critical, All Are Welcome, Gratitude

7. Career Development

"We are future-ready and purpose-driven."

A MY Academy graduate:

- Applies career experiences and mentorships to shape their path.
- Demonstrates professionalism and digital citizenship.
- Networks, seeks mentors, and leads with humility.
- Adapts to new roles and responsibilities with confidence.

Connected Values:

We Choose Hope, Servant Leadership, We Celebrate the Small Things

The MY Academy Graduate Is...

- Empowered by knowledge
- Grounded in values
- Equipped with skills
- Committed to their community
- Ready for what's next



PORTRAIT OF A GRADUATE

Prepared. Compassionate. Future-Ready.

500 La Terraza Blvd, Suite 150 Escondido, CA 92025 Main Office Line: (619) 343-2048 https://myacademy.org/

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Motivated Youth Academy *Effective date: May 8, 2025 Revised: month, day, year* Page 1 of 6

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The MY Academy Graduate Is...

- Empowered by knowledge
- Grounded in values
- Equipped with skills
- Committed to their community
- Ready for what's next







Rosetta Stone LLC 777 Mariners Island Blvd., Suite 600 San Mateo, CA 94404

QUOTE # 1485481 DATE: MAY 30, 2025

TO: June Brock Motivated Youth Academy 100 E San Marcos Blvd Ste 350 San Marcos, CA 92069

COMMENTS OR SPECIAL INSTRUCTIONS

SALESPERSON	TERMS	SUBSCRIPTION DURATION	QUOTE VALID UNTIL
Julie Beck		1 year	June 30, 2025

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL
1	Rosetta Stone for Schools (English Language Learning: 15 students)	\$1,800.00	\$1,800.00
1	Rosetta Stone Engage I & II: Virtual professional learning sessions (up to 49 attendees)	\$1,095.00	\$1,095.00
	Unlimited instructor accounts included		
		SUBTOTAL	\$2,895.00
		SALES TAX	
	SF	HIPPING & HANDLING	
		TOTAL DUE	\$2,895.00

Ordering instructions

We accept payment by purchase order, check, or credit card. To submit a purchase order for this quote, click here or go to https://www.ixl.com/poupload and enter quote # 1485481. For international accounts, we can accept wire transfers for an additional fee.



SALES CONTRACT

CONTRACT #216410 May 30, 2025

Rosetta Stone LLC 777 Mariners Island Blvd., Suite 600 San Mateo, CA 94404

CUSTOMER

June Brock Motivated Youth Academy 100 E San Marcos Blvd Ste 350 San Marcos, CA 92069

SUBSCRIPTION INFO

Salesperson	Quote #	Subscription duration
Julie Beck	1485481	1 year

PAYMENT PLAN

Amount	Invoice date
\$2,895	June 30, 2025
TOTAL	\$2,895

Price valid until June 30, 2025

ACCEPTANCE OF SALES CONTRACT

This is a binding agreement of payment between Rosetta Stone and the Purchaser. Your signature indicates that you have received, reviewed, and accepted the attached Terms and Conditions of Sale and that you agree to pay the full license price listed above within 60 days of the invoice date. Without a signature, your order may not be processed.

Acknowledged and agreed to:

AUTHORIZED SIGNATURE

DATE



TERMS AND CONDITIONS OF SALE

THIS IS A LEGAL DOCUMENT ("SALES CONTRACT") BETWEEN THE PURCHASER SHOWN ABOVE ("YOU") AND ROSETTA STONE, LLC, A SUBSIDIARY OF IXL LEARNING, INC. ("SELLER"). PLEASE READ THIS AGREEMENT CAREFULLY. YOU AGREE TO BE BOUND BY ALL OF THE TERMS AND CONDITIONS OF THE AGREEMENT, AS WELL AS BY THE WEBSITE K12 EDUCATION APPLICATION LICENSE AGREEMENT, WHICH ARE INCORPORATED BY REFERENCE. NO VARIATION OF THESE TERMS AND CONDITIONS ARE BINDING ON SELLER UNLESS AGREED TO IN WRITING SIGNED BY AN AUTHORIZED REPRESENTATIVE OF SELLER.

- 1. **PRICING:** The quoted purchase price of the license is valid through the "Price valid until" date on page 1. This price is not binding on Seller unless you have accepted it by sending us an executed Sales Contract by that date.
- 2. **PAYMENT:** If Seller decides to accept your Sales Contract, we will issue you an invoice. Complete payment of the amount of the stated purchase price is due within sixty (60) days of the invoice date. If payment is not received by the Seller within 60 days, the invoice is considered past due. Rosetta Stone licenses with past due payments will be put on hold and are subject to termination. Termination does not relieve the Purchaser of the obligation to pay fees due to the Seller.

The full invoice amount must be paid either by check or by credit card. We accept Visa, MasterCard, American Express, and Discover.

All checks should be mailed to: Rosetta Stone LLC 777 Mariners Island Blvd., Suite 600 San Mateo, CA 94404

Credit card payments may be made by phone at (855) 255-8800.

Any late payment will incur interest at the rate of the lesser of 1% a month or the maximum permissible by law.

- 3. **CANCELLATION AND REFUND:** No cancellation will be accepted, and no refund issued, if it is more than thirty (30) days beyond the date of purchase for the license referenced in this Sales Contract. For cancellations and refunds of the license tendered under this Sales Contract to be accepted, the Seller must receive written notification of the cancellation within 30 days of purchase. Cancellations requested outside of the 30-day period will not be refunded, and the Purchaser will be responsible for completing the purchase as stated in the Sales Contract.
- 4. LICENSES: Seller grants you the right to provide access, through unique log-in IDs, to no more individuals than the quantity indicated on the first page. The terms and conditions of use for each of these individuals are governed by our website's Terms of Service. You agree to be responsible for their accounts, to monitor their use of their accounts, and to indemnify, defend, and hold us harmless for any claims arising out of or related to their use of Seller's website and services. To the extent that these individuals are minors, you consent to our collection of their personal information as described in our Privacy Policy.

Classroom and Site licenses will be activated immediately upon receipt of your payment unless another date is specified or agreed to by Seller. Activation confirmation will be sent to the e-mail address provided by the school or individual completing the purchase.

If an individual who has an account through a Classroom or Site license purchased by you is no longer affiliated with you, you may request that we deactivate the individual's account, or no longer associate it with your license, so that that license can be reassigned to another individual associated with your institution.

If you are a teacher, you represent and warrant that you have permission and authorization from your school and/or district to use the Services as part of your curriculum, and for purposes of Children's Online Privacy Protection Act ("COPPA") compliance, you represent and warrant that you are entering into these Terms on behalf of your school and/or district.

5. **PRIVACY:** If you are a school, district, or teacher, you acknowledge and agree that you are responsible for complying with COPPA, meaning that you must obtain advance written consent from all parents or guardians whose children under 13 will be accessing the website and services and you represent and warrant that you have obtained that consent. When obtaining consent, you must provide parents and guardians with our Privacy Policy. You are to keep all consents on file and provide them to us if we request them.

6. DISCLAIMER OF WARRANTIES. YOU EXPRESSLY UNDERSTAND AND AGREE THAT:

a. YOUR USE OF THE SERVICE IS AT YOUR SOLE RISK. THE SERVICE IS PROVIDED "AS IS," "AS AVAILABLE," AND WITH ALL FAULTS. SELLER EXPRESSLY DISCLAIMS ALL WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NONINFRINGEMENT. b. SELLER MAKES NO WARRANTY THAT (i) THE SERVICE WILL MEET YOUR REQUIREMENTS, (ii) THE SERVICE WILL BE UNINTERRUPTED, TIMELY, SECURE, OR ERROR-FREE, (iii) THE RESULTS THAT MAY BE OBTAINED FROM THE USE OF THE SERVICE WILL BE ACCURATE OR RELIABLE, (iv) THE QUALITY OF ANY PRODUCTS, SERVICES, INFORMATION, OR OTHER MATERIAL PURCHASED OR OBTAINED BY YOU THROUGH THE SERVICE WILL MEET YOUR EXPECTATIONS, AND (V) ANY ERRORS IN THE SERVICE WILL BE CORRECTED.

c. ANY MATERIAL DOWNLOADED OR OTHERWISE OBTAINED THROUGH THE USE OF THE SERVICE IS DONE AT YOUR OWN DISCRETION AND RISK AND THAT YOU WILL BE SOLELY RESPONSIBLE FOR ANY DAMAGE TO YOUR COMPUTER SYSTEM OR LOSS OF DATA THAT RESULTS FROM THE DOWNLOAD OF ANY SUCH MATERIAL.

d. NO ADVICE OR INFORMATION, WHETHER ORAL OR WRITTEN, OBTAINED BY YOU FROM SELLER OR THROUGH OR FROM THE SERVICE SHALL CREATE ANY WARRANTY NOT EXPRESSLY STATED IN THE TOS.

Some states do not allow certain limitations on warranties, so certain of the above limitations may not apply to you.

- 7. LIMITATION OF LIABILITY: YOU EXPRESSLY UNDERSTAND AND AGREE THAT SELLER SHALL NOT BE LIABLE FOR ANY DIRECT, INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL, OR EXEMPLARY DAMAGES, INCLUDING BUT NOT LIMITED TO, DAMAGES FOR LOSS OF PROFITS, GOODWILL, USE, DATA, OR OTHER INTANGIBLE LOSSES RESULTING FROM THE USE OR INABILITY TO USE THIS SERVICE. IN ALL INSTANCES, DAMAGES SHALL BE CAPPED AT ONE MONTH'S FEES.
- 8. **SEVERABILITY:** If any provision of this agreement is deemed invalid, illegal, or unenforceable, then that provision shall be deemed severable from these terms and shall not affect the validity and enforceability of any remaining provisions of this Sales Contract, which shall remain in full force and effect.
- 9. ARBITRATION: You agree that any dispute or claim you may have against Seller or any of its affiliated entities arising out of or related to this Sales Contract or the use of Services must be submitted to arbitration, before a single arbitrator appointed by JAMS/Endispute and conducted according to their rules in San Francisco, CA, USA, and that the determination of any such arbitrator shall be binding. The courts located in San Francisco, CA, USA, have exclusive jurisdiction over any judicial proceedings related to this agreement, and you waive any claim that such a court is an improper venue, inconvenient, or lacks jurisdiction over you.
- 10. **GOVERNING LAW:** The Sales Contract and the relationship between you and Seller are governed by the laws of the State of California without regard to conflict of law provisions.
- 11. ENTIRE AGREEMENT: This Sales Contract, which incorporates the K12 Education Application License Agreement by reference, is the final expression of the agreement between Purchaser and Seller and supersedes all prior representations, understandings, and agreements between the Purchaser and Seller relating to its subject matter. This Sales Contract cannot be modified, amended, or changed except in writing and signed by Seller.

Please contact Rosetta Stone with any questions regarding this sales contract: Toll-free (855) 255-8800 | Direct (650) 372-4300 | E-mail orders@rosettastone.com Completed sales contracts should be emailed to your sales consultant.

Coversheet

Consent - Personnel Services

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

Special Education Data Technician.pdf



Special Education Data Technician

Job Description

Reports To: Director or Designee FLSA Status: Non-Exempt Classification: Classified Work Year: 12 months Location: Remote work with required in-person meetings, training, and events; regular travel within Southern California is expected.

Position Summary

The Special Education Data Technician plays a vital role in maintaining the accuracy, integrity, and compliance of special education data. This position supports the Special Education Department by reviewing and managing IEP documentation, auditing data across student information systems (SEIS, SIS, CaIPADS), and coordinating with internal teams and vendors to ensure appropriate service delivery aligned with students' IEPs. The technician is responsible for facilitating special education data reporting to state and federal agencies, resolving data discrepancies, and supporting program operations and administrative tasks. A strong focus on organization, data accuracy, confidentiality, and compliance is essential.

Minimum Qualifications

- High school diploma or equivalent; college coursework in data management, accounting, or education preferred
- Minimum three years of experience in data management, compliance support, or program coordination in an educational setting
- Experience with student information systems such as SEIS and SIS strongly preferred
- Full-time access to a reliable transportation
- Cleared LiveScan background check and current TB test required upon employment

General Skills

- Strong attention to detail and accuracy
- Effective communication and interpersonal skills
- Flexibility and adaptability in a fast-paced environment

Special Education Data Technician Job Description Board Approval:



- Conflict resolution and collaborative team support
- Commitment to the school's mission, vision, and integrity

Essential Duties and Responsibilities

- Review IEPs for completion and accuracy; confirm appropriate services and vendors are assigned
- Maintain, update, and audit data in SEIS and SIS to ensure consistency and compliance
- Generate and distribute weekly audit reports (e.g., enrollment, IEP tracking, attendance)
- Coordinate with staff and vendors for assessments, services, and IEP timelines
- Support Medi-Cal billing by documenting billable services and generating claims
- Process service provider invoices; track, audit, and code requisitions accurately
- Maintain digital and physical student records in compliance with FERPA
- Communicate with SELPA and other agencies to resolve data discrepancies
- Coordinate translation services, and support compliance tracking
- Collaborate on policy and procedure updates related to special education data and documentation
- Assist in preparing data submissions and reports for ERMHS, CALPADS, and performance indicators

Additional Responsibilities:

- Respond to school-related emails, calls, and requests within one business day
- Maintain confidentiality and handle sensitive information appropriately
- Perform additional duties as assigned, including special projects and administrative support tasks

Knowledge and Abilities

The ideal candidate will demonstrate proficiency in SEIS, SIS, CALPADS, Google Suite, and Microsoft Office—particularly Excel—and possess a strong understanding of special education compliance, programs, and documentation. They must be capable of analyzing data, resolving discrepancies, and generating accurate reports, while maintaining knowledge of FERPA, IDEA, and relevant state and federal education laws. Success in this role requires the ability to manage multiple tasks, meet deadlines, and work effectively both independently and collaboratively.

The ideal candidate will be detail-oriented with strong analytical and organizational abilities, capable of initiating tasks independently and handling sensitive information with discretion. Problem-solving skills, the ability to prioritize tasks with minimal direction, and a knack for effective decision-making are crucial. The role demands the ability to draft correspondence, manage projects efficiently, and foster collaborative relationships. Proficiency in office software, record maintenance, and data compilation, along with the capability to navigate multiple interruptions and communicate clearly, are key. A

Special Education Data Technician Job Description Board Approval:



commitment to teamwork and the sharing of best practices to enhance overall performance is also expected.

Use of Computer Technology

To perform this job successfully, an individual must be proficient utilizing SEIS, Microsoft Office applications, and a variety of web-based applications; have the ability to utilize the Internet to conduct research and participate in virtual meetings; and respond to a high volume of emails in a timely manner.

Physical Demands

The role requires meeting certain physical demands to perform job functions effectively. These include auditory and verbal communication, manual dexterity, computer and machinery operation, visual acuity for reading and student observation, flexibility for bending, kneeling, or crouching, as well as the ability to sit or stand for long durations. The position involves lifting up to 25 pounds independently and, with support, managing heavier loads. Additionally, driving to student meetings is necessary. Reasonable accommodations are available to support individuals with disabilities in fulfilling these requirements.

Work Environment

This position operates in a virtual home office environment requiring a flexible schedule and the ability to travel for student support, meetings, and school events. The role involves moderate noise levels, indoor and outdoor work in varying temperatures, and the necessity for personal transportation capable of 200-mile daily travel. Reasonable accommodations are provided for those with disabilities.

Hazards

The role involves potential physical hazards from intervening in altercations and dealing with dissatisfied individuals.

Employee Acknowledgement

The job description provided is not exhaustive and serves as a guide for the primary responsibilities and expectations of the position. Employees may be required to undertake additional tasks, follow supplementary instructions, and engage in other related duties as directed by their supervisor.

Employee Signature

Printed Name

Date

Special Education Data Technician Job Description Board Approval:

Coversheet

Policy Development

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

Related Material:

MYA 1010 Civility Policy - Redlined - 2025.05.20.pdf

MYA 1010 Civility Policy - For Board Approval - 2025.05.29.pdf

MYA 1020 School Sponsored Field Trips and Cultural Excursions Policy - Redlined - 2025.05.20.pd f

MYA 1020 School Sponsored Field Trips and Cultural Excursions Policy - For Board Approval - 202 5.05.29.pdf

MYA 1025 UCP Policy and Complaint Form - Redlined - 2025.05.20.pdf

MYA 1025 UCP Policy and Complaint Form - For Board Approval - 2025.05.29.pdf

MYA 1030 COVID-19 Safe Reopening and Operation of Schools Policy - Redlined - 2025.05.20.pdf MYA 1030 COVID-19 Safe Reopening and Operation of Schools Policy - To Be Rescinded - 2025.0 5.29.pdf

MYA 1035 Access to Public Records Policy - Redlined - 2025.05.20.pdf

MYA 1035 Access to Public Records Policy - For Board Approval - 2025.05.29.pdf

MYA 1112 Media Communications Policy - Redlined - 2025.05.20.pdf

MYA 1112 Media Communications Policy - For Board Approval - 2025.05.29.pdf

MYA 6005 Title I Educational Rights Holders and Family Engagement Policy - Redlined - 2025.05.2 0.pdf

MYA 6010 Independent Study Policy - Redlined - 2025.05.20.pdf

MYA 6010 Independent Study Policy - For Board Approval - 2025.05.29.pdf

MYA 6015 Comprehensive Sexual Health Education Policy - Redlined - 2025.05.20.pdf

MYA 6015 Comprehensive Sexual Health Education Policy - For Board Approval - 2025.05.29.pdf

MYA 6020 Education for Homeless Children and Youth Policy - Redlined - 2025.05.27.pdf

MYA 6020 Education for Homeless Children and Youth Policy - For Board Approval - 2025.05.29.p df

MYA 6025 Section 504 - Policy, Procedures, and Parent Rights (LAC approved) - Redlined - 2025. 05.27.pdf

MYA 6025 Section 504 - Policy, Procedures, and Parent Rights (LAC approved) - For Board Approval - 2025.05.29.pdf

MYA 6030 Education for Foster and Mobile Youth Policy - Redlined - 2025.05.28.pdf

MYA 6030 Education for Foster and Mobile Youth Policy - For Board Approval - 2025.05.29.pdf MYA 6035 Mathematics Placement Policy - Redlined - 2025.05.28.pdf

MYA 6035 Mathematics Placement Policy - For Board Approval - 2025.05.29.pdf

MYA 6060 Special Education Assessment Request Policy - Redlined - 2025.05.28.pdf

MYA 6060 Special Education Assessment Request Policy - For Board Approval - 2025.05.28.pdf MYA 6065 SpEd Pin Process for Missed Services Policy - Redlined - 2025.05.28.pdf

MYA 6065 SpEd Pin Process for Missed Services Policy - For Board Approval - 2025.05.29.pdf

MYA 6070 Special Education Independent Educational Evaluation Policy - Redlined - 2025.05.28.p df

MYA 6070 Special Education Independent Educational Evaluation Policy - For Board Approval - 20 25.05.29.pdf

MYA 6075 Special Education Certificate of Completion Policy - Redlined - 2025.05.28.pdf

MYA 6075 Special Education Certificate of Completion Policy - For Board Approval - 2025.05.29.pd f

MYA 6095 Repeated Courses Policy - Redlined - 2025.05.28.pdf

MYA 6095 Repeated Courses Policy - For Board Approval - 2025.05.29.pdf

MYA 6105 6110 Virtual Learning Period Meeting Policy - Redlined - 2025.05.29.pdf

MYA 6105 6110 Virtual Learning Period Meeting Policy - For Board Approval - 2025.05.29.pdf

MYA 6115 Attendance Policy - Redlined - 2025.05.28.pdf

MYA 6115 Attendance Policy - For Board Approval - 2025.05.29.pdf

MYA 6130 130 Credit Graduation Path Policy - Redlined - 2025.05.28 - Google Docs.pdf

MYA 6130 130 Credit Graduation Path Policy - For Board Approval - 2025.05.29.pdf

MYA 6205 Interim Policy for Mitigation of Student Hardship Caused by COVID-19 (AB 104) - Redlin ed - 2025.05.30.pdf

MYA 6205 Interim Policy for Mitigation of Student Hardship Caused by COVID-19 (AB 104) - To Be Rescinded - 2025.05.30.pdf

1010-MYA

CIVILITY POLICY

School personnel, Educational Rights Holders, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful, and orderly way in every interpersonal communication and behavior, either in person, electronically, or online with the goal of providing a safe and harassment free environment for our students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct includes, but is not limited to:

- a. Using an inappropriately loud voice;
- b. Using profane, vulgar, or obscene words, gestures and/or online language/images;
- c. Belittling, jeering, or taunting;
- d. Using personal epithets;
- e. Using violent or aggressive gestures or body-language;
- f. Repeatedly and inappropriately interrupting another speaker;
- g. Repeatedly demanding personal attention at inappropriate times;
- h. Purposefully and inappropriately invading personal space;
- i. Purposefully ignoring appropriate communications;
- j. Wrongfully interfering with another person's freedom of movement;
- k. Wrongfully invading another person's private possessions; or;
- 1. Any other behavior that inappropriately disrupts school-related activities.

In the event that any party is uncivil during a school-related activity, the following steps will occur:

- 1. **Communicate** The party experiencing the uncivil behavior will communicate that the behavior is not civil and that the uncivil behavior must cease immediately
- 2. End Activity/Meeting If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
- 3. **Referral** The reporting party shall refer the situation to school administration with a written summary of the uncivil behavior and how he/she responded.
- 4. **Determination** If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

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CIVILITY POLICY

School personnel, Educational Rights Holders, and students are required to be civil in all of their interpersonal school-related interactions. Civility does not require unqualified agreement or conformity of opinion. An expression of disagreement or a discussion of a controversial viewpoint is not uncivil if such expression or discussion is appropriately and respectfully presented and does not disrupt a school-related activity.

For purposes of this policy, to be civil means to act with self-discipline in a courteous, respectful, and orderly way in every interpersonal communication and behavior, either in person, electronically, or online with the goal of providing a safe and harassment free environment for our students and staff while maintaining individual rights to freedom of expression.

Examples of uncivil conduct includes, but is not limited to:

- a. Using an inappropriately loud voice;
- b. Using profane, vulgar, or obscene words, gestures and/or online language/images;
- c. Belittling, jeering, or taunting;
- d. Using personal epithets;
- e. Using violent or aggressive gestures or body-language;
- f. Repeatedly and inappropriately interrupting another speaker;
- g. Repeatedly demanding personal attention at inappropriate times;
- h. Purposefully and inappropriately invading personal space;
- i. Purposefully ignoring appropriate communications;
- j. Wrongfully interfering with another person's freedom of movement;
- k. Wrongfully invading another person's private possessions; or;
- 1. Any other behavior that inappropriately disrupts school-related activities.

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- 2. End Activity/Meeting If the uncivil party fails to correct the uncivil behavior as directed, the affected party shall end the activity/meeting.
- 3. **Referral** The reporting party shall refer the situation to school administration with a written summary of the uncivil behavior and how he/she responded.
- 4. **Determination** If it is determined that uncivil behavior occurred, proper disciplinary action will be taken, which may include suspension or expulsion.

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SCHOOL SPONSORED FIELD TRIPS & CULTURAL EXCURSIONS POLICY

Motivated Youth Academy ("MYA" or "Charter School") recognizes that field trips sponsored by the Charter School may be an important component of a student's personalized learning plan. Besides supplementing and enriching learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their learning to the outside world.

The safety and security of MYA students is the priority when planning or participating in field trips. These activities will be carried out in such a manner to maximize and ensure student safety.

Definition

A "*field trip*" involves students participating in school sponsored educational opportunities in connection with MYA's course of study or school related social, educational, cultural, athletic, or other extracurricular or co-curricular activities.

Selection of Field Trips

Motivated Youth Academy will continue to research and provide learning opportunities that enrich the student experience. The Executive Director shall have the authority to approve all in-state day (non-overnight) field trips. Requests for out of state, out of country, or overnight travel shall be brought before the Board of Directors for approval. The Executive Director will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

Responsibilities

- 1. MYA's "Operations and Project Manager" Each field trip shall have Charter School staff as chaperones in charge of the trip. MYA's "Operations and Project Manager" shall be responsible to complete the following:
 - a. Obtain preliminary approval of overnight field trips from the Executive Director. MYA staff works together to approve day trips.
 - b. For overnight/out of area field trips, prepare a proposal, including a complete description of the trip, preferred date, educational objective of the trip, costs and funding for the trip, and submit the proposal to the Executive Director for approval.
 - c. Ensure that all required permission forms are properly completed and collected from the Educational Rights Holder of every participating student prior to departure. Each permission slip must indicate the exact destination and date for the field trip.
 - d. Ensure that certificates of insurance are obtained from or issued to any organizations involved in the field trip, if applicable.

SCHOOL SPONSORED FIELD TRIPS & CULTURAL EXCURSIONS POLICY

- e. Establish and communicate the expectations for student behavior and staff responsibility for staff chaperones for all trips, including required equipment and procedures.
- 2. As the person responsible for all educational activities, it is the ultimate responsibility of the MYA's "Operations and Project Manager" to ensure that:
 - a. Out of area and overnight field trip requests are approved by the Board prior to booking the overnight trips overnight trips are only for students no siblings or Educational Rights Holders are allowed to attend.
 - b. Chaperone groups and a communication protocol, in the event of emergency, have been established.
 - c. Field trip permission forms are completed and accessible online.
 - d. The ratio of adults to students shall be adequate to the activities undertaken, age of the students, and specific requirements of the trip. Recommended ratios of students to adults are 10 to 1.
 - e. Payment information is communicated to Student Services.

Participation

- 1. Approved participants for the general field trips shall include only students who are currently enrolled (on the date of the trip), Educational Rights Holders, and Charter School employees.
- 2. Field trip attendance is a privilege that may be revoked by the Executive Director based on student behavior or whose presence on the trip would pose a safety or disciplinary risk. The Charter School will work with counsel prior to excluding a student from a field trip to assist the school in considering the specific students and any special protections they may have (i.e. special education).

Permission Slips

Before a student can participate in a school-sponsored trip, the MYA's "Operations and Project Manager" shall obtain Educational Rights Holder permission for the trip. Whenever a trip involves water activities, the Educational Rights Holder shall provide specific permission for his/her child to participate in the water activities.

- 1. Educational Rights Holders should be notified at least two (2) weeks in advance of day field trips unless there are special circumstances approved by the Executive Director.
- 2. Educational Rights Holders should be notified at least four (4) weeks in advance of

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overnight field trips. The purpose of this notice is to inform Educational Rights Holders of any special items, i.e., down sleeping bags, etc. they may need to borrow in order to outfit their student appropriately and to notify Educational Rights Holders of estimated costs to allow time to budget for their financial contribution.

All persons making the field trip shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip. All adults taking out-of-state field trips and all Educational Rights Holders of students taking out-of-state field trips shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

- 1. An emergency phone number for each Educational Rights Holder listed on the student's record in the Charter School's student information system ("SIS")
- 2. Any medications the student is required to take with the time and dosage required
- 3. Any medications the student is allergic to
- 4. Any other medical information necessary to ensure the student's safety
- 5. Waiver as described above

Charter School staff will have access to completed and signed permission slips housed online.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip and all MYA policies continue to be enforced during field trips. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Defraying Expenses of Field Trips

MYA may charge a fee for field trips pursuant to section 35330 of the Education Code. However, MYA will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip due to lack of sufficient funds. In accordance with Education Code section 35330(b), MYA will coordinate the efforts of community service groups to supply funds for students in need.

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SCHOOL SPONSORED FIELD TRIPS & CULTURAL EXCURSIONS POLICY

Educational Rights Holders attending a specified field trip are expected to pay for the costs of their own expenses. Payments will be accepted in advance via methods approved by the Charter School. <u>NO CASH WILL BE ACCEPTED.</u>

NO REFUND POLICY: Once field trip sign-ups are completed, no refunds shall be provided.

Records

1. The Charter School shall maintain field trip records for each trip. Records may include trip approval, itineraries, and permission slips.

Field Trip Safety

The Executive Director shall ensure that the MYA's "Operations and Project Manager" develops plans, which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other Charter School employees may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

Supervision of Field Trips

MYA's "Operations and Project Manager will manage the Charter School staff chaperone sign up sheet and communicate with school staff regarding roles and responsibilities for each field trip. Any injuries or unusual incidents occurring during the field trip will be documented in writing by the "Operations and Project Manager" or their designee and submitted to the Charter School's Executive Director within 24 hours of the completion of the field trip

The Executive Director shall ensure that the field trips have an adequate number of adults attending to safely supervise the student attending the field trip.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees and volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip.

Accident Insurance

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SCHOOL SPONSORED FIELD TRIPS & CULTURAL EXCURSIONS POLICY

The Charter School provides student accident insurance which covers medical expenses arising from student injuries while participating in a Charter School-sponsored activity. The family's health insurance is primary, but if there is no health insurance, MYA's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the Executive Director. The cost incurred by MYA shall be covered by the pupil or his or her Educational Rights Holder.

Educational Rights Holder Participation in Field Trips

As field trips are an integral part of the MYA learning experience, Educational Rights Holders are requested to participate with their students. The Executive Director or the coordinating teacher will provide Educational Rights Holders with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees. Each Educational Rights Holder will be responsible for their student at all times during the field trip. Under no circumstances will an Educational Rights Holder consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip. The Educational Rights Holder will notify the MYA's "Operations and Project Manager" in advance of the field trip, should the Educational Rights Holder be under a physician's orders and using medications.

All Educational Rights Holders of pupils taking out-of-state field trips are required to sign a statement waiving all claims against MYA, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip.

Transportation

At all times during the field trip, teachers, staff, and Educational Rights Holders will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seat belts at all times.

MYA shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with MYA Student Transportation Policy and Driver Requirements as follows:

Any person who transports any student other than their own child for a field trip must provide a copy of the following:

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SCHOOL SPONSORED FIELD TRIPS & CULTURAL EXCURSIONS POLICY

- 1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
- 2. A copy of their Driver's License and Vehicle Registration. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
- 3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
- 4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the MYA's "Operations and Project Manager" prior to driving on a field trip. Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in their car, the following rules apply:

- 1. All Charter School rules apply to students in the volunteer's car. Volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
- 2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
- 3. No movies may be shown in vehicles.
- 4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
- 5. Maps and directions from the teacher should be reviewed prior to leaving.

No purchases for students should be made on the field trip including food or treats for students in the car.

Call the Charter School office immediately if there is a problem.

Overnight and Out-of-Area Field Trips

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SCHOOL SPONSORED FIELD TRIPS & CULTURAL EXCURSIONS POLICY

In addition to the responsibilities listed above, the following requirements apply to overnight and out of area field trips:

- 1. All overnight field trips must be accompanied by at least one certificated staff person.
- 2. Ratio of adults to students shall be adequate to the activities undertaken, age of the students, and specific requirements of the trip. Recommended ratios of students to adults are at least 10 to 1 for overnight trips.

Family Led Field Trips/Excursions

A family led field trip/excursion is defined as one that is organized and promoted by an outside organization or group other than MYA, whether or not it is of an educational value or is somehow connected to a particular course of study. This includes trips that are organized by an organization or group that may be affiliated with MYA (e.g., parent groups or organizations, cultural groups, etc.). The following guidelines apply to family led field trips and excursions:

- 1. Students will not receive credit/time value for family led field trips or excursions.
- 2. Teachers are not responsible for creating school work ahead of time.
- 3. Students must make up for missed academic work.
- 4. MYA has no responsibility to provide travel.
- 5. Any employee of MYA who attends a non-school-sponsored field trip/excursion does so voluntarily and is not acting as an employee of MYA.
- 6. If a family led field trip/excursion is promoted on MYA property, email accounts and/or social media sites, all materials must clearly state that this is a family led field trip/excursion.
- 7. No insurance coverage will be provided by MYA.
- 8. MYA assumes no legal or financial responsibility for family led field trips and excursions.

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SCHOOL SPONSORED FIELD TRIPS & CULTURAL EXCURSIONS POLICY

Motivated Youth Academy ("MYA" or "Charter School") recognizes that field trips sponsored by the Charter School may be an important component of a student's personalized learning plan. Besides supplementing and enriching learning experiences, such trips encourage new interests among students, make them more aware of community resources, and help them relate their learning to the outside world.

The safety and security of MYA students is the priority when planning or participating in field trips. These activities will be carried out in such a manner to maximize and ensure student safety.

Definition

A "*field trip*" involves students participating in school sponsored educational opportunities in connection with MYA's course of study or school related social, educational, cultural, athletic, or other extracurricular or co-curricular activities.

Selection of Field Trips

Motivated Youth Academy will continue to research and provide learning opportunities that enrich the student experience. The Executive Director shall have the authority to approve all in-state day (non-overnight) field trips. Requests for out of state, out of country, or overnight travel shall be brought before the Board of Directors for approval. The Executive Director will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

Responsibilities

- 1. MYA's "Operations and Project Manager" Each field trip shall have Charter School staff as chaperones in charge of the trip. MYA's "Operations and Project Manager" shall be responsible to complete the following:
 - a. Obtain preliminary approval of overnight field trips from the Executive Director. MYA staff works together to approve day trips.
 - b. For overnight/out of area field trips, prepare a proposal, including a complete description of the trip, preferred date, educational objective of the trip, costs and funding for the trip, and submit the proposal to the Executive Director for approval.
 - c. Ensure that all required permission forms are properly completed and collected from the Educational Rights Holder of every participating student prior to departure. Each permission slip must indicate the exact destination and date for the field trip.
 - d. Ensure that certificates of insurance are obtained from or issued to any organizations involved in the field trip, if applicable.

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- e. Establish and communicate the expectations for student behavior and staff responsibility for staff chaperones for all trips, including required equipment and procedures.
- 2. As the person responsible for all educational activities, it is the ultimate responsibility of the MYA's "Operations and Project Manager" to ensure that:
 - a. Out of area and overnight field trip requests are approved by the Board prior to booking the overnight trips overnight trips are only for students no siblings or Educational Rights Holders are allowed to attend.
 - b. Chaperone groups and a communication protocol, in the event of emergency, have been established.
 - c. Field trip permission forms are completed and accessible online.
 - d. The ratio of adults to students shall be adequate to the activities undertaken, age of the students, and specific requirements of the trip. Recommended ratios of students to adults are 10 to 1.
 - e. Payment information is communicated to Student Services.

Participation

- 1. Approved participants for the general field trips shall include only students who are currently enrolled (on the date of the trip), Educational Rights Holders, and Charter School employees.
- 2. Field trip attendance is a privilege that may be revoked by the Executive Director based on student behavior or whose presence on the trip would pose a safety or disciplinary risk. The Charter School will work with counsel prior to excluding a student from a field trip to assist the school in considering the specific students and any special protections they may have (i.e. special education).

Permission Slips

Before a student can participate in a school-sponsored trip, the MYA's "Operations and Project Manager" shall obtain Educational Rights Holder permission for the trip. Whenever a trip involves water activities, the Educational Rights Holder shall provide specific permission for his/her child to participate in the water activities.

- 1. Educational Rights Holders should be notified at least two (2) weeks in advance of day field trips unless there are special circumstances approved by the Executive Director.
- 2. Educational Rights Holders should be notified at least four (4) weeks in advance of

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overnight field trips. The purpose of this notice is to inform Educational Rights Holders of any special items, i.e., down sleeping bags, etc. they may need to borrow in order to outfit their student appropriately and to notify Educational Rights Holders of estimated costs to allow time to budget for their financial contribution.

All persons making the field trip shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip. All adults taking out-of-state field trips and all Educational Rights Holders of students taking out-of-state field trips shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

- 1. An emergency phone number for each Educational Rights Holder listed on the student's record in the Charter School's student information system ("SIS")
- 2. Any medications the student is required to take with the time and dosage required
- 3. Any medications the student is allergic to
- 4. Any other medical information necessary to ensure the student's safety
- 5. Waiver as described above

Charter School staff will have access to completed and signed permission slips housed online.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip and all MYA policies continue to be enforced during field trips. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Defraying Expenses of Field Trips

MYA may charge a fee for field trips pursuant to section 35330 of the Education Code. However, MYA will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip due to lack of sufficient funds. In accordance with Education Code section 35330(b), MYA will coordinate the efforts of community service groups to supply funds for students in need.

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SCHOOL SPONSORED FIELD TRIPS & CULTURAL EXCURSIONS POLICY

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NO REFUND POLICY: Once field trip sign-ups are completed, no refunds shall be provided.

Records

1. The Charter School shall maintain field trip records for each trip. Records may include trip approval, itineraries, and permission slips.

Field Trip Safety

The Executive Director shall ensure that the MYA's "Operations and Project Manager" develops plans, which provide for the safety of students and their proper supervision by certificated staff on all school-sponsored trips. Other Charter School employees may participate in this supervision and may be asked to attend preparatory training sessions and/or meetings.

Supervision of Field Trips

MYA's "Operations and Project Manager will manage the Charter School staff chaperone sign up sheet and communicate with school staff regarding roles and responsibilities for each field trip. Any injuries or unusual incidents occurring during the field trip will be documented in writing by the "Operations and Project Manager" or their designee and submitted to the Charter School's Executive Director within 24 hours of the completion of the field trip

The Executive Director shall ensure that the field trips have an adequate number of adults attending to safely supervise the student attending the field trip.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees and volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip.

Accident Insurance

Motivated Youth Academy

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SCHOOL SPONSORED FIELD TRIPS & CULTURAL EXCURSIONS POLICY

The Charter School provides student accident insurance which covers medical expenses arising from student injuries while participating in a Charter School-sponsored activity. The family's health insurance is primary, but if there is no health insurance, MYA's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the Executive Director. The cost incurred by MYA shall be covered by the pupil or his or her Educational Rights Holder.

Educational Rights Holder Participation in Field Trips

As field trips are an integral part of the MYA learning experience, Educational Rights Holders are requested to participate with their students. The Executive Director or the coordinating teacher will provide Educational Rights Holders with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, and responsibilities of the parent volunteers and language or behavior requirements of all attendees. Each Educational Rights Holder will be responsible for their student at all times during the field trip. Under no circumstances will an Educational Rights Holder consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip. The Educational Rights Holder will notify the MYA's "Operations and Project Manager" in advance of the field trip, should the Educational Rights Holder be under a physician's orders and using medications.

All Educational Rights Holders of pupils taking out-of-state field trips are required to sign a statement waiving all claims against MYA, its employees, and the State of California for injury, accident, illness or death occurring during or by reason of the field trip.

Transportation

At all times during the field trip, teachers, staff, and Educational Rights Holders will use the safest mode of transportation and the safest and most direct routes of travel. If travel is not by bus, the legal occupancy limit of ten (10) occupants (including the driver) must not be exceeded, all speed notices must be strictly adhered to and students are to be seated with individual seat belts at all times.

MYA shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with MYA Student Transportation Policy and Driver Requirements as follows:

Any person who transports any student other than their own child for a field trip must provide a copy of the following:

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SCHOOL SPONSORED FIELD TRIPS & CULTURAL EXCURSIONS POLICY

- 1. Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage.
- 2. A copy of their Driver's License and Vehicle Registration. A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion.
- 3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
- 4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

Each of these items will be provided to the MYA's "Operations and Project Manager" prior to driving on a field trip. Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in their car, the following rules apply:

- 1. All Charter School rules apply to students in the volunteer's car. Volunteer drivers are free to appropriately manage student behavior as necessary to maintain safety.
- 2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.
- 3. No movies may be shown in vehicles.
- 4. No side trips allowed, including gasoline stops. Please be sure to have enough gas before leaving on the trip.
- 5. Maps and directions from the teacher should be reviewed prior to leaving.

No purchases for students should be made on the field trip including food or treats for students in the car.

Call the Charter School office immediately if there is a problem.

Overnight and Out-of-Area Field Trips

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SCHOOL SPONSORED FIELD TRIPS & CULTURAL EXCURSIONS POLICY

In addition to the responsibilities listed above, the following requirements apply to overnight and out of area field trips:

- 1. All overnight field trips must be accompanied by at least one certificated staff person.
- 2. Ratio of adults to students shall be adequate to the activities undertaken, age of the students, and specific requirements of the trip. Recommended ratios of students to adults are at least 10 to 1 for overnight trips.

Family Led Field Trips/Excursions

A family led field trip/excursion is defined as one that is organized and promoted by an outside organization or group other than MYA, whether or not it is of an educational value or is somehow connected to a particular course of study. This includes trips that are organized by an organization or group that may be affiliated with MYA (e.g., parent groups or organizations, cultural groups, etc.). The following guidelines apply to family led field trips and excursions:

- 1. Students will not receive credit/time value for family led field trips or excursions.
- 2. Teachers are not responsible for creating school work ahead of time.
- 3. Students must make up for missed academic work.
- 4. MYA has no responsibility to provide travel.
- 5. Any employee of MYA who attends a non-school-sponsored field trip/excursion does so voluntarily and is not acting as an employee of MYA.
- 6. If a family led field trip/excursion is promoted on MYA property, email accounts and/or social media sites, all materials must clearly state that this is a family led field trip/excursion.
- 7. No insurance coverage will be provided by MYA.
- 8. MYA assumes no legal or financial responsibility for family led field trips and excursions.

UNIFORM COMPLAINT POLICY

It is the policy of Motivated Youth Academy ("MYA" or "School") to comply with applicable federal and state laws and regulations. The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

- 1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity (including traits historically associated with race, including, but not limited to, hair texture and protected hairstyles such as braids, locks, and twists), religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any School program or activity.
- 2. Complaints alleging a violation of state or federal law or regulations governing the following programs:
 - a. Accommodations for Pregnant, Parenting or Lactating Students;
 - b. Adult Education;
 - c. Career Technical and Technical Education;
 - d. Career Technical and Technical Training;
 - e. Child Care and Development Programs;
 - f. Consolidated Categorical Aid;
 - g. Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - h. Every Student Succeeds Act;
 - i. Migrant Education Programs;
 - j. Regional Occupational Centers and Programs; and/or
 - k. School Safety Plans.
- 3. Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's Educational Rights Holders, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or

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willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

- c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.
- d. If the School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, the School shall provide a remedy to all affected pupils, and Educational Rights Holders, that, where applicable, includes reasonable efforts by the School to ensure full reimbursement to all affected pupils, and Educational Rights Holders, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the School and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- 4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF"), LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If the School adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

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

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Code of Regulations ("C.C.R.") sections 15580 - 15584.

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

The School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) the confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. The School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the School will attempt to do so as appropriate. The School may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Director of Human Resources or designee on a case-by-case basis. The School shall ensure that complainants are protected from retaliation.

Compliance Officer(s)

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the School's compliance with law:

Gigi Lenz Operations and Program Manager 500 La Terraza Blvd, Ste 150 Escondido, CA 92025

The Director, or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Director, or designee.

Should a complaint be filed against the Director, the compliance officer for that case shall be the President of the Board of Directors.

Notifications

The Director or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on the School's website.

The School shall annually provide written notification of the School's UCP to employees, students, Educational Rights Holders, advisory committees, private school officials or representatives, and other

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interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the pupils enrolled in the School speak a single primary language other than English, this annual notice will also be provided to the Educational Rights Holder of any such students in their primary language.

The annual notice shall include the following:

- (a) A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
- (b) A statement clearly identifying any California State preschool programs that the School is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that the School is operating pursuant to Title 22 licensing requirements.
- (c) A statement that the School is primarily responsible for compliance with federal and state laws and regulations.
- (d) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (e) A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
- (f) A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
- (g) A statement that the complainant has a right to appeal the School's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of the School's decision, except if the School has used its UCP to address a complaint that is not subject to the UCP requirements.
- (h) A statement that a complainant who appeals the School's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
- (i) A statement that if the School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or Educational Rights Holder as applicable.
- (j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

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(k) A statement that copies of the School's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the School has violated federal or state laws or regulations enumerated in the section "Scope," above The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be 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 unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation, or bullying a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Director of Human Resources or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Director of Human Resources or designee shall be made in writing. The period for filing may be extended by the Director of Human Resources Manager shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the School Board of Directors approved the LCAP or the annual update was adopted by the School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

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Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the School staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

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Step 4: Final Written Decision

The School shall issue an investigation report (the "Decision") based on the evidence. The School's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of the School's receipt unless the timeframe is extended with the written agreement of the complainant. The School's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

- 1. The findings of fact based on evidence gathered.
- 2. The conclusion providing a clear determination for each allegation as to whether the School is in compliance with the relevant law.
- 3. Corrective actions, if the School finds merit in the complaint and any are warranted or required by law.
- 4. Notice of the complainant's right to appeal the School's Decision within thirty (30) calendar days to the CDE, except when the School has used its UCP to address complaints that are not subject to the UCP requirements..
- 5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the School's Decision. The appeal shall be accompanied by a copy of the complaint filed with the School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- 1. The School failed to follow its complaint procedures.
- 2. Relative to the allegations of the complaint, the School's Decision lacks material findings of fact necessary to reach a conclusion of law.
- 3. The material findings of fact in the School's Decision are not supported by substantial evidence.

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- 4. The legal conclusion in the School's Decision is inconsistent with the law.
- 5. In a case in which the School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the School's Decision, the Director of Human Resources or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

- 1. A copy of the original complaint.
- 2. A copy of the Decision.
- 3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
- 4. A report of any action taken to resolve the complaint.
- 5. A copy of the School's complaint procedures.
- 6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution as a new complaint. If the CDE notifies the School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the School when one of

UNIFORM COMPLAINT POLICY

the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which through no fault of the complainant, the School has not taken action within sixty (60) calendar days of the date the complaint was filed with the School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint. MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM

COMMUNITY RELATIONS

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UNIFORM COMPLAINT PROCEDURE FORM

Last Name:		First Name/MI	:	
Student Name (if applicable):			Grade: _	Date of Birth:
Street Address/Apt. #:				
City:		State:	Zip C	Code:
Home Phone:	_ Cell Phone:		_ Work Ph	one:
School/Office of alleged violat	ion:			
For allegation(s) of noncon Adult Education Career Technical and Technical Education/Career Technical and Technical Training Child Care and Development Consolidated Categorical Aid Programs	complaint Education Foster Care are Homele Juvenile Co enrolled in Migratory O Children of Families	t, if applicables n of Students ir s, Students who ess, former ourt Students no a Public School Children and	: 1 DW I,	 ctivity referred to in your Local Control Funding Formula/ Local Control and Accountability Plan Migrant Education Programs Regional Occupational Centers and Programs School Plans for School Achievement School Safety Plan Pupil Fees Pregnant, Parenting or Lactating Student

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For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

□ Age	□ Immigration Status/Citizenship	□ Religion□ Sex (Actual or	
□ Ancestry	Gender / Gender	Perceived)	
	Expression / Gender Identity	□ Sexual Orientation	
□ Disability	□ Genetic Information	(Actual or Perceived)	
(Mental or Physical)	\square Nationality/	\square Based on association	
□ Ethnic Group	5	with a person or group with	
Identification	National Origin	one or more of these actual or perceived characteristics	
Medical Condition	\Box Race or Ethnicity		
Wedical Condition		□ Marital Status	

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1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents	s that may be relevant or supportive of your
complaint. I have attached supporting documents.	\Box Yes \Box No

Signature: _____

_ Date: _____

Mail complaint and any relevant documents to:

Gigi Lenz Operations and Program Manager 500 La Terraza Blvd, Ste 150 Escondido, CA 92025

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UNIFORM COMPLAINT POLICY

It is the policy of Motivated Youth Academy ("MYA" or "School") to comply with applicable federal and state laws and regulations. The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

- 1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity (including traits historically associated with race, including, but not limited to, hair texture and protected hairstyles such as braids, locks, and twists), religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any School program or activity.
- 2. Complaints alleging a violation of state or federal law or regulations governing the following programs:
 - a. Accommodations for Pregnant, Parenting or Lactating Students;
 - b. Adult Education;
 - c. Career Technical and Technical Education;
 - d. Career Technical and Technical Training;
 - e. Child Care and Development Programs;
 - f. Consolidated Categorical Aid;
 - g. Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
 - h. Every Student Succeeds Act;
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 - k. School Safety Plans.
- 3. Complaints alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
 - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
 - b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's Educational Rights Holders, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or

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i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

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- d. If the School finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, the School shall provide a remedy to all affected pupils, and Educational Rights Holders, that, where applicable, includes reasonable efforts by the School to ensure full reimbursement to all affected pupils, and Educational Rights Holders, subject to procedures established through regulations adopted by the state board.
- e. Nothing in this policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or the School and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
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Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California

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- (e) A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
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- (j) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.

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All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

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Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be 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 unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation, or bullying a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Director of Human Resources or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Director of Human Resources or designee shall be made in writing. The period for filing may be extended by the Director of Human Resources Manager shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the School Board of Directors approved the LCAP or the annual update was adopted by the School.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

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Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the School staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

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UNIFORM COMPLAINT POLICY

Step 4: Final Written Decision

The School shall issue an investigation report (the "Decision") based on the evidence. The School's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of the School's receipt unless the timeframe is extended with the written agreement of the complainant. The School's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

- 1. The findings of fact based on evidence gathered.
- 2. The conclusion providing a clear determination for each allegation as to whether the School is in compliance with the relevant law.
- 3. Corrective actions, if the School finds merit in the complaint and any are warranted or required by law.
- 4. Notice of the complainant's right to appeal the School's Decision within thirty (30) calendar days to the CDE, except when the School has used its UCP to address complaints that are not subject to the UCP requirements..
- 5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the School's Decision. The appeal shall be accompanied by a copy of the complaint filed with the School and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

- 1. The School failed to follow its complaint procedures.
- 2. Relative to the allegations of the complaint, the School's Decision lacks material findings of fact necessary to reach a conclusion of law.
- 3. The material findings of fact in the School's Decision are not supported by substantial evidence.

UNIFORM COMPLAINT POLICY

- 4. The legal conclusion in the School's Decision is inconsistent with the law.
- 5. In a case in which the School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the School's Decision, the Director of Human Resources or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

- 1. A copy of the original complaint.
- 2. A copy of the Decision.
- 3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
- 4. A report of any action taken to resolve the complaint.
- 5. A copy of the School's complaint procedures.
- 6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to the School for resolution as a new complaint. If the CDE notifies the School that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, the School will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the School when one of

UNIFORM COMPLAINT POLICY

the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including but not limited to cases in which through no fault of the complainant, the School has not taken action within sixty (60) calendar days of the date the complaint was filed with the School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint. MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM

COMMUNITY RELATIONS

UNIFORM COMPLAINT POLICY

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: First Name/MI:			
Student Name (if applicable):		Grade:	Date of Birth:
Street Address/Apt. #:			
City:		State:Zip	Code:
Home Phone:	_ Cell Phone:	Work P	hone:
School/Office of alleged violati	on:		
For allegation(s) of noncor	complaint, Complaint, Education Foster Care, are Homeless Juvenile Cou enrolled in a Migratory Ch Children of M Families	if applicable: of Students in Students who s, former rt Students now Public School, hildren and	Activity referred to in your Local Control Funding Formula/ Local Control and Accountability Plan Migrant Education Programs Regional Occupational Centers and Programs School Plans for School Achievement School Safety Plan Pupil Fees
			Pregnant, Parenting or Lactating Student

Motivated Youth Academy

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UNIFORM COMPLAINT POLICY

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

Age	Immigration	Religion
	Status/Citizenship	Sex (Actual or
Ancestry	Gender / Gender	Perceived)
Color	Expression / Gender Identity	Sexual Orientation
Disability	Genetic Information	(Actual or Perceived)
(Mental or Physical)		
Ethnic Group	Nationality/	Based on association
	National Origin	with a person or group with
Identification	8	one or more of these actual
Medical Condition	Race or Ethnicity	or perceived characteristics
Medical Condition		Marital Status

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UNIFORM COMPLAINT POLICY

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

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Escondido, CA 92025

1025-MYA

UNIFORM COMPLAINT POLICY				
3. Please provide copies of any written documents that complaint. I have attached supporting documents.	<i>v</i> 11 <i>v</i>			
Signature:	Date:			
Mail complaint and any relevant documents to:				
Gigi Lenz				
Operations and Program Manager				
500 La Terraza Blvd, Ste 150				

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1030-MYA

SAFE OPERATION OF SCHOOLS (INFECTIOUS DISEASE)

The health and safety of all students, teachers, staff, and the school community are of primary importance. The Board of Directors of Motivated Youth Academy has broad authority to take all measures necessary to ensure the safe operation of schools, including, but not limited to, implementing safety measures, distance learning, and eliminating technological disparities.

Motivated Youth Academy ("MYA") recognizes that the safe operation of schools must take into consideration health and safety measures provided by national, state, and local health officials, and will be largely dependent on local public health conditions. Decisions concerning school closure, whether full or partial, shall be made in consultation with local health officials and in accordance with state guidelines.

For schools to safely operate and allow students, teachers, and staff to convene in-person services, protective measures must be taken and all staff and offices shall be required to follow recommended sanitation protocols in accordance with published guidelines. Schools shall take measures to limit sources of COVID-19 or other infectious diseases.

Continuing use of face coverings shall be consistent with the California Department of Public Health (CDPH) and other local and state school guidelines. It is recommended that staff wear face coverings when engaging with students, staff, or community members in most indoor settings for their own protection, and to protect the health and safety of students and other staff members. Personal protective equipment (PPE) shall be required for specific job functions and distributed to staff in accordance with board policies and laws. Upon request, students who do not have personal face coverings shall be provided with face coverings by the school at no cost. Guidelines shall be developed for the use of face coverings by all students including those with special needs and have identified medical concerns. Measures shall be taken to avoid and mitigate any unintended consequences of implementing any safety precautions.

Students and staff who exhibit signs or symptoms or COVID-19 shall self-quarantine for the prescribed number of days determined by health officials and are further prevented from participating in any in-person activity or meeting until it is medically safe for them to return. Students who are unable to meet with staff as a result of COVID-19 shall continue to receive instruction and support remotely.

Annual notification shall be provided to Educational Rights Holders advising them of health and safety requirements for students to return to in-person activities. Educational Rights Holders, teachers, and staff shall receive training and information on COVID-19 and preventative practices.

It is the policy of the Board of Directors of Motivated Youth Academy that all teachers and staff shall be responsible for ensuring adherence to the policies of the School for the safe operation consistent with all laws, regulations, and policies.

1030-MYA

SAFE OPERATION OF SCHOOLS (INFECTIOUS DISEASE)

Website Resources:

California Department of Public Health: <u>https://covid19.ca.gov/pdf/guidance-schools.pdf</u> California Department of Education: <u>cde.ca.gov</u> California Department of Industrial Relations: <u>dir.ca.gov</u>

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The Motivated Youth Academy Board of Directors recognizes the right of citizens to have access to public records. The Board intends for schools to provide any person reasonable access to the public records during normal business hours and within the requirements of state and federal law. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

Requests for public records shall be made to the office of the Executive Director. The Executive Director or designee may then determine the most appropriate employee of Motivated Youth Academy ("MYA") to assist in assembling any public records for production.

Any person may request a copy of any public record open to the public and not exempt from disclosure. Public access shall not be given to records listed as exempt from public disclosure in the California Public Records Act or other applicable statutes. While a request need not be in writing, if the request is verbal, the requestor will be asked to reduce the request to writing so there is a written record of the records being requested. If the requestor chooses not to reduce the request to writing and confirm the request with the requestor. The request for public records must clearly identify the records requested, along with the name and mailing address of the requestor.

If the Executive Director or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Executive Director or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Executive Director or designee is still unable to identify the information, this requirement will be deemed satisfied.

- 2. Describe the information technology and physical location in which the records exist
- 3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the California Public Records Act (Government Code Section 6250 et seq.) shall not be construed so as to delay access for purposes of inspecting or receiving copies of records

Motivated Youth Academy

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open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial.

MYA may charge for copies of public records or other materials requested by individuals or groups. The charge, based on the direct cost of duplication, has been set by the Board of Directors at \$.10 per page. The direct cost of duplication includes the pro rata expense of the copying equipment used and the pro rata expense in terms of staff time required to produce the copy. It does not include the cost of locating, retrieving, or inspecting records.

When a request requires data compilation, the requestor shall bear the cost of producing a copy of the record, including the cost to construct a record, and the cost of programming and computer services. The requestor shall also bear the direct cost if unique software is needed to process the request. Respondent will provide an estimated cost for the request to the requestor and will follow-up with an itemization of the actual costs when actual costs are determined.

Requests to waive associated fees related to the direct cost of duplication shall be submitted to the Executive Director's Office.

In response to a request for public records sent or received on an employee's personal devices or accounts, MYA shall disclose all public records that can be located with reasonable effort and that are otherwise subject to disclosure under the California Public Records Act. MYA's search for such public records shall be reasonably calculated to locate responsive documents. To fulfill such a request for public records, employees of MYA may be asked to search for and disclose all responsive disclosable public records maintained on the employee's personal devices or accounts.

Within ten (10) days of receiving any request for a copy of records, the Executive Director or designee shall determine whether the request seeks copies of disclosable public records in the possession of MYA, shall promptly inform the person making the request of MYA's intent to comply with the request, and shall indicate the date that the disclosable public records shall be made available.

In unusual circumstances, the Executive Director may extend the 10-day time period for an additional 14 days by providing written notice to the requestor and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include, but only to the extent reasonably necessary to properly process the request, the following:

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- 1. The need to search for and collect the requested records from field facilities or other locations that are separate from the office processing the request;
- 2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records that are demanded in a single request;
- 3. The need for consultation, which shall be conducted with all practicable speed, with another agency having a substantial interest in the determination of the request, or among two or more components of MYA having substantial subject matter interest therein;
- 4. The need to compile data, to write programming language or a computer program, or to construct a computer report to extract data.

If an inspection is requested, any person shall have reasonable access, at a mutually agreeable time, during normal business hours, to the public records of Motivated Youth Academy within the requirements of state law. However, if records are not readily available, or if portions of the records to be inspected must be redacted to protect exempt material, then Motivated Youth Academy must be given a reasonable period of time to perform these functions prior to inspection. Such records shall be examined in the presence of the staff member regularly responsible for their maintenance.

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Motivated Youth Academy

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MEDIA COMMUNICATIONS

The Governing Board recognizes the public's right to information and the significant role the media plays in shaping public perception of school operations and programs. Committed to fostering positive media relations, the Board strives to accommodate media inquiries efficiently and ensure the accurate and timely dissemination of information.

Media representatives are required to prearrange their visits by scheduling a meeting time and location with the designated Public Information Officer. The release of information that is private or confidential, as defined by law, Board policy, or administrative regulations, is prohibited. Access to detailed student records or personally identifiable information is contingent upon receiving written consent from an educational rights holder a parent or guardian.

Interviewing and Photographing Students

The district respects students' rights to engage with the media, as long as it does not disrupt their education or infringe on others' rights. Media seeking to interview students should coordinate in advance with the school Director or designee to minimize disruption. Educational rights holdersParents or guardians may instruct their children not to engage with the media. Media representatives must prearrange any photography of students with the school Director or a designated representative. The identity of special education students is protected, and they cannot be identified in media interactions without explicit written consent from their educational rights holdersparents or guardians.

Media Communications Plan

The Media Communications Plan will designate the district's primary media contact as the Public Information Officer. This individual will serve as the official spokesperson for the district. Other Board members, Directors, or staff may not be asked to speak to the media. Designated spokespersons will receive training to ensure effective communication with the media.

Crisis Communications Plan

In any crisis, the immediate priority is the safety of students and staff. Recognizing the crucial role the media play in communicating during emergencies, the Director or designee will develop a crisis communication strategy. This plan will outline communication tactics for crises. All media inquiries and communications should be directed to the Public Information Officer to maintain clarity and consistency in messaging across the district.

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TITLE I EDUCATIONAL RIGHTS HOLDERS AND FAMILY ENGAGEMENT POLICY

Motivated Youth Academy and its programs ("MY Academy" or the "Charter School") has developed a written Education Rights Holders and Family Engagement Policy ("Policy") with input from Title I educational rights holders and families. MY Academy has distributed the Policy to educational rights holders of Title I students by posting it on the school website and including it in the Student and Educational Rights Holders Handbook. This Policy describes the means for carrying out the following Title I educational rights holders and family engagement requirements.

MY Academy Expectations and Objectives

In establishing the Charter School's expectations and objectives for meaningful parent and family involvement, MY Academy has established the following practices:

- 1. MY Academy involves educational rights holders and family members in the joint development of the Charter School's Educational Rights Holders and Family Engagement Plan.
 - a. Educational Partner Advisory Committee (EPAC) Meetings
 - b. School Site Council (SSC) Meetings
 - c. English Learner Advisory Council (ELAC) Meetings
 - d. Educational rights holders surveys
- 2. MY Academy provides the coordination, technical assistance, and other support necessary to build capacity within the Charter School in planning and implementing effective educational rights holders and family involvement activities to improve student performance. These activities may include; consultation with employers, business leaders, philanthropic organizations, or individuals with expertise in effectively engaging educational rights holders and family members in education.
 - a. Educational rights holder individual meetings with MY Academy staff, including the student's Teacher of Record
 - b. Implementation of field trips, special programs, and marketing
 - c. School / Educational Partner Compact
 - d. Local Control Accountability Plan (LCAP) and School Plan for Student Achievement (SPSA)
- 3. MY Academy coordinates and integrates educational rights holders and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - a. English Learner Advisory Committee (ELAC)
 - b. Title 1, Part A
 - c. Local Control Accountability Plan (LCAP)

TITLE I EDUCATIONAL RIGHTS HOLDERS AND FAMILY ENGAGEMENT POLICY

- d. Educational Partner Advisory Committee (EPAC)
- e. School Site Council (SSC)
- 4. MY Academy conducts, with the meaningful involvement of educational rights holders and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.
 - a. Educational rights holders surveys
 - b. Local Control Accountability Plan engagement
 - c. Revisiting the Educational Rights Holders and Family Engagement Policy
 - d. Announcing teacher qualifications through Educational Rights Holders Right to Know Letters
 - e. Collaborating annually to update School / Educational Partner Compact
- 5. MY Academy conducts, with the meaningful involvement of educational rights holders and family members, an annual evaluation of barriers to greater participation by educational rights holders/families (with particular attention to educational rights holders who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
 - a. EPAC
 - b. SSC
 - c. ELAC
 - d. LCAP
 - e. SPSA
 - f. Educational rights holders survey data.
 - g. Communication and access to the staff are conducted and available through regularly scheduled meetings, school email, GoTo Connect and Parsec communication, and school social media platforms.
 - h. Implementation of field trips, special programs, and marketing.
 - i. Translators and/or other accommodations are provided, upon request, in order to fully support family participation.
- 6. MY Academy conducts, with the meaningful involvement of educational rights holders and family members, an annual evaluation of the needs of educational rights holders and family members to assist with the learning of their children, including engaging with Charter School personnel and teachers.
 - a. EPAC
 - b. SSC
 - c. ELAC
 - d. Educational rights holder individual meetings with MY Academy staff, including the student's Teacher of Record
 - e. Educational rights holders and educational partners surveys
 - f. LCAP and SPSA input

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- 7. MY Academy conducts, with the meaningful involvement of educational rights holders and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
 - a. EPAC
 - b. SSC
 - c. ELAC
 - d. Educational rights holder individual meetings with MY Academy staff, including the student's Teacher of Record
 - e. Educational rights holders and educational partners surveys
 - f. LCAP and SPSA input
- 8. MY Academy uses the findings of the annual evaluation to design evidence-based strategies for effective educational rights holder and family engagement, and to revise, if necessary, the Educational Rights Holders and Family Engagement Policy.
 - a. Leadership team evaluates the data received from the following items and makes the needed adjustments to increase effective educational rights holder and family engagement:
 - i. Educational rights holders and educational partners surveys
 - ii. ELAC
 - iii. EPAC
 - iv. SSC
 - v. Educational rights holder individual meetings with MY Academy staff, including the student's Teacher of Record
 - vi. LCAP and SPSA input
- 9. MY Academy involves educational rights holders in the activities of the Charter School to adequately represent the needs of the population.
 - a. EPAC
 - b. SSC
 - c. ELAC
 - d. Educational rights holder individual meetings with MY Academy staff, including the student's Teacher of Record
 - e. Educational rights holders and educational partners surveys
 - f. LCAP and SPSA input

Involvement of Educational Rights Holders in the Title I Program

To involve educational rights holders in the Title I program at MY Academy, the following practices have been established:

TITLE I EDUCATIONAL RIGHTS HOLDERS AND FAMILY ENGAGEMENT POLICY

- 1. MY Academy convenes an annual meeting to inform educational rights holders of Title I students about Title I requirements and about the right of educational rights holders to be involved in the Title I program.
 - a. Meetings will be held virtually with email invitations sent out to all educational rights holders of Title 1 eligible students.
- 2. MY Academy offers a flexible number of meetings for Title I educational rights holders, such as meetings in the morning or evening.
 - a. The school will offer virtual meetings, along with an opportunity to submit questions.
- 3. MY Academy involves educational rights holders of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent and Family Engagement Policy. This is completed through the following:
 - a. EPAC
 - b. SSC
 - c. ELAC
 - d. Educational rights holder individual meetings with MY Academy staff, including the student's Teacher of Record
 - e. Educational rights holder surveys
 - f. LCAP and SPSA input
- 4. MY Academy provides educational rights holders of Title I students with timely information about Title I programs.
 - a. Student and Educational Rights Holders Handbook
 - b. Receipt of Policies
 - c. Continual school announcements & highlights through Smore newsletters
 - d. Direct communication via email to educational rights holders of Title I students
- 5. MY Academy provides educational rights holders of Title I students with an explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - a. Student and Educational Rights Holder's Handbook
 - b. MY Academy's School website
 - c. Educational rights holder individual meetings with MY Academy staff, including the student's Teacher of Record
- 6. If requested by educational rights holders of Title I students, MY Academy provides opportunities for regular meetings that allow the educational rights holder to formulate

TITLE I EDUCATIONAL RIGHTS HOLDERS AND FAMILY ENGAGEMENT POLICY

suggestions and to participate, as appropriate, in decisions relating to the education of their children.

- a. Meeting will be held virtually for all educational rights holders of Title I eligible students
- b. LCAP educational rights holders information meeting

The Policy must be updated periodically to meet the changing needs of educational rights holders and the Charter School. If MY Academy has a process in place for involving educational rights holders in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of educational rights holders of Title I children.

<u>School / Educational Partner Compact</u>

MY Academy distributes to educational rights holders of Title I students a School / Educational Partner Compact (the "Compact"). The Compact, which has been jointly developed with educational rights holders, outlines how educational rights holders, the entire Charter School staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by educational rights holders of Title I students.

- 1. MY Academy's responsibility is to provide high-quality curriculum and instruction to meet the challenging State academic standards.
- 2. The ways educational rights holders will be responsible for supporting their children's learning by participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- 3. The importance of ongoing communication between educational rights holders and teachers through, at a minimum, monthly learning period meetings; frequent reports on student progress; access to staff; opportunities for educational rights holders to volunteer and participate in their child's education; and regular communication between family members and school staff,

The Charter School developed the Compact with Title I parent input and the Charter School distributes the Compact to Title I educational rights holder electronically. <u>Title I School /</u> <u>Educational Partner Compact</u>

Building Capacity for Involvement

MY Academy engages Title I educational rights holders in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, educational rights

TITLE I EDUCATIONAL RIGHTS HOLDERS AND FAMILY ENGAGEMENT POLICY

holders, and the community to improve student academic achievement. To help reach these goals, MY Academy has established the following practices.

- 1. MY Academy provides Title I educational rights holders with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of students.
 - a. Educational rights holder individual meetings with MY Academy staff, including the student's Teacher of Record
 - b. MY Academy newsletters
 - c. Learning period meetings with Teacher of Record
 - d. Frequent communication via email, Parsec and Smore
- 2. MY Academy provides Title I educational rights holders with materials and training, as appropriate, to foster educational rights holder involvement, and to help them work with their children to improve their children's achievement.
 - a. Educational rights holder individual meetings with MY Academy staff, including the student's Teacher of Record
 - b. Educational rights holder resources found on the MY Academy website
 - c. SSC, ELAC, and EPAC meetings
 - d. Observation of Live Interaction
 - e. Specially Designed Academic Instruction and Curriculum
- 3. With the assistance of Title I educational rights holders, MY Academy educates staff members about the value of educational rights holder contributions, and in how to reach out, communicate with, and work with educational rights holders as equal partners to implement and coordinate educational rights holder programs and build ties between educational rights holders and the Charter School.
 - a. Staff professional development
 - b. Staff participation in family and student outreach events
- 4. MY Academy coordinates and integrates the Title I educational rights holder involvement program with other programs, and conducts other activities to encourage and support educational rights holders in more fully participating in the education of their children.
 - a. Educational rights holder individual meetings with MY Academy staff, including the student's Teacher of Record
 - b. The school will provide educational rights holder and student outreach events.
- 5. MY Academy distributes information related to Charter School and educational rights holder programs, meetings, and other activities to Title I educational rights holders in a format and language that the educational rights holders understand.
 - a. Meeting will be held virtually with email invitations being sent out to all educational rights holders of Title I eligible students.

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- 6. MY Academy provides support for educational rights holder involvement activities requested by Title I educational rights holders.
 - a. MY Academy will provide educational rights holder and student outreach events, such as Parent Orientation, Back to School Events, Field Trips, Take A Look Tuesday, Workforce Wednesday, and Think About It Thursday, etc.
 - b. Translators and/or other accommodations are provided, upon request, in order to fully support family participation.

Accessibility

MY Academy provides opportunities for the participation of all Title I educational rights holders and family members, including educational rights holders/family with limited English proficiency, educational rights holders/family with disabilities, and educational rights holders/family of migratory students. Information and school reports are provided in a format and language that educational rights holders/family understand.

- 1. Digital format that can be translated with the use of technology.
- 2. Interpretation services are available.
- 3. Information is presented in a way that is understandable by educational rights holders and accommodations are provided, as needed.
- 4. Information is presented visually and verbally, as applicable.

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Motivated Youth Academy ("MYA" or the "Charter School") offers independent study to meet the educational needs of students enrolled in MYA. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. MYA shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at MYA:

- 1. For students in all grade levels offered by MYA, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days.
- 2. MYA shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by MYA for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.
- 3. Regular attendance is critical to the success of all students. Attendance is defined as "a student is engaged in educational activities required of them by their charter schools, on days when school is actually taught in their charter schools. (5 C.C.R. 11960(a).)"

Motivated Youth Academy utilizes an Independent Study model, which is a nonclassroom-based instructional program. Attendance is calculated based on the work completed by the student and submitted by the due dates established in the Independent Study Master Agreement. The assigned Teacher of Record ("TOR") assesses the student's work to determine whether the work completed constitutes a full day of attendance. When determining the time value of a student's work, the teacher will consider each student individually and may adjust the assignments accordingly.

- 4. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:
 - a. When any pupil fails to complete 10 graded assignments during any period of twenty (20) school days.
 - b. In the event that a student's educational progress falls below satisfactory levels as determined by MYA's Attendance Policy which considers ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as

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indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

- ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

- 5. MYA has adopted tiered reengagement strategies as outlined in its Attendance Policy for the following pupils:
 - a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
 - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to Educational Rights Holders of lack of participation within one school day of the recording of a non-attendance day or lack of participation;
- c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-Educational Rights Holder-educator conference to review a pupil's written agreement, and reconsider the independent study program's

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impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

- 6. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
 - a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Daily synchronous activity will be online, in person and with group or one-to-one instruction.
 - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of MYA and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: daily check in through online, phone, text message, or email. Weekly synchronous activity will be online, in person and with group or one-to-one instruction.
 - c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Weekly synchronous activity will be online, in person and with group or one-to-one instruction.
- 7. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a pupil's Educational Rights Holder regarding a pupil's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein, pursuant to Education Code Section 57147, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending

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dates for the student's participation in independent study under the agreement.

- i. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
- For a pupil participating in an independent study program that is scheduled for more i. than 15 school days, each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's Educational Rights Holder if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for fewer than 16 school days, each written agreement shall be signed during the school year of the pupil's enrollment in independent study, by the pupil, the pupil's Educational Rights Holder, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - i. Written agreements may be signed using an electronic signature that complies

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with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

8. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The withdraw form will be sent to the Educational Rights Holder of the pupil or adult student within 24 hours (on business days) of the request. Within four (4) business days of receiving the signed form, MYA will prepare withdraw documents (including exit grades) and send them to the Educational Rights Holder or adult student.

MYA shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of MYA's Act and the State Board of Education regulations adopted thereunder.

The Executive Director may establish regulations to implement these policies in accordance with the law.

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Motivated Youth Academy ("MYA" or the "Charter School") offers independent study to meet the educational needs of students enrolled in MYA. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. MYA shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

The following written policies have been adopted by the Board of Directors for implementation at MYA:

- 1. For students in all grade levels offered by MYA, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days.
- 2. MYA shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by MYA for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.
- 3. Regular attendance is critical to the success of all students. Attendance is defined as "a student is engaged in educational activities required of them by their charter schools, on days when school is actually taught in their charter schools. (5 C.C.R. 11960(a).)"

Motivated Youth Academy utilizes an Independent Study model, which is a nonclassroom-based instructional program. Attendance is calculated based on the work completed by the student and submitted by the due dates established in the Independent Study Master Agreement. The assigned Teacher of Record ("TOR") assesses the student's work to determine whether the work completed constitutes a full day of attendance. When determining the time value of a student's work, the teacher will consider each student individually and may adjust the assignments accordingly.

- 4. An evaluation shall be completed to determine whether it is in the best interests of the student to remain in independent study under the following circumstances:
 - a. When any pupil fails to complete 10 graded assignments during any period of twenty (20) school days.
 - b. In the event that a student's educational progress falls below satisfactory levels as determined by MYA's Attendance Policy which considers ALL of the following indicators:
 - i. The pupil's achievement and engagement in the independent study program, as

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indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).

- ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- iii. Learning required concepts, as determined by the supervising teacher.
- iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

- 5. MYA has adopted tiered reengagement strategies as outlined in its Attendance Policy for the following pupils:
 - a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or
 - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to Educational Rights Holders of lack of participation within one school day of the recording of a non-attendance day or lack of participation;
- c. A plan for outreach from the school to determine pupil needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-Educational Rights Holder-educator conference to review a pupil's written agreement, and reconsider the independent study program's

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impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

- 6. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
 - a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Daily synchronous activity will be online, in person and with group or one-to-one instruction.
 - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of MYA and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: daily check in through online, phone, text message, or email. Weekly synchronous activity will be online, in person and with group or one-to-one instruction.
 - c. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher or teachers of record shall be as follows: Weekly synchronous activity will be online, in person and with group or one-to-one instruction.
- 7. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a pupil's Educational Rights Holder regarding a pupil's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel, which will be made available to the student. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein, pursuant to Education Code Section 57147, subdivisions (a) and (b), regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending

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dates for the student's participation in independent study under the agreement.

- i. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health support.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
- For a pupil participating in an independent study program that is scheduled for more i. than 15 school days, each written agreement shall be signed, prior to the commencement of independent study, by the student, the student's Educational Rights Holder if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for fewer than 16 school days, each written agreement shall be signed during the school year of the pupil's enrollment in independent study, by the pupil, the pupil's Educational Rights Holder, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - i. Written agreements may be signed using an electronic signature that complies

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with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

8. The following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: The withdraw form will be sent to the Educational Rights Holder of the pupil or adult student within 24 hours (on business days) of the request. Within four (4) business days of receiving the signed form, MYA will prepare withdraw documents (including exit grades) and send them to the Educational Rights Holder or adult student.

MYA shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of MYA's Act and the State Board of Education regulations adopted thereunder.

The Executive Director may establish regulations to implement these policies in accordance with the law.

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COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY

The Motivated Youth Academy Board of Directors ("Board" or the "School") has adopted this policy to meet the Legislative intent of the California Healthy Youth Act ("CHYA") as follows:

- 1. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus ("HIV") and other sexually transmitted infections and unintended pregnancy;
- 2. To provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
- 3. To promote understanding of sexuality as a normal part of human development;
- 4. To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
- 5. To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

DEFINITIONS

- 1. Age Appropriate: topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
- 2. **Comprehensive Sexual Health Education**: education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
- 3. English Learner: a student who is "limited English proficient" as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25)).
- 4. **HIV Prevention Education**: instruction on the nature of human immunodeficiency virus ("HIV") and acquired immunodeficiency syndrome ("AIDS"), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.
- 5. **Instructors Trained in the Appropriate Courses**: instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.
- 6. Medically Accurate: verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and

Motivated Youth Academy

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COMPREHENSIVE SEXUAL HEALTH EDUCATION POLICY

recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field.

INSTRUCTION TO STUDENTS

The CHYA requires that comprehensive sexual health education and HIV prevention education be provided to all students in grades 7 to 12, inclusive, at least once in middle school or junior high school and once in high school.

In compliance with the CHYA, the School will ensure that all students in grades 7 to 12, inclusive, are provided the following instruction:

- 1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
- 2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
- 3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
- 4. Information about the effectiveness and safety of all federal Food and Drug Administration ("FDA") approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including the use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
- 5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
- 6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
- 7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a

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normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.

- 8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
- 9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:
 - a. Parenting, adoption, and abortion.
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger., pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
 - c. The importance of prenatal care.
- 10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:
 - a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
 - b. Information on how social media and mobile device applications are used for human trafficking.
- 11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.
- 12. Information regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

Further, Motivated Youth Academy shall ensure that all instruction satisfies the following criteria:

- 1. Instruction and materials shall be age appropriate.
- 2. All factual information presented shall be medically accurate and objective.
- 3. All instruction and materials shall align with and support the purposes of Education Code Section 51930(b)(1)-(5) as stated in this Policy and shall:

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- a. Be appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, students with disabilities, and English learners.
- b. Be made available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner student as otherwise provided pursuant to applicable law.
- c. Be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
- d. Not reflect or promote bias against any person on the basis of any category protected by Education Code Section 220.
- e. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
- f. Teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
- g. Encourage students to communicate with their educational rights holder(s)parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
- h. Teach the value of and prepare students to have and maintain committed relationships such as marriage.
- i. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
- j. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.
- k. Not teach or promote religious doctrine.

IN-SERVICE TRAINING

1. The School shall cooperatively plan and conduct in-service training for all School personnel that provide HIV prevention education, through regional planning, joint powers agreements, or contract services.

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- 2. In developing and providing in-service training, the School shall cooperate and collaborate with the teachers of the School who provide HIV prevention education and with the department.
- 3. In-service training shall be conducted periodically to enable School personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for School personnel who have demonstrated expertise or received in-service training from the department or federal Centers for Disease Control and Prevention.
- 4. The School may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for School personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

GUEST SPEAKERS

- 1. The School may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for School personnel.
- 2. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their institution.

PARENTAL CONSENT

Motivated Youth Academy encourages students to communicate with their educational rights holder(s)parents/guardians about human sexuality and HIV and to respect the rights of educational rights holder(s)parents/guardians to supervise their student's education on these subjects. The School intends to create a streamlined process to make it easier for educational rights holder(s)parents/guardians to review materials and evaluation tools related to comprehensive sexual health education and HIV prevention education, and, if they wish, to excuse their student from participation in all or part of that instruction or evaluation. The School recognizes that while educational rights holder(s)parents/guardians overwhelmingly support medically accurate, comprehensive sex education, educational rights holder(s)parents/guardians have the ultimate responsibility for imparting values regarding human sexuality to their student.

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An educational rights holder-<u>parent/guardian</u>-of a student has the right to excuse their student from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The School shall not require active educational rights holder(s)parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education.

Notwithstanding Education Code Section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex, may be administered to any student in grades 7 to 12, inclusive. An educational rights holder-parent/guardian has the right to excuse their student from the test, questionnaire, or survey through a passive consent ("opt-out") process. The School shall not require active educational rights holder parental-consent ("opt-in") for these tests, questionnaires, or surveys in grades 7 to 12, inclusive. Educational rights holder(s)Parents/guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey, and informed that in order to excuse their student from the test, questionnaire, or survey, and informed that in order to excuse their student they must state their request in writing to the School.

ANNUAL NOTICE

At the beginning of each school year, or, for a student who enrolls in a school after the beginning of the school year, at the time of that student's enrollment, the School shall notify the educational rights holder(s)parent/guardian of each student about instruction in comprehensive sexual health education and HIV prevention education and research on student health behaviors and risks planned for the coming year. The notice shall do all of the following:

- 1. Advise the educational rights holder(s)-parent/guardian that written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.
- 2. Advise the educational rights holder(s)parent/guardian whether the comprehensive sexual health education or HIV prevention education will be taught by School personnel or by outside consultants. The School may provide comprehensive sexual health education or HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest

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speakers, but if it elects to provide comprehensive sexual health education or HIV prevention education in either of these manners, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the educational rights holder(s)parent/guardian to request a copy of this Policy. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than fourteen (14) days before the instruction is delivered.

- 3. Include information explaining the educational rights holder(s)'sparent's/guardian's right to request a copy of this Policy and/or Education Code sections 51930-51939.
- 4. Advise the educational rights holder(s)parent/guardian that the educational rights holder(s)parent/guardian has the right to excuse their student from comprehensive sexual health education and HIV prevention education and that in order to excuse their student they must state their request in writing to the School.

FOR PUPILS WHO OPT OUT

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the School has received a written request from the student's educational rights holder(s)parent/guardian excusing the student from participation.

A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's educational rights holder(s)parent/guardian declines to permit the student to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose educational rights holder(s)parents/guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

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The Motivated Youth Academy Board of Directors ("Board" or the "School") has adopted this policy to meet the Legislative intent of the California Healthy Youth Act ("CHYA") as follows:

- 1. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from human immunodeficiency virus ("HIV") and other sexually transmitted infections and unintended pregnancy;
- 2. To provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
- 3. To promote understanding of sexuality as a normal part of human development;
- 4. To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
- 5. To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors.

DEFINITIONS

- 1. Age Appropriate: topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.
- 2. **Comprehensive Sexual Health Education**: education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.
- 3. English Learner: a student who is "limited English proficient" as that term is defined in the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7801(25)).
- 4. **HIV Prevention Education**: instruction on the nature of human immunodeficiency virus ("HIV") and acquired immunodeficiency syndrome ("AIDS"), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.
- 5. **Instructors Trained in the Appropriate Courses**: instructors with knowledge of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.
- 6. **Medically Accurate**: verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and

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recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field.

INSTRUCTION TO STUDENTS

The CHYA requires that comprehensive sexual health education and HIV prevention education be provided to all students in grades 7 to 12, inclusive, at least once in middle school or junior high school and once in high school.

In compliance with the CHYA, the School will ensure that all students in grades 7 to 12, inclusive, are provided the following instruction:

- 1. Information on the nature of HIV, as well as other sexually transmitted infections, and their effects on the human body.
- 2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual activities and injection drug use.
- 3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections and abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy. This instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
- 4. Information about the effectiveness and safety of all federal Food and Drug Administration ("FDA") approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including the use of antiretroviral medication, consistent with the federal Centers for Disease Control and Prevention.
- 5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing.
- 6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others.
- 7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV. This instruction shall emphasize that successfully treated HIV-positive individuals have a

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normal life expectancy, all people are at some risk of contracting HIV, and the only way to know if one is HIV-positive is to get tested.

- 8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence.
- 9. Information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to, all of the following:
 - a. Parenting, adoption, and abortion.
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger., pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.
 - c. The importance of prenatal care.
- 10. Information about sexual harassment, sexual assault, sexual abuse, and human trafficking. Information on human trafficking shall include both of the following:
 - a. Information on the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance.
 - b. Information on how social media and mobile device applications are used for human trafficking.
- 11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs thereof.
- 12. Information regarding the potential risks and consequences of creating and sharing sexually suggestive or sexually explicit materials through cellular telephones, social networking Internet Web sites, computer networks, or other digital media.

Further, Motivated Youth Academy shall ensure that all instruction satisfies the following criteria:

- 1. Instruction and materials shall be age appropriate.
- 2. All factual information presented shall be medically accurate and objective.
- 3. All instruction and materials shall align with and support the purposes of Education Code Section 51930(b)(1)-(5) as stated in this Policy and shall:

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- a. Be appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds, students with disabilities, and English learners.
- b. Be made available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner student as otherwise provided pursuant to applicable law.
- c. Be accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
- d. Not reflect or promote bias against any person on the basis of any category protected by Education Code Section 220.
- e. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.
- f. Teach students about gender, gender expression, gender identity, and explore the harm of negative gender stereotypes.
- g. Encourage students to communicate with their educational rights holder(s) and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so.
- h. Teach the value of and prepare students to have and maintain committed relationships such as marriage.
- i. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection, and are free from violence, coercion, and intimidation.
- j. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.
- k. Not teach or promote religious doctrine.

IN-SERVICE TRAINING

1. The School shall cooperatively plan and conduct in-service training for all School personnel that provide HIV prevention education, through regional planning, joint powers agreements, or contract services.

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- 2. In developing and providing in-service training, the School shall cooperate and collaborate with the teachers of the School who provide HIV prevention education and with the department.
- 3. In-service training shall be conducted periodically to enable School personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for School personnel who have demonstrated expertise or received in-service training from the department or federal Centers for Disease Control and Prevention.
- 4. The School may expand HIV in-service training to cover the topic of comprehensive sexual health education in order for School personnel who provide comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

GUEST SPEAKERS

- 1. The School may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health education and HIV prevention education or to provide training for School personnel.
- 2. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and have knowledge of the most recent medically accurate research on the relevant topic or topics covered in their institution.

PARENTAL CONSENT

Motivated Youth Academy encourages students to communicate with their educational rights holder(s) about human sexuality and HIV and to respect the rights of educational rights holder(s) to supervise their student's education on these subjects. The School intends to create a streamlined process to make it easier for educational rights holder(s) to review materials and evaluation tools related to comprehensive sexual health education and HIV prevention education, and, if they wish, to excuse their student from participation in all or part of that instruction or evaluation. The School recognizes that while educational rights holder(s) overwhelmingly support medically accurate, comprehensive sex education, educational rights holder(s) have the ultimate responsibility for imparting values regarding human sexuality to their student.

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An educational rights holder of a student has the right to excuse their student from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The School shall not require active educational rights holder(s) consent ("opt-in") for comprehensive sexual health education and HIV prevention education.

Notwithstanding Education Code Section 51513, anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex, may be administered to any student in grades 7 to 12, inclusive. An educational rights holder has the right to excuse their student from the test, questionnaire, or survey through a passive consent ("opt-out") process. The School shall not require active educational rights holder consent ("opt-in") for these tests, questionnaires, or surveys in grades 7 to 12, inclusive. Educational rights holder(s) shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their student from the test, questionnaire, or survey, and informed that in order to excuse their student they must state their request in writing to the School.

ANNUAL NOTICE

At the beginning of each school year, or, for a student who enrolls in a school after the beginning of the school year, at the time of that student's enrollment, the School shall notify the educational rights holder(s) of each student about instruction in comprehensive sexual health education and HIV prevention education and research on student health behaviors and risks planned for the coming year. The notice shall do all of the following:

- 1. Advise the educational rights holder(s) that written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.
- 2. Advise the educational rights holder(s) whether the comprehensive sexual health education or HIV prevention education will be taught by School personnel or by outside consultants. The School may provide comprehensive sexual health education or HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest speakers, but if it elects to provide comprehensive sexual health education or HIV

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prevention education in either of these manners, the notice shall include the date of the instruction, the name of the organization or affiliation of each guest speaker, and information stating the right of the educational rights holder(s) to request a copy of this Policy. If arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than fourteen (14) days before the instruction is delivered.

- 3. Include information explaining the educational rights holder(s)'s right to request a copy of this Policy and/or Education Code sections 51930-51939.
- 4. Advise the educational rights holder(s) that the educational rights holder(s) has the right to excuse their student from comprehensive sexual health education and HIV prevention education and that in order to excuse their student they must state their request in writing to the School.

FOR PUPILS WHO OPT OUT

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the School has received a written request from the student's educational rights holder(s) excusing the student from participation.

A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's educational rights holder(s) declines to permit the student to receive comprehensive sexual health education or HIV prevention education or to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose educational rights holder(s) have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

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EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

The Motivated Youth Academy ("MYA" or the "Charter School") Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

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

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

Homeless status is determined in cooperation with the Educational Rights Holder. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison

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

Yvonnet Gaona Community Program Specialist ygaona@myacademy.org 619-343-2048

The Charter School Liaison or their designee shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. 11432(g)(6)):

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EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

- 1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
- 2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
- 3. Homeless students and families receive educational services for which they are eligible including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by the Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services
- 4. Educational Rights Holders are informed of the educational and related opportunities available to their students and are provided with meaningful opportunities to participate in the education of their students.
- 5. Public notice of the educational rights of homeless children is disseminated at places frequented by Educational Rights Holders of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the Educational Rights Holders of homeless youth and unaccompanied youth.
- 6. Enrollment/admissions disputes are mediated in accordance with the law, the Charter School's charter, and Board policy.
- 7. Educational Rights Holders and any unaccompanied youth are fully informed of all transportation services, as applicable.
- 8. Charter School personnel providing services receive professional development and other support.
- 9. The Charter School Liaison collaborates with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- 10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging state academic standards as the state establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

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

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EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

Enrollment

The Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

MYA shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Director or designee shall refer the Educational Rights Holder to the Charter School Liaison. The Charter School Liaison shall assist the Educational Rights Holder in obtaining the necessary immunizations or records for the student. (42 U.S.C. 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to the Charter School's capacity and pursuant to the procedures stated in the school charter and Board policy), pending final resolution of the dispute, including all available appeals. The Educational Rights Holder shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the Educational Rights Holder's right to appeal the decision. The Educational Rights Holder shall also be referred to the Charter School Liaison. (42 U.S.C. \$ 11432(g)(3)(E).)

The School Liaison shall carry out the board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. \$11432(g)(3)(E).)

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EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

Housing Questionnaire

MYA shall administer a housing questionnaire for purposes of identifying homeless children and youth. MYA shall ensure that the housing questionnaire is based on the best practices developed by the CDE. MYA shall annually provide the housing questionnaire to all Educational Rights Holders of students and to all unaccompanied youths at MYA. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in the primary language other than English spoken by fifteen (15) percent or more of the students enrolled at MYA and shall be translated into other languages upon request of a student's Educational Rights Holder or an unaccompanied youth. MYA shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in the Charter School such as (42 U.S.C. \$ 11432(g)(4)):

- 1. Transportation services
- 2. Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- 3. Programs in vocational and technical education
- 4. Programs for gifted and talented students
- 5. Charter School nutrition programs

Transportation

In the event that the Charter School provides transportation services to all students, the Charter School shall provide comparable transportation services to each homeless child or youth attending the Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all students, the Charter School shall ensure that transportation is provided for homeless students to and from the Charter School, at the request of the Educational Rights Holder(or Charter School Liaison), if the

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EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J) Transportation provided by the Charter School will be adequate and appropriate for the Student's situation, but the Charter School does not commit to any one method of transportation for all youth.

Eligibility for Extracurricular Activities

A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who is a homeless youth any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

High School Graduation Requirements

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

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

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

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

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EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

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

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

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

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

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

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EDUCATION FOR HOMELESS CHILDREN AND YOUTH POLICY

Professional Development

All administrators, teachers and employees of the Charter School, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will send verification that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually. (Education Code Section 48852.5(c)(2).)

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the Educational Rights Holder at the time of enrollment and at least twice (2) annually while enrolled at the Charter School.

This notice must be signed by the Educational Rights Holder. The notice must outline general rights, include the name of the Charter School Liaison with contact information, and specifically state that (1) the choice of schools homeless children and youth are eligible to attend; (2) that no homeless student is required to attend a separate school for homeless children or youths; (3) that homeless children and youths shall be provided comparable services as described above, including transportation services, educational services; and (4) that homeless children and youths should not be stigmatized by Charter School personnel. (42 U.S.C. § 11432(e)(3)(C).)

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

School Website Posting

The Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

• The name and contact information of the Charter School Liaison(s) for homeless children and youths.

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- The contact information of any employee or contractor that assists the Charter School Liaison in completing the liaison's duties.
- Specific information regarding the educational rights and resources available to persons experiencing homelessness.

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The Motivated Youth Academy ("MYA" or the "Charter School") Governing Board desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

Definition of Homeless Children and Youth

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

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

Homeless status is determined in cooperation with the Educational Rights Holder. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

Charter School Liaison

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

Yvonnet Gaona Community Program Specialist ygaona@myacademy.org 619-343-2048

The Charter School Liaison or their designee shall ensure that the following requirements are fulfilled by the Charter School (42 U.S.C. 11432(g)(6)):

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- 1. Homeless students are identified by Charter School personnel, through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.
- 2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
- 3. Homeless students and families receive educational services for which they are eligible including: services through Head Start programs (including Early Head Start programs) under the Head Start Act; early intervention services under part C of the Individuals with Disabilities Education Act ("IDEA"); any other preschool programs administered by the Charter School, if any; and referrals to health care services, dental services, mental health services, substance abuse services, housing services, and other appropriate services
- 4. Educational Rights Holders are informed of the educational and related opportunities available to their students and are provided with meaningful opportunities to participate in the education of their students.
- 5. Public notice of the educational rights of homeless children is disseminated at places frequented by Educational Rights Holders of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the Educational Rights Holders of homeless youth and unaccompanied youth.
- 6. Enrollment/admissions disputes are mediated in accordance with the law, the Charter School's charter, and Board policy.
- 7. Educational Rights Holders and any unaccompanied youth are fully informed of all transportation services, as applicable.
- 8. Charter School personnel providing services receive professional development and other support.
- 9. The Charter School Liaison collaborates with state coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- 10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging state academic standards as the state establishes for other children and youth; and are informed of their status as independent students and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid.

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

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Enrollment

The Charter School shall immediately admit/enroll the student for which the Charter School is a School of Origin. "School of Origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

MYA shall also immediately enroll a homeless youth who seeks to enroll in the Charter School, if the youth would otherwise be eligible to attend and subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School and Board policy. A homeless youth who is enrolled will have the right to attend classes and participate fully in school activities, including extracurricular activities.

The youth shall be immediately enrolled even if the student lacks records normally required for enrollment (such as previous academic records, records of immunizations, other required health records, proof of residency) or has missed application or enrollment deadlines during any period of homelessness. Records will immediately be requested from the previous school. (42 U.S.C. 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Director or designee shall refer the Educational Rights Holder to the Charter School Liaison. The Charter School Liaison shall assist the Educational Rights Holder in obtaining the necessary immunizations or records for the student. (42 U.S.C. 11432(g)(3)(C).)

A homeless youth may remain in the student's school of origin for the entire period for which the youth is homeless. If a youth obtains permanent housing during an academic year, the youth will be permitted to remain in the school of origin through the end of the academic year.

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted (subject to the Charter School's capacity and pursuant to the procedures stated in the school charter and Board policy), pending final resolution of the dispute, including all available appeals. The Educational Rights Holder shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the Educational Rights Holder's right to appeal the decision. The Educational Rights Holder shall also be referred to the Charter School Liaison. (42 U.S.C. \$ 11432(g)(3)(E).)

The School Liaison shall carry out the board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. \$11432(g)(3)(E).)

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Housing Questionnaire

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Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in the Charter School such as (42 U.S.C. \$ 11432(g)(4)):

- 1. Transportation services
- 2. Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- 3. Programs in vocational and technical education
- 4. Programs for gifted and talented students
- 5. Charter School nutrition programs

Transportation

In the event that the Charter School provides transportation services to all students, the Charter School shall provide comparable transportation services to each homeless child or youth attending the Charter School, as noted above. (42 U.S.C. § 11432(g)(4).)

If the Charter School does not otherwise provide transportation services to all students, the Charter School shall ensure that transportation is provided for homeless students to and from the Charter School, at the request of the Educational Rights Holder(or Charter School Liaison), if the Charter School is the student's school of origin. (42 U.S.C. § 11432(g)(1)(J) Transportation

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provided by the Charter School will be adequate and appropriate for the Student's situation, but the Charter School does not commit to any one method of transportation for all youth.

Eligibility for Extracurricular Activities

A homeless child or youth shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who is a homeless youth any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

High School Graduation Requirements

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

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

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

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

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

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

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

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

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

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

Professional Development

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All administrators, teachers and employees of the Charter School, including the Charter School Liaison, will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. The Charter School Liaison will send verification that the Charter School is providing the required training to school personnel providing services to youth experiencing homelessness at least annually. (Education Code Section 48852.5(c)(2).)

Notice

For any homeless student who seeks enrollment at the Charter School, written notice will be provided to the Educational Rights Holder at the time of enrollment and at least twice (2) annually while enrolled at the Charter School.

This notice must be signed by the Educational Rights Holder. The notice must outline general rights, include the name of the Charter School Liaison with contact information, and specifically state that (1) the choice of schools homeless children and youth are eligible to attend; (2) that no homeless student is required to attend a separate school for homeless children or youths; (3) that homeless children and youths shall be provided comparable services as described above, including transportation services, educational services; and (4) that homeless children and youths should not be stigmatized by Charter School personnel. (42 U.S.C. § 11432(e)(3)(C).)

Annual Policy Review

The Charter School shall annually review and revise any policies that may act as barriers to the identification of homeless children and youths or the enrollment of homeless children and youths at the Charter School. In reviewing and revising such policies, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Special attention shall be given to ensuring the identification, enrollment, and attendance of homeless children and youths who are not currently attending school.

School Website Posting

The Charter School shall ensure that the following information is posted, and updated as necessary, on its internet website:

- The name and contact information of the Charter School Liaison(s) for homeless children and youths.
- The contact information of any employee or contractor that assists the Charter School Liaison in completing the liaison's duties.

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• Specific information regarding the educational rights and resources available to persons experiencing homelessness.

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SECTION 504 POLICY

The Board of Directors of Motivated Youth Academy and its programs ("MYA" or the "Charter School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limits one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met within the school model. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning

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of evaluation data, and placement options. The student's educational rights holder(s)parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If MYA does not assess a student after an educational rights holdera parent has requested an assessment, the School shall provide notice of the educational rights holder'sparent's/guardian's procedural safeguards. MYA shall not retaliate in any way against educational rights holdersparents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require aids and services under Section 504, the Section 504 Team shall develop a 504 plan. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's educational rights holder(s)parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. MYA shall periodically review the student's progress and placement.

MYA does not discriminate on the basis of disability or any other characteristic protected under law. MYA will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

- A. Definitions
 - 1. **Academic Setting** the regular, educational environment operated by MYA
 - 2. **Individual with a Disability under Section 504** An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 - 3. **Evaluation** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the accommodations/services that the student needs. The term means procedures used

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SECTION 504 POLICY

selectively with an individual student and does not include basic tests administered to, or procedures used with all students in a school, grade, or class.

- 4. **504 Plan** is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.
- 5. Free Appropriate Public Education ("FAPE") the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
- 6. **Major Life Activities -** Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. Physical or Mental Impairment –

- a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
- b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
- 8. **504 Coordinator** The Intervention Coordinator shall serve as the MYA's

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Section 504 Coordinator. The educational rights holder(s)parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the Section 504 Coordinator, Melissa Lato,—at mlato@myacademy.orgasaade@excelacademy.education.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. Is regarded as having an impairment - means

- a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.
- B. Referral, Assessment and Evaluation Procedures
 - 1. MYA will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
 - 2. A student may be referred by anyone, including an educational rights holderaparent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.
 - 3. MYA has the responsibility to ensure that students with disabilities are evaluated.
 - 4. The 504 Team convened by the Section 504 Coordinator will be composed of the

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student's educational rights holder(s)parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for accommodations/services, and the legal requirements for least restrictive environment

- 5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
- 6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
- 7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what

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regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, performance-based testing, academic assessment information, and data offered by the student's teachers and educational rights holder(s)parent/guardian.

- 8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
- 9. The educational rights holder(s)parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
- 10. If a request for evaluation is denied, the 504 Team shall inform the educational rights holder(s)parents/guardians in writing of this decision and of their procedural rights as described below.
- C. 504 Plan
 - 1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
 - 2. The 504 Team responsible for making decisions shall include the educational rights holder(s)parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
 - 3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education

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and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

- 4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
- 5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
- 6. The referral, assessment, evaluation and placement process will be completed within a reasonable time.
- 7. The educational rights holdersparents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
- 8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect this decision.
- 9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the educational rights holder(s)parent/guardian or school staff.
- MYA shall immediately implement a student's prior 504 Plan within the school model, when a student enrolls at the School. Within thirty (30) days of starting school, MYA shall schedule a 504 Team meeting to review the existing 504 Plan. MYA may request a copy of the prior 504 plan from both the prior school and the educational rights holder(s)parent/guardian.

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- D. Review of the Student's Progress
 - 1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
 - 2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.
- E. Procedural Safeguards
 - 1. Educational rights holder(s)Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the educational rights holder(s) parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the educational rights holder(s)parents/guardians disagree with the hearing decision.
 - 2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Melissa Lato <u>Daniel Espinoza</u>, <u>mlato@myacademy.org</u>, 619-343-2048April Saade, asaade@excelacademy.education, 949-387-7822

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with MYA

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or any district within the Warner Unified School District, San Diego County Office of Education, Helendale School District or the San Bernardino County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

- 4. If an educational rights holder-<u>parent/guardian</u>-disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The educational rights holder<u>parent/guardian</u> shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the educational rights holderparent/guardian disagrees.
 - The changes to the 504 Plan the educational rights holderparent/guardian seeks.
 - Any other information the educational rights holderparent/guardian believes is pertinent.
- 5. Within five (5) calendar days of receiving the educational rights holder'sparent/guardian's request for a hearing, MYA may offer the educational rights holderparent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the educational rights holderparent/guardian and MYA. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Executive Director or designee.
- 6. Within ten (10) calendar days of receiving the educational rights holder's parent/guardian's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by

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mutual agreement of the educational rights holder(s)parent/guardian and Executive Director.

- 7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the educational rights holderparent/guardian and Executive Director.
- 8. The educational rights holderparent/guardian and MYA shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
- 9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
- 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
- 11. MYA shall not retaliate in any way against educational rights holder(s)parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.
- F. Suspension and Expulsion, Special Procedures for Students with Disabilities

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MYA -shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. MYA will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom MYA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. <u>Services During Suspension</u>

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. <u>Procedural Safeguards/Manifestation Determination</u>

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, MYA, the educational rights holderparent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the educational rights holdersparents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

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b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If MYA, the educational rights holderparent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If MYA, the educational rights holderparent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that MYA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the educational rights holderparent and MYA agree to a change of placement as part of the modification of the behavioral intervention plan.

If MYA, the educational rights holderparent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then MYA —may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. <u>Appeals</u>

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The educational rights holderparent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or MYA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the educational rights holder(s)parent or MYA, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the educational rights holder(s)parent and MYA agree otherwise.

4. <u>Special Circumstances</u>

MYA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to, or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

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- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
- 5. <u>Interim Alternative Educational Setting</u>

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. <u>Procedures for Students Not Yet Eligible for Special Education Services</u>

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated MYA's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if MYA had knowledge that the student was disabled before the behavior occurred.

MYA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The educational rights holderparent/guardian has expressed concern in writing, or orally if the educational rights holderparent/guardian does not know how to write or has a disability that prevents a written statement, to MYA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The educational rights holderparent has requested an evaluation of the child.
- c. The child's teacher, or other MYA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other MYA supervisory personnel.

If MYA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the

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protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

If MYA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. MYA shall conduct an expedited evaluation if requested by the educational rights holderparents; however the student shall remain in the education placement determined by MYA pending the results of the evaluation.

MYA shall not be deemed to have knowledge that knowledge of that the student had a disability if the educational rights holderparent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

C. EDUCATIONAL RIGHTS HOLDER PARENT/STUDENT-RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

- 1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
- 2. Have MYA advise you of your rights under federal law.
- 3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
- 4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have MYA make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
- 5. Have your child educated in facilities and receive services comparable to those

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provided to non-disabled students.

- 6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
- 7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
- 8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by MYA.
- 9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
- 10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- 11. Obtain a response from MYA to reasonable requests for explanations and interpretations of your child's records.
- 12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If MYA refuses this request for amendment, MYA shall notify you within a reasonable time and advise you of your right to an impartial hearing.
- 13. Request mediation or file a grievance in accordance with MYA's Section 504 mediation grievance and hearing procedures, outlined above.
- 14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
- 15. File a formal complaint pursuant to MYA's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the School's Uniform Complaint Policy and Procedures if you need one.

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16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education Seattle Office Office for Civil Rights U.S. Department of Education 915 Second Avenue Room 3310 Seattle, WA 98174-1099

> Telephone: 206-607-1600 FAX: 206-607-1601; TDD: 800-877-8339 Email: OCR.Seattle@ed.gov San Francisco Office¶ 50 United Nations Plaza¶ San Francisco, CA 94102¶ (415) 486-5555 PHONE¶ (415) 486-5570 FAX¶ Email: OCR.SanFrancisco@ed.gov

17. Be free from any retaliation from MYA -for exercising any of these rights.

Please contact Melissa Blitzstein, 504 Coordinator, c/o Motivated Youth Academy, 500 La Terraza Blvd Ste 150, Escondido CA 92025100 East San Marcos Blvd. Suite 350, San Marcos, CA 92069, <u>mlato@myacademy.orgmblitzstein@eccs.education</u> with any questions regarding the information contained herein.

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The Board of Directors of Motivated Youth Academy and its programs ("MYA" or the "Charter School") recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limits one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met within the school model. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 ("IDEA").

The School's Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning

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of evaluation data, and placement options. The student's educational rights holder(s) shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If MYA does not assess a student after an educational rights holder has requested an assessment, the School shall provide notice of the educational rights holder's procedural safeguards. MYA shall not retaliate in any way against educational rights holders or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require aids and services under Section 504, the Section 504 Team shall develop a 504 plan. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's educational rights holder(s) shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. MYA shall periodically review the student's progress and placement.

MYA does not discriminate on the basis of disability or any other characteristic protected under law. MYA will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

A. Definitions

- 1. **Academic Setting** the regular, educational environment operated by MYA
- 2. Individual with a Disability under Section 504 An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
- 3. **Evaluation** procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the accommodations/services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests

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administered to, or procedures used with all students in a school, grade, or class.

- 4. **504 Plan** is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.
- 5. Free Appropriate Public Education ("FAPE") the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
- 6. **Major Life Activities -** Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. Physical or Mental Impairment –

- a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
- b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
- 8. **504 Coordinator** The Intervention Coordinator shall serve as the MYA's Section 504 Coordinator. The educational rights holder(s) may request a Section

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504 due process hearing from, or direct any questions or concerns to the Section 504 Coordinator, Melissa Lato, at mlato@myacademy.org.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. Is regarded as having an impairment - means

- a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.
- B. Referral, Assessment and Evaluation Procedures
 - 1. MYA will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
 - 2. A student may be referred by anyone, including an educational rights holder, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another School employee will be forwarded to the Section 504 Coordinator.
 - 3. MYA has the responsibility to ensure that students with disabilities are evaluated.
 - 4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's educational rights holder(s) and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school

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history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for accommodations/services, and the legal requirements for least restrictive environment

- 5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
- 6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient;
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
- 7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant

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factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, performance-based testing, academic assessment information, and data offered by the student's teachers and educational rights holder(s).

- 8. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment.
- 9. The educational rights holder(s) shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
- 10. If a request for evaluation is denied, the 504 Team shall inform the educational rights holder(s) in writing of this decision and of their procedural rights as described below.
- C. 504 Plan
 - 1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
 - 2. The 504 Team responsible for making decisions shall include the educational rights holder(s) and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
 - 3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

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- 4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
- 5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
- 6. The referral, assessment, evaluation and placement process will be completed within a reasonable time.
- 7. The educational rights holders shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
- 8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect this decision.
- 9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the educational rights holder(s) or school staff.
- 10. MYA shall immediately implement a student's prior 504 Plan within the school model, when a student enrolls at the School. Within thirty (30) days of starting school, MYA shall schedule a 504 Team meeting to review the existing 504 Plan. MYA may request a copy of the prior 504 plan from both the prior school and the educational rights holder(s).
- D. Review of the Student's Progress
 - 1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out

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in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

- 2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.
- E. Procedural Safeguards
 - 1. Educational rights holder(s) shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the educational rights holder(s) and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the educational rights holder(s) disagree with the hearing decision.
 - 2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Melissa Lato, mlato@myacademy.org, 619-343-2048

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with MYA or any district within the Warner Unified School District, San Diego County Office of Education, Helendale School District or the San Bernardino County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality

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or objectivity in the matter.

- 4. If an educational rights holder disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The educational rights holder shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the educational rights holder disagrees.
 - The changes to the 504 Plan the educational rights holder seeks.
 - Any other information the educational rights holder believes is pertinent.
- 5. Within five (5) calendar days of receiving the educational rights holder's request for a hearing, MYA may offer the educational rights holder an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the educational rights holder and MYA. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Executive Director or designee.
- 6. Within ten (10) calendar days of receiving the educational rights holder's request, the Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the educational rights holder(s) and Executive Director.
- 7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the educational rights holder and Executive Director.

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- 8. The educational rights holder and MYA shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
- 9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
- 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
- 11. MYA shall not retaliate in any way against educational rights holder(s) or students who exercise any rights under the procedural safeguards and/or Section 504.
- F. Suspension and Expulsion, Special Procedures for Students with Disabilities

MYA shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. MYA will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom MYA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

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1. <u>Services During Suspension</u>

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. <u>Procedural Safeguards/Manifestation Determination</u>

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, MYA, the educational rights holder, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the educational rights holders to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If MYA, the educational rights holder, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If MYA, the educational rights holder, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

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- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that MYA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the educational rights holder and MYA agree to a change of placement as part of the modification of the behavioral intervention plan.

If MYA, the educational rights holder, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then MYA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. <u>Appeals</u>

The educational rights holder of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or MYA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the educational rights holder(s) or MYA, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer

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or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the educational rights holder(s) and MYA agree otherwise.

4. <u>Special Circumstances</u>

MYA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to, or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
- 5. <u>Interim Alternative Educational Setting</u>

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. <u>Procedures for Students Not Yet Eligible for Special Education Services</u>

A student who has not been identified as an individual with disabilities pursuant to the IDEA 2004 and who has violated MYA's disciplinary procedures may assert

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the procedural safeguards granted under these Procedures only if MYA had knowledge that the student was disabled before the behavior occurred.

MYA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The educational rights holder has expressed concern in writing, or orally if the educational rights holder does not know how to write or has a disability that prevents a written statement, to MYA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The educational rights holder has requested an evaluation of the child.
- c. The child's teacher, or other MYA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other MYA supervisory personnel.

If MYA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA 2004-eligible children with disabilities, including the right to stay-put.

If MYA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. MYA shall conduct an expedited evaluation if requested by the educational rights holder; however the student shall remain in the education placement determined by MYA pending the results of the evaluation.

MYA shall not be deemed to have knowledge that the student had a disability if the educational rights holder has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

C. EDUCATIONAL RIGHTS HOLDER RIGHTS IN IDENTIFICATION, EVALUATION,

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ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

- 1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
- 2. Have MYA advise you of your rights under federal law.
- 3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
- 4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have MYA make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
- 5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
- 6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
- 7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
- 8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by MYA.
- 9. Examine all relevant records relating to decisions regarding your child's Section 504

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identification, evaluation, educational program, and placement.

- 10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
- 11. Obtain a response from MYA to reasonable requests for explanations and interpretations of your child's records.
- 12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If MYA refuses this request for amendment, MYA shall notify you within a reasonable time and advise you of your right to an impartial hearing.
- 13. Request mediation or file a grievance in accordance with MYA's Section 504 mediation grievance and hearing procedures, outlined above.
- 14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
- 15. File a formal complaint pursuant to MYA's Uniform Complaint Policy and Procedures. Please ask the Executive Director for a copy of the School's Uniform Complaint Policy and Procedures if you need one.
- 16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education Seattle Office Office for Civil Rights U.S. Department of Education 915 Second Avenue Room 3310 Seattle, WA 98174-1099

> Telephone: 206-607-1600 FAX: 206-607-1601; TDD: 800-877-8339 Email: OCR.Seattle@ed.gov

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17. Be free from any retaliation from MYA for exercising any of these rights.

Please contact Melissa Blitzstein, 504 Coordinator, c/o Motivated Youth Academy, 500 La Terraza Blvd Ste 150, Escondido CA 92025, <u>mlato@myacademy.org</u> with any questions regarding the information contained herein.

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EDUCATION FOR FOSTER AND MOBILE YOUTH POLICY

Motivated Youth Academy ("MYA" or the "Charter School") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

- 1. **Foster youth:** means a child who has been removed from the child's home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
- 2. Former juvenile court school pupil: means a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.
- 3. Child of a military family: refers to a student who resides in the household of an active duty military member.
- 4. **Currently Migratory Child:** refers to a child who, within the last 12-months, has moved with an Educational Rights Holder, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose Educational Rights Holders have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the Educational Rights Holder, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- 5. Educational Rights Holder ("ERH"): means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.
- 6. **School of origin:** means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was

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last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, shall determine, in the best interests of the foster youth the school that shall be deemed the school of origin.

- 7. **Best interest:** means that, in making educational and school placement decisions for foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- 8. **Pupil participating in a newcomer program:** means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

CHARTER SCHOOL LIAISON

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Charter School Foster and Mobile Youth liaison. The Board of Directors designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Bill Dobson Interim Director (619) 343-2048 bdobson@myacademy.org

The Foster and Mobile Youth Liaison or their designee shall be responsible for the following:

- 1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster and mobile youth.
- 2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from the Charter School.
- 3. When a foster and mobile youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student, within two (2)

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business days to obtain all academic and other records. The last school attended by the foster and mobile youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the school last attended. When a foster and mobile youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the Charter School.

- 4. When required by law, notify the foster and mobile youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - a. An expulsion hearing for a discretionary act under the Charter School's charter.
 - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster and mobile youth's attorney and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster and mobile youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster and mobile youth's attorney and the agency representative will be invited to participate.
- 5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
- 6. As needed, ensure that students in foster care receive appropriate school-based services.
- 7. Develop protocols and procedures for creating awareness for Charter School staff of the requirements for the proper enrollment, placement, and transfer of foster and mobile youth.
- 8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster and mobile youth.
- 9. Monitor the educational progress of foster and mobile youth and provide reports to the Director or designee and the Board of Directors based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to an Educational Rights Holder, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

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School Stability and Enrollment

- 1. The Charter School will work with foster and mobile youth and their ERH to ensure that each foster and mobile youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students. All decisions regarding a foster and mobile youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.
- 2. Foster and mobile youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster and mobile youth, a currently migratory child, or child of a military family seeking re-enrollment in the Charter School as their school of origin (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy.
- 3. A foster and mobile youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation (e.g. producing medical records or academic records from a previous school).
- 4. At the initial detention or placement, or any subsequent change in placement, a foster and mobile youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster and mobile youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child or child of a military family, as follows:
 - a. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
 - b. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.
- 5. If the foster and mobile youth, currently migratory child or child of a military family is transitioning between school grade levels, the student shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of

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matriculating with the student's peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

- 6. The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster and mobile youth and the ERH for the foster and mobile youth, recommend that the foster and mobile youth's right to attend the school of origin be waived and the foster and mobile youth be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster and mobile youth's best interests.
- 7. Prior to making any recommendation to move a foster and mobile youth from the youth's school of origin, the Foster and Mobile Youth Liaison shall provide the foster and mobile youth and the foster and mobile youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster and mobile youth's best interests.
- 8. If any dispute arises regarding a foster and mobile youth's request to remain in the Charter School as the foster and mobile youth's school of origin, the foster and mobile youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster and mobile youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster and mobile youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the foster and mobile youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

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The grades of foster and mobile youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- 1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
- 2. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a foster and mobile youth while attending another public school**, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

If the foster and mobile youth did not complete the entire course, the youth shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the youth completed at another school unless the Charter School in consultation with the student's ERH, finds that the foster and mobile youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster and mobile youth in any particular course, the youth shall be enrolled in the same or equivalent course, if applicable, so that the youth may continue and complete the entire course.

In no event shall the Charter School prevent a foster and mobile youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

** For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

Applicability of Graduation Requirements:

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board.

However, foster and mobile youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program

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who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

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

Within 30 calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the foster and mobile youth qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the foster and mobile youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster and mobile youth otherwise qualifies for the exemption.

If a foster and mobile youth is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

The Director or designee shall notify a foster and mobile youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

A foster and mobile youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher

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education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this policy, the Charter School shall exempt the student at any time if an exemption is requested by the foster and mobile youth and the foster and mobile youth qualifies for the exemption. Likewise, if the foster and mobile youth is exempted, the Charter School may not revoke the exemption.

If a foster and mobile youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the student eligible while the student is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a foster and mobile youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no foster and mobile youth or any person acting on behalf of a foster and mobile youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a foster and mobile youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Director or designee shall:

- 1. Inform the foster and mobile youth and the student's ERH of the foster and mobile youth's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
- 2. Inform the foster and mobile youth and the student's ERH how remaining in school for a fifth year will affect the foster and mobile youth's ability to gain admission to a postsecondary educational institution.
- 3. Provide information to the foster and mobile youth about transfer opportunities available through the California Community Colleges.
- 4. Upon agreement with the foster and mobile youth or, if the foster and mobile youth is under 18 years of age, the ERH permits the foster and mobile youth to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of

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taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility For Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Student Records

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

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

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Motivated Youth Academy ("MYA" or the "Charter School") recognizes that Foster and Mobile Youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School's educational program and implement strategies identified as required by law and necessary for the improvement of the academic achievement of foster youth in the Charter School's local control and accountability plan ("LCAP").

Definitions

- 1. **Foster youth:** means a child who has been removed from the child's home pursuant to California Welfare and Institutions Code section 309 and/or is the subject of a petition filed under Welfare and Institutions Code section 300 or 602. This includes children who are the subject of cases in dependency court and juvenile justice court.
- 2. Former juvenile court school pupil: means a pupil who, upon completion of the pupil's second year of high school, transfers from a juvenile court school to the Charter School.
- 3. Child of a military family: refers to a student who resides in the household of an active duty military member.
- 4. **Currently Migratory Child:** refers to a child who, within the last 12-months, has moved with an Educational Rights Holder, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose Educational Rights Holders have been informed of the child's eligibility for migrant education services. "Currently Migratory Child" includes a child who, without the Educational Rights Holder, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- 5. Educational Rights Holder ("ERH"): means a parent, guardian, responsible adult appointed by a court to make educational decisions for a minor pursuant to Welfare and Institutions Code sections 319, 361 or 726, or a person holding the right to make educational decisions for the pupil pursuant to Education Code section 56055.
- 6. **School of origin:** means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the foster youth was

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last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, shall determine, in the best interests of the foster youth the school that shall be deemed the school of origin.

- 7. **Best interest:** means that, in making educational and school placement decisions for foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.
- 8. **Pupil participating in a newcomer program:** means a pupil who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant pupils that has as a primary objective the development of English language proficiency.

Within this Policy, foster/juvenile court youth, former juvenile court school pupils, a child of a military family, a currently migratory child, and a pupil participating in the newcomer program will be referred to collectively as "Foster and Mobile Youth."

CHARTER SCHOOL LIAISON

In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Charter School Foster and Mobile Youth liaison. The Board of Directors designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Bill Dobson Interim Director (619) 343-2048 bdobson@myacademy.org

The Foster and Mobile Youth Liaison or their designee shall be responsible for the following:

- 1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of foster and mobile youth.
- 2. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from the Charter School.
- 3. When a foster and mobile youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student, within two (2)

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business days to obtain all academic and other records. The last school attended by the foster and mobile youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the school last attended. When a foster and mobile youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or monies owed to the Charter School.

- 4. When required by law, notify the foster and mobile youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - a. An expulsion hearing for a discretionary act under the Charter School's charter.
 - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster and mobile youth's attorney and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster and mobile youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student with a disability under state and federal special education laws. The foster and mobile youth's attorney and the agency representative will be invited to participate.
- 5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
- 6. As needed, ensure that students in foster care receive appropriate school-based services.
- 7. Develop protocols and procedures for creating awareness for Charter School staff of the requirements for the proper enrollment, placement, and transfer of foster and mobile youth.
- 8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster and mobile youth.
- 9. Monitor the educational progress of foster and mobile youth and provide reports to the Director or designee and the Board of Directors based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to an Educational Rights Holder, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

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School Stability and Enrollment

- 1. The Charter School will work with foster and mobile youth and their ERH to ensure that each foster and mobile youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students. All decisions regarding a foster and mobile youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.
- 2. Foster and mobile youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster and mobile youth, a currently migratory child, or child of a military family seeking re-enrollment in the Charter School as their school of origin (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy.
- 3. A foster and mobile youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation (e.g. producing medical records or academic records from a previous school).
- 4. At the initial detention or placement, or any subsequent change in placement, a foster and mobile youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster and mobile youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child or child or child or shows:
 - a. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
 - b. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.
- 5. If the foster and mobile youth, currently migratory child or child of a military family is transitioning between school grade levels, the student shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of

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matriculating with the student's peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

- 6. The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster and mobile youth and the ERH for the foster and mobile youth, recommend that the foster and mobile youth's right to attend the school of origin be waived and the foster and mobile youth be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster and mobile youth's best interests.
- 7. Prior to making any recommendation to move a foster and mobile youth from the youth's school of origin, the Foster and Mobile Youth Liaison shall provide the foster and mobile youth and the foster and mobile youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster and mobile youth's best interests.
- 8. If any dispute arises regarding a foster and mobile youth's request to remain in the Charter School as the foster and mobile youth's school of origin, the foster and mobile youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster and mobile youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster and mobile youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the foster and mobile youth.

For any student who has an individualized education program ("IEP"), the student's IEP team will determine if the student requires special education transportation as a related service regardless of the student's status.

Effect of Absences on Grades

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The grades of foster and mobile youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- 1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date the student left school.
- 2. A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a foster and mobile youth while attending another public school**, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

If the foster and mobile youth did not complete the entire course, the youth shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the youth completed at another school unless the Charter School in consultation with the student's ERH, finds that the foster and mobile youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster and mobile youth in any particular course, the youth shall be enrolled in the same or equivalent course, if applicable, so that the youth may continue and complete the entire course.

In no event shall the Charter School prevent a foster and mobile youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

** For purposes of coursework completed by a student who is a child of a military family, "public school" includes schools operated by the United States Department of Defense.

Applicability of Graduation Requirements:

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board.

However, foster and mobile youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program

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who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

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

Within 30 calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the foster and mobile youth qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the foster and mobile youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster and mobile youth otherwise qualifies for the exemption.

If a foster and mobile youth is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of the student's fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

The Director or designee shall notify a foster and mobile youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

A foster and mobile youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher

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education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this policy, the Charter School shall exempt the student at any time if an exemption is requested by the foster and mobile youth and the foster and mobile youth qualifies for the exemption. Likewise, if the foster and mobile youth is exempted, the Charter School may not revoke the exemption.

If a foster and mobile youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the student eligible while the student is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a foster and mobile youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no foster and mobile youth or any person acting on behalf of a foster and mobile youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a foster and mobile youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Director or designee shall:

- 1. Inform the foster and mobile youth and the student's ERH of the foster and mobile youth's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
- 2. Inform the foster and mobile youth and the student's ERH how remaining in school for a fifth year will affect the foster and mobile youth's ability to gain admission to a postsecondary educational institution.
- 3. Provide information to the foster and mobile youth about transfer opportunities available through the California Community Colleges.
- 4. Upon agreement with the foster and mobile youth or, if the foster and mobile youth is under 18 years of age, the ERH permits the foster and mobile youth to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of

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Eligibility For Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Student Records

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

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Complaints of Noncompliance

Complaints of noncompliance with this Policy shall be governed by the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

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STUDENT SERVICES

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MATHEMATICS PLACEMENT POLICY

The Motivated Youth Academy Board of Directors (the "Board") has adopted this policy, in accordance with the <u>Math Placement Act of 2015</u>, to follow the 9th grade level mathematics course placement policy listed below:

Students must meet two of the four below indicators to demonstrate readiness for Algebra I or Integrated Math I:

- 1. Score 'At or above grade level' for 8th grade on an initial local assessment (EDMENTUM Accucess Mathematics Assessment v2.0)
- 2. Student's CAASPP results indicate 'standard met' for 7th or 8th grade math
- 3. Midterm/Final Exam math grade of 'B' or better
- 4. Teacher Recommendation

In order to enroll in Algebra I or Integrated Math I, all students must score 'At or above grade level,' for 8th grade when using the final local assessment (EDMENTUM Accucess Mathematics Assessment v2), regardless of the student's actual grade level.

Examples:

- 1. 8th grader: Using 'end-of-year' view, scores 'At or above grade level' for 8th grade
- 2. 7th grader: Using 'end-of-year' view, scores 'At or above grade level' for 8th grade

Important Note: If the student does not qualify based on the above criteria, the student may retake the diagnostic, or petition the director for a waiver.

STUDENT SERVICES

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- 3. Midterm/Final Exam math grade of 'B' or better
- 4. Teacher Recommendation

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Examples:

- 1. 8th grader: Using 'end-of-year' view, scores 'At or above grade level' for 8th grade
- 2. 7th grader: Using 'end-of-year' view, scores 'At or above grade level' for 8th grade

Important Note: If the student does not qualify based on the above criteria, the student may retake the diagnostic, or petition the director for a waiver.

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SPECIAL EDUCATION ASSESSMENT REQUEST POLICY

Motivated Youth Academy ("MYA" or the "Charter School"), adopts this Special Education Assessment Request Policy to apply to students enrolled in MYA.

Request for Initial Evaluation

An educational rights holder A parent or trusted adult of a minor student, or adult student may initiate a request for an initial special education evaluation to determine if their student qualifies for special education services.

- 1. Such an initial evaluation shall consist of procedures to determine whether a student qualifies for special education services within 60 days of receiving educational rights holderparent or trusted adult of a minor student, or adult student consent for the evaluation and to determine the educational needs of the student.
- 2. Exception- The relevant time-frame shall not apply to Motivated Youth Academy if:
 - a. a student enrolls in Motivated Youth Academy after the relevant timeframe has begun and prior to a determination by the student's previous local educational agency ("LEA") as to whether the student qualifies for special education services but only if Motivated Youth Academy is making sufficient progress to ensure prompt completion of the evaluation, and the educational rights holderparent or trusted adult of a minor student, or adult student and Motivated Youth Academy agree to a specific time when the evaluation will be completed;
 - b. the educational rights holderparent or trusted adult of a minor student, or adult student of a student repeatedly fails or refuses to produce the student for the evaluation.

When the learning facilitator (LF)Teacher of Record ("TOR") receives a written request from an educational rights holder a parent or trusted adult of a minor student, or adult student for a formal special education assessment the LFTOR should forward the request to the Special Education ("SPED") department email immediately.

Upon receipt of the request:

- 1. The SPED Director or designee acknowledges receipt of formal assessment request
- 2. The SPED Director or designee contacts Melissa LatoCarrie Gerry to set up a response Student Study Team ("SST") meeting.
 - a. The response SST will be scheduled within 5 days of the request
 - b. During the response SST meeting, strategies and supports already attempted will be discussed

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SPECIAL EDUCATION ASSESSMENT REQUEST POLICY

- c. Additional strategies and supports will be discussed and if agreed to, implemented prior to an assessment plan being sent
- d. Follow up to response SST
- 3. The SPED department will communicate to the educational rights holderparent or trusted adult of a minor student, or adult student that they will be making a decision whether or not to accept or deny the assessment request based on data shared at the response SST meeting.
- 4. The educational rights holderparent or trusted adult of a minor student, or adult student will hear from the SPED Director or designee as to whether or not the Assessment Plan ("AP") will be developed within 15 days from the date of the written request from the educational rights holderparent or trusted adult of a minor student, or adult student.
- 5. If an AP is generated and once the AP is signed by the educational rights holderparent or trusted adult of a minor student, or adult student and returned to the SPED department, the SPED department has 60 calendar days to complete the assessment and hold an Individualized Education Plan ("IEP") meeting.

The SPED Director or designee will contact the educational rights holderparent or trusted adult of a minor student, or adult student in accordance with the required timelines.

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SPECIAL EDUCATION ASSESSMENT REQUEST POLICY

Motivated Youth Academy ("MYA" or the "Charter School"), adopts this Special Education Assessment Request Policy to apply to students enrolled in MYA.

Request for Initial Evaluation

An educational rights holder or trusted adult of a minor student, or adult student may initiate a request for an initial special education evaluation to determine if their student qualifies for special education services.

- 1. Such an initial evaluation shall consist of procedures to determine whether a student qualifies for special education services within 60 days of receiving educational rights holder or trusted adult of a minor student, or adult student consent for the evaluation and to determine the educational needs of the student.
- 2. Exception- The relevant time-frame shall not apply to Motivated Youth Academy if:
 - a. a student enrolls in Motivated Youth Academy after the relevant timeframe has begun and prior to a determination by the student's previous local educational agency ("LEA") as to whether the student qualifies for special education services but only if Motivated Youth Academy is making sufficient progress to ensure prompt completion of the evaluation, and the educational rights holder or trusted adult of a minor student, or adult student and Motivated Youth Academy agree to a specific time when the evaluation will be completed;
 - b. the educational rights holder or trusted adult of a minor student, or adult student repeatedly fails or refuses to produce the student for the evaluation.

When the learning facilitator (LF) receives a written request from an educational rights holder or trusted adult of a minor student, or adult student for a formal special education assessment the LF should forward the request to the Special Education ("SPED") department email immediately.

Upon receipt of the request:

- 1. The SPED Director or designee acknowledges receipt of formal assessment request
- 2. The SPED Director or designee contacts Melissa Lato to set up a response Student Study Team ("SST") meeting.
 - a. The response SST will be scheduled within 5 days of the request
 - b. During the response SST meeting, strategies and supports already attempted will be discussed

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SPECIAL EDUCATION ASSESSMENT REQUEST POLICY

- c. Additional strategies and supports will be discussed and if agreed to, implemented prior to an assessment plan being sent
- d. Follow up to response SST
- 3. The SPED department will communicate to the educational rights holder or trusted adult of a minor student, or adult student that they will be making a decision whether or not to accept or deny the assessment request based on data shared at the response SST meeting.
- 4. The educational rights holder or trusted adult of a minor student, or adult student will hear from the SPED Director or designee as to whether or not the Assessment Plan ("AP") will be developed within 15 days from the date of the written request from the educational rights holder or trusted adult of a minor student, or adult student.
- 5. If an AP is generated and once the AP is signed by the educational rights holder or trusted adult of a minor student, or adult student and returned to the SPED department, the SPED department has 60 calendar days to complete the assessment and hold an Individualized Education Plan ("IEP") meeting.

The SPED Director or designee will contact the educational rights holder or trusted adult of a minor student, or adult student in accordance with the required timelines.

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SPECIAL EDUCATION PROCESS FOR MISSED SERVICES

Motivated Youth Academy ("MYA" or the "Charter School") adopt this Special Education PIN Process for Missed Services Policy to apply to students enrolled in MYA.

The Special Education ("SPED") department of Motivated Youth Academy ("MYA") is required to provide a Free and Appropriate Education ("FAPE") to all SPED students. The purpose of this policy is to outline the steps that will be taken by the SPED department if the educational rights holderparent or trusted adult of a minor student, or adult student and student responsibilities are not fulfilled per a signed Individualized Education Plan ("IEP").

The following process will be followed when a SPED student is not attending their SPED and/or related service(s). A "no show" is a cancellation with less than 24 hours notice to the SPED provider, or no notice given.

- 1. Case manager and/or service provider will keep track via a contact log of how many no-shows to a SPED and/or related service(s) a student has accumulated.
- 2. Once a student accumulates three (3) no-shows to SPED and/or related service(s), the case manager will contact the Teacher of Record (ToR).
- 3. A program specialist, and the SPED provider will email the student's case manager with dates of services missed. SPED administration contacts educational rights holderparent or trusted adult of a minor student, or adult student to discuss the reason(s) for missed services. SPED administrator will confirm with the educational rights holderparent or trusted adult of a minor student, or adult student the date/time of the next scheduled SPED and/or related service(s) to ensure student attendance.
- 4. A FAPE IEP is held after a total of five (5) no-shows to services. During the FAPE IEP meeting, the SPED administrator will discuss FAPE with the educational rights holderparent or trusted adult of a minor student, or adult student along with the IEP teams concerns and the following available options:
 - a. Educational rights holderParent or trusted adult of a minor student, or adult student can ensure student attends SPED and/or related service(s) and MYA will continue to monitor compliance. SPED administrator will discuss options with the educational rights holderparent or trusted adult of a minor student, or adult student to ensure attendance at SPED and/or related services such as switching the date/time of service and/or delivery model (virtual or in-person).
 - b. Educational rights holderParent or trusted adult of a minor student, or adult student can withdraw consent for SPED placement, which would include withdrawing consent for SPED and/or related services.
 - c. Educational rights holderParent or trusted adult of a minor student, or adult student can choose to enroll student in a traditional brick and mortar school where the student would be ensured access to FAPE.
 - d. MYA can file due process to ensure student is receiving FAPE.

SPECIAL EDUCATION PROCESS FOR MISSED SERVICES

- 5. At the 6th no-show, a Progress Improvement Notification ("PIN") will be issued to the student.
- 6. A PIN will be issued for each additional missed service.
- 7. Once a student receives three (3) PIN's for missed SPED services, an IEP meeting will be held with the educational rights holderparent or trusted adult of a minor student, or adult student to discuss issues of the student not attending SPED and/or related services. The IEP team will also discuss if it is in the best interests of the student to remain in independent study or if a change of placement is warranted.
- 8. If a change of placement is determined by the IEP team, educational rights holderparent or trusted adult of a minor student, or adult student consent would be required. MYA cannot voluntarily withdraw a student without educational rights holderparent or trusted adult of a minor student, or adult student consent.

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SPECIAL EDUCATION PROCESS FOR MISSED SERVICES

Motivated Youth Academy ("MYA" or the "Charter School") adopt this Special Education PIN Process for Missed Services Policy to apply to students enrolled in MYA.

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- 3. A program specialist, and the SPED provider will email the student's case manager with dates of services missed. SPED administration contacts educational rights holder or trusted adult of a minor student, or adult student to discuss the reason(s) for missed services. SPED administrator will confirm with the educational rights holder or trusted adult of a minor student, or adult student the date/time of the next scheduled SPED and/or related service(s) to ensure student attendance.
- 4. A FAPE IEP is held after a total of five (5) no-shows to services. During the FAPE IEP meeting, the SPED administrator will discuss FAPE with the educational rights holder or trusted adult of a minor student, or adult student along with the IEP teams concerns and the following available options:
 - a. Educational rights holder or trusted adult of a minor student, or adult student can ensure student attends SPED and/or related service(s) and MYA will continue to monitor compliance. SPED administrator will discuss options with the educational rights holder or trusted adult of a minor student, or adult student to ensure attendance at SPED and/or related services such as switching the date/time of service and/or delivery model (virtual or in-person).
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SPECIAL EDUCATION PROCESS FOR MISSED SERVICES

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- 8. If a change of placement is determined by the IEP team, educational rights holder or trusted adult of a minor student, or adult student consent would be required. MYA cannot voluntarily withdraw a student without educational rights holder or trusted adult of a minor student, or adult student consent.

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INDEPENDENT EDUCATIONAL EVALUATION POLICY

Motivated Youth Academy ("MYA" or the "Charter School") adopts this Independent Educational Evaluation Policy to apply to students enrolled in MYA.

The purpose of this policy is to outline the steps that will be taken by Motivated Youth Academy's ("MYA") Special Education ("SPED") department when the educational rights holder or trusted adult of a minor student, or adult student with a disability requests an Independent Educational Evaluation ("IEE") subject to the provisions of federal and state law at public expense if they disagree with an evaluation completed by the Local Education Agency ("LEA") and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. An IEE is an evaluation conducted by a qualified evaluator who is not employed by the LEA of residence. Public expense means that the LEA pays for the full cost of the evaluation (in accordance with cost recommendations described herein) or ensures that the evaluation is otherwise provided at no cost to the educational rights holderparent or trusted adult of a minor student, or adult student. This policy is adapted from the Sonoma County Special Education Local Plan Area ("SELPA").

Policy and Procedures

The educational rights holder or trusted adult of a minor student, or adult student with a disability has the right to an IEE subject to the provisions of federal and state law at public expense if they disagree with an evaluation completed by the LEA and the LEA does not pursue its option to file a request for a due process hearing with the California Office of Administrative Hearings to establish the appropriateness of its assessment. If necessary, the LEA should request clarification regarding which evaluation(s) are in dispute. The term "evaluation" includes any individual assessment of a student that results in a report that is used by the IEP team to determine eligibility and services.

The educational rights holder or trusted adult of a minor student, or adult student must indicate in writing to MYA or inform MYA at an Individualized Education Plan ("IEP") meeting that they:

- 1. Disagree with the LEA's evaluation and
- 2. Are requesting an IEE at public expense.

MYA may ask for the educational rights holder or trusted adult of a minor student, or adult student reason(s) for disagreeing with MYA's evaluation, but the educational rights holder or

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trusted adult of a minor student, or adult student is not required to provide those reasons. MYA may offer to conduct another evaluation of its own with the educational rights holder or trusted adult of a minor student, or adult student's consent. If the educational rights holder or trusted adult of a minor student, or adult student agrees to another evaluation provided by MYA, this would not be considered an IEE and MYA would work with the educational rights holder or trusted adult of a minor student, or adult student to appropriately document the agreement of the educational rights holder or trusted adult of a minor student, or adult student to appropriately document the agreement of the educational rights holder or trusted adult of a minor student, or adult student of the new evaluation completed by MYA and to the withdrawal of the IEE request pending the completion of the new assessment completed by MYA. MYA should ask the educational rights holder or trusted adult of a minor student, or adult student to revoke their request for an IEE in writing or ask them to sign that they agreed to the withdrawal of the request and to a new assessment completed by MYA.

If the educational rights holder or trusted adult of a minor student, or adult student does not agree to another evaluation completed by MYA, MYA must respond to the educational rights holder or trusted adult of a minor student, or adult student's request by ensuring an IEE is provided at public expense in a timely manner or promptly submit a request for a due process hearing in accordance with this policy. MYA may not unnecessarily delay either providing the IEE at public expense or initiating a due process hearing to defend the appropriateness of its evaluation. In addition, a copy of the Procedural Safeguards and Parent Rights should be provided anytime an educational rights holder or trusted adult of a minor student, or adult student requests an IEE. The educational rights holder or trusted adult of a minor student, or adult student may only request one publicly funded IEE for each evaluation completed by MYA.

Responding to an IEE Request

Once the educational rights holder or trusted adult of a minor student, or adult student communicates his/her disagreement with the evaluation(s) completed by MYA and requests an IEE at public expense in writing or at an IEP meeting, the following procedures will be followed:

- 1. MYA Director of Special Education will be notified.
- 2. MYA will provide to the educational rights holder or trusted adult of a minor student, or adult student a copy of the Sonoma County SELPA policy and procedures including criteria for IEEs, a copy of the Procedural Safeguards and Parental Rights, and options for an IEE at public expense.

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Options are as follows:

- a. A staff member from another LEA in the SELPA
- b. A staff member from another SELPA
- c. A non public agency provider
- d. A provider on the SELPA IEE list
- 3. The educational rights holder or trusted adult of a minor student, or adult student will communicate to MYA, in writing, their preferred option; OR
- 4. MYA will determine whether they will initiate due process to establish the appropriateness of its evaluation or proceed with obtaining an IEE.

If MYA determines that it will initiate a due process hearing to establish the appropriateness of its evaluation, MYA will notify the educational rights holder or trusted adult of a minor student, or adult student of such a decision in writing prior to filing a due process hearing complaint. This written notice shall include all of the elements of prior written notice as required by section 300.503(b) of Title 34 of the Code of Federal Regulations.

If MYA agrees to provide an IEE at public expense, MYA will work collaboratively with the educational rights holder or trusted adult of a minor student, or adult student, at their request, to identify potential IEE evaluator(s). Alternatively, the educational rights holder or trusted adult of a minor student, or adult student may provide, in writing, their preferred evaluator(s). MYA and the educational rights holder or trusted adult of a minor student, or adult student may utilize the Agreement for IEE form and/or the educational rights holder or trusted adult of a minor student, or adult student will be required to sign a release and exchange of information authorizing MYA to communicate directly with the educational rights holder or trusted adult of a minor student, or adult student's chosen independent evaluator. Please note: An MYA assessment plan will NOT be completed because MYA is not conducting the assessment and is not responsible for the timelines and/or results of the IEE assessments.

MYA may directly contract with the independent evaluator for the IEE. Alternatively, MYA may issue payment to the independent evaluator for the costs of the IEE following its receipt of the items listed below, or MYA may reimburse the educational rights holder or trusted adult of a minor student, or adult student for the costs of a procured IEE in a timely manner in accordance with MYA policies and procedures and in an amount no greater than the actual cost to the educational rights holderparent or trusted adult of a minor student, or adult student.

If MYA initiates a due process hearing and the hearing officer issues a final decision finding that the MYA evaluation is appropriate, the educational rights holder or trusted adult of a minor

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student, or adult student will still have the right to obtain an IEE, but not at MYA's expense. If a hearing officer orders an IEE as part of a due process hearing decision, the costs of the IEE must be at MYA's expense.

If the educational rights holder or trusted adult of a minor student, or adult student obtains an IEE at private expense or through an agency other than MYA and shares the IEE with MYA, the results of the IEE:

- 1. Must be considered by MYA if the evaluation meets the agency criteria set forth below, in any decision made with respect to the provision of a free appropriate public education ("FAPE") to the student; and
- 2. May be presented as evidence at a due process hearing or other proceeding regarding the student.

LEA Criteria

The criteria under which an IEE is obtained at public expense, including the location limitations for the evaluator, minimum qualifications of the evaluator, and cost containment criteria, must be consistent with the criteria set forth in this policy, and consistent with the criteria that MYA uses when it initiates an evaluation.

If MYA observes the student in conducting the evaluation with which the educational rights holder or trusted adult of a minor student, or adult student disagree or if its assessment procedures allow observations, the independent evaluator will be provided with an equivalent opportunity to observe the student in the current educational setting and to observe the MYA proposed setting, if any. This opportunity shall also be provided if the educational rights holder or trusted adult of a minor student, or adult student obtains an evaluation at private expense.

MYA shall define the nature and scope of an independent evaluator's observations consistent with the right to an equivalent opportunity to observe, but also consistent with its obligations to prevent unnecessary disruption and protect the privacy interests of other students. This may include, but is not limited to, identifying the time constraints of such observation, MYA personnel who will participate in the observation, and restrictions on student/teacher interactions.

Geographical Limitations for Evaluators

Evaluators will be located within Imperial, Orange, Riverside, or San Diego Counties. Evaluators outside of this area will be approved only on an exceptional basis, providing the educational rights holder or trusted adult of a minor student, or adult student can demonstrate the necessity of

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using personnel outside the specified area in order to obtain an appropriate evaluation. Any expenses beyond that directly related to preparation of the evaluation (e.g., food, lodging, transportation, etc.) are not covered in the cost of the independent evaluation.

Minimum Qualifications for Evaluators

Evaluators with credentials other than those listed below will not be approved unless they can demonstrate the appropriateness, under the specific facts of a given case, of using an evaluator meeting other qualifications. (Ed. Code 56320 (b)(3))

Type of Assessment	Qualifications	
Academic Achievement	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist	
Adaptive Behavior	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist	
Assistive Technology	Credentialed or Licensed Speech/Language Pathologist Credentialed Assistive Technology Specialist Credentialed Special Education Teacher with appropriate training	
Auditory Acuity	Licensed Educational Audiologist Licensed or Credentialed Speech/Language Pathologist	
Behavioral	Credentialed Special Education Teacher School Psychologist Behavior Specialist Licensed Educational Psychologist Licensed Clinical Psychologist	

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	Licensed Psychiatrist	
Cognitive	School Psychologist Licensed Educational Psychologist	
	Licensed Clinical Psychologist	
Health (including neurological)	Licensed Physician Nurse	
Motor	Licensed Physical Therapist Registered Occupational Therapist Credentialed Teacher of the Physically Impaired Adaptive Physical Education Teacher	
Occupational Therapy	Licensed Occupational Therapist	
Speech and Language	Credentialed or Licensed Speech/Language Pathologist	
Social/Emotional	School Psychologist Licensed Educational Psychologist License Clinical Psychologist Licensed Psychiatrist	
Visual Acuity/Developmental Vision	Licensed Ophthalmologist Optometrist	
Functional Vision	Credentialed Teacher of the Visually Impaired	
Vision Perception	Credentialed Special Education Teacher School Psychologist	
Transition	Credentialed Special Education Teacher	

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Cost Containment Criteria for Evaluations

The cost of an IEE shall be comparable to those costs that MYA incurs when it uses its own employees or contractors to perform a similar assessment. Costs include: observations, administration and scoring of tests, report writing, and attendance in person or by phone at an IEP team meeting. Reimbursement will be in an amount no greater than the actual cost to the educational rights holder or trusted adult of a minor student, or adult student and will be subject to proof of payment.

Based on the cost limitations contained in the Sonoma County SELPA LEAs and region, the suggested cost of an IEE should be limited to the following table of maximum costs, absent extraordinary circumstances:

Sonoma County SELPA Type of Assessment	Allowable Rate: up to
Academic Achievement	\$800.00
Adapted Physical Education	\$1,500.00
Adaptive Behavior	\$600.00
Assistive Technology	\$1,000.00
Autism/Behavior (ABA) with observation / data collection	\$1,500.00
Behavioral - functional behavior analysis (FBA) Conducted by Board Certified Behavior Analyst (BCBA)-all Costs Inclusive	\$2,000.00
Auditory Acuity or Perception	\$350.00
Auditory Verbal Therapy	\$1,500.00

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CAPD (Central Auditory Processing)	\$1,500.00
DHOH (Deaf and Hard of Hearing)	\$2,500.00
Occupational Therapy (fine/gross motor skills)	\$1,500.00
Physical Therapy	\$1,500.00
Full Psycho-Educational (rate allowed depends on components tested such as academic, adaptive behavior, cognition, social-emotional, etc.)	\$4,000.00
Speech & Language	\$1,500.00
Social-emotional	\$750.00
Visual Acuity & Perception	\$350.00
Visual Processing	\$350.00

Guidelines for all IEE costs are calculated by considering the time required for the assessment and the appropriate comparable MYA employee hourly rate. Costs above these amounts will not be approved unless the educational rights holder or trusted adult of a minor student, or adult student can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria. MYA will not necessarily be required to fund the attendance of the assessor at the IEP team meeting convened to consider the IEE.

When insurance will cover all or partial costs of the IEE, MYA will request that the educational rights holder or trusted adult of a minor student, or adult student voluntarily have their insurance pay the IEE costs covered by their insurance. However, the educational rights holder or trusted adult of a minor student, or adult student will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the educational rights holder or trusted adult of a minor student, or adult student including, but not limited to the following:

1. A decrease in available lifetime coverage or any other benefit under an insurance policy,

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- 2. An increase in premiums or discontinuance of the policy or
- 3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim unless the educational rights holder or trusted adult of a minor student, or adult student is willing to have MYA reimburse them for the amount of the deductible.

Independent evaluators must agree to release their assessment information, provide prior to the IEP meeting a written IEE assessment report, submit copies of any and all assessment protocols utilized to conduct the IEE, and provide detailed invoices including dates of assessment, observations and hourly rates, if applicable, to MYA prior to receipt of payment for services. All IEE evaluators must utilize testing and assessment materials and procedures, which are selected and administered so as not to be racially, culturally, or sexually discriminatory. Tests and other assessment materials must be provided and administered in the student's primary language or other modes of communication, unless there are stated reasons why this provision and administration are not clearly feasible. All assessment instruments utilized must have been validated for the specific purpose for which they are used and be administered by trained personnel in conformity with the instructions provided by the publisher. All written reports must meet the requirements of the Individuals with Disabilities Education Act ("IDEA") and California Ed. Code Section 56327.

The results of the IEE will be considered in the determination of eligibility, program decisions, and placement of the student with disabilities as required by the Individuals with Disabilities Education Act. However, the results of an IEE will not control MYA's determinations and may not be considered if not completed by a qualified professional, as determined by MYA. MYA should consider contracting with a Nonpublic Nonsectarian ("NPA") for both assessment and services could compromise the reliability of the assessment performed.

References

Legal Authority:

20 U.S.C. 1414(a) - (c) -Evaluations and reevaluations;

20 U.S.C. 1415(b)(1)-Right to independent educational evaluations; 34 CFR 300.301 – 300.306-Re-evaluations,;

34 CFR 300.502-Independent Educational Evaluations; Comments to 34 CFR 300.502 Independent education evaluations; Education Code section 56327; 34 CFR 300.300 Parent Consent - Evaluation;

34 CFR 300.304-306 Procedures for evaluations and Determination of eligibility; Education Code 56329-Independent educational assessments;

Education Code 56381 Reassessments.

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Education Code 56329 *Notice to parents or guardians; independent educational assessments; hearings; proposals for publicly financed nonpublic placements Education Code* 56506(*c*) *Due process rights of pupil and parent*

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The educational rights holder or trusted adult of a minor student, or adult student must indicate in writing to MYA or inform MYA at an Individualized Education Plan ("IEP") meeting that they:

- 1. Disagree with the LEA's evaluation and
- 2. Are requesting an IEE at public expense.

MYA may ask for the educational rights holder or trusted adult of a minor student, or adult student reason(s) for disagreeing with MYA's evaluation, but the educational rights holder or trusted adult of a minor student, or adult student is not required to provide those reasons. MYA

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may offer to conduct another evaluation of its own with the educational rights holder or trusted adult of a minor student, or adult student's consent. If the educational rights holder or trusted adult of a minor student, or adult student agrees to another evaluation provided by MYA, this would not be considered an IEE and MYA would work with the educational rights holder or trusted adult of a minor student, or adult student to appropriately document the agreement of the educational rights holder or trusted adult of a minor student, or adult student to both the new evaluation completed by MYA and to the withdrawal of the IEE request pending the completion of the new assessment completed by MYA. MYA should ask the educational rights holder or trusted adult of a minor student, or adult student to revoke their request for an IEE in writing or ask them to sign that they agreed to the withdrawal of the request and to a new assessment completed by MYA.

If the educational rights holder or trusted adult of a minor student, or adult student does not agree to another evaluation completed by MYA, MYA must respond to the educational rights holder or trusted adult of a minor student, or adult student's request by ensuring an IEE is provided at public expense in a timely manner or promptly submit a request for a due process hearing in accordance with this policy. MYA may not unnecessarily delay either providing the IEE at public expense or initiating a due process hearing to defend the appropriateness of its evaluation. In addition, a copy of the Procedural Safeguards and Parent Rights should be provided anytime an educational rights holder or trusted adult of a minor student, or adult student requests an IEE. The educational rights holder or trusted adult of a minor student, or adult student may only request one publicly funded IEE for each evaluation completed by MYA.

Responding to an IEE Request

Once the educational rights holder or trusted adult of a minor student, or adult student communicates his/her disagreement with the evaluation(s) completed by MYA and requests an IEE at public expense in writing or at an IEP meeting, the following procedures will be followed:

- 1. MYA Director of Special Education will be notified.
- 2. MYA will provide to the educational rights holder or trusted adult of a minor student, or adult student a copy of the Sonoma County SELPA policy and procedures including criteria for IEEs, a copy of the Procedural Safeguards and Parental Rights, and options for an IEE at public expense.

Options are as follows:

a. A staff member from another LEA in the SELPA

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- b. A staff member from another SELPA
- c. A non public agency provider
- d. A provider on the SELPA IEE list
- 3. The educational rights holder or trusted adult of a minor student, or adult student will communicate to MYA, in writing, their preferred option; OR
- 4. MYA will determine whether they will initiate due process to establish the appropriateness of its evaluation or proceed with obtaining an IEE.

If MYA determines that it will initiate a due process hearing to establish the appropriateness of its evaluation, MYA will notify the educational rights holder or trusted adult of a minor student, or adult student of such a decision in writing prior to filing a due process hearing complaint. This written notice shall include all of the elements of prior written notice as required by section 300.503(b) of Title 34 of the Code of Federal Regulations.

If MYA agrees to provide an IEE at public expense, MYA will work collaboratively with the educational rights holder or trusted adult of a minor student, or adult student, at their request, to identify potential IEE evaluator(s). Alternatively, the educational rights holder or trusted adult of a minor student, or adult student may provide, in writing, their preferred evaluator(s). MYA and the educational rights holder or trusted adult of a minor student, or adult student may utilize the Agreement for IEE form and/or the educational rights holder or trusted adult of a minor student, or adult student will be required to sign a release and exchange of information authorizing MYA to communicate directly with the educational rights holder or trusted adult of a minor student, or adult student's chosen independent evaluator. Please note: An MYA assessment plan will NOT be completed because MYA is not conducting the assessment and is not responsible for the timelines and/or results of the IEE assessments.

MYA may directly contract with the independent evaluator for the IEE. Alternatively, MYA may issue payment to the independent evaluator for the costs of the IEE following its receipt of the items listed below, or MYA may reimburse the educational rights holder or trusted adult of a minor student, or adult student for the costs of a procured IEE in a timely manner in accordance with MYA policies and procedures and in an amount no greater than the actual cost to the educational rights holder or trusted adult of a minor student, or adult student of a minor student, or adult student of a minor student.

If MYA initiates a due process hearing and the hearing officer issues a final decision finding that the MYA evaluation is appropriate, the educational rights holder or trusted adult of a minor student, or adult student will still have the right to obtain an IEE, but not at MYA's expense. If a hearing officer orders an IEE as part of a due process hearing decision, the costs of the IEE must be at MYA's expense.

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If the educational rights holder or trusted adult of a minor student, or adult student obtains an IEE at private expense or through an agency other than MYA and shares the IEE with MYA, the results of the IEE:

- 1. Must be considered by MYA if the evaluation meets the agency criteria set forth below, in any decision made with respect to the provision of a free appropriate public education ("FAPE") to the student; and
- 2. May be presented as evidence at a due process hearing or other proceeding regarding the student.

LEA Criteria

The criteria under which an IEE is obtained at public expense, including the location limitations for the evaluator, minimum qualifications of the evaluator, and cost containment criteria, must be consistent with the criteria set forth in this policy, and consistent with the criteria that MYA uses when it initiates an evaluation.

If MYA observes the student in conducting the evaluation with which the educational rights holder or trusted adult of a minor student, or adult student disagree or if its assessment procedures allow observations, the independent evaluator will be provided with an equivalent opportunity to observe the student in the current educational setting and to observe the MYA proposed setting, if any. This opportunity shall also be provided if the educational rights holder or trusted adult of a minor student, or adult student obtains an evaluation at private expense.

MYA shall define the nature and scope of an independent evaluator's observations consistent with the right to an equivalent opportunity to observe, but also consistent with its obligations to prevent unnecessary disruption and protect the privacy interests of other students. This may include, but is not limited to, identifying the time constraints of such observation, MYA personnel who will participate in the observation, and restrictions on student/teacher interactions.

Geographical Limitations for Evaluators

Evaluators will be located within Imperial, Orange, Riverside, or San Diego Counties. Evaluators outside of this area will be approved only on an exceptional basis, providing the educational rights holder or trusted adult of a minor student, or adult student can demonstrate the necessity of using personnel outside the specified area in order to obtain an appropriate evaluation. Any expenses beyond that directly related to preparation of the evaluation (e.g., food, lodging, transportation, etc.) are not covered in the cost of the independent evaluation.

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INDEPENDENT EDUCATIONAL EVALUATION POLICY

Minimum Qualifications for Evaluators

Evaluators with credentials other than those listed below will not be approved unless they can demonstrate the appropriateness, under the specific facts of a given case, of using an evaluator meeting other qualifications. (Ed. Code 56320 (b)(3))

Type of Assessment	Qualifications
Academic Achievement	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Adaptive Behavior	Credentialed Special Education Teacher School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist
Assistive Technology	Credentialed or Licensed Speech/Language Pathologist Credentialed Assistive Technology Specialist Credentialed Special Education Teacher with appropriate training
Auditory Acuity	Licensed Educational Audiologist Licensed or Credentialed Speech/Language Pathologist
Behavioral	Credentialed Special Education Teacher School Psychologist Behavior Specialist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist

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Cognitive	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist	
Health (including neurological)	Licensed Physician Nurse	
Motor	Licensed Physical Therapist Registered Occupational Therapist Credentialed Teacher of the Physically Impaired Adaptive Physical Education Teacher	
Occupational Therapy	Licensed Occupational Therapist	
Speech and Language	Credentialed or Licensed Speech/Language Pathologist	
Social/Emotional	School Psychologist Licensed Educational Psychologist Licensed Clinical Psychologist Licensed Psychiatrist	
Visual Acuity/Developmental Vision	Licensed Ophthalmologist Optometrist	
Functional Vision	Credentialed Teacher of the Visually Impaired	
Vision Perception	Credentialed Special Education Teacher School Psychologist	
Transition	Credentialed Special Education Teacher	

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INDEPENDENT EDUCATIONAL EVALUATION POLICY

Cost Containment Criteria for Evaluations

The cost of an IEE shall be comparable to those costs that MYA incurs when it uses its own employees or contractors to perform a similar assessment. Costs include: observations, administration and scoring of tests, report writing, and attendance in person or by phone at an IEP team meeting. Reimbursement will be in an amount no greater than the actual cost to the educational rights holder or trusted adult of a minor student, or adult student and will be subject to proof of payment.

Based on the cost limitations contained in the Sonoma County SELPA LEAs and region, the suggested cost of an IEE should be limited to the following table of maximum costs, absent extraordinary circumstances:

Sonoma County SELPA Type of Assessment	Allowable Rate: up to
Academic Achievement	\$800.00
Adapted Physical Education	\$1,500.00
Adaptive Behavior	\$600.00
Assistive Technology	\$1,000.00
Autism/Behavior (ABA) with observation / data collection	\$1,500.00
Behavioral - functional behavior analysis (FBA) Conducted by Board Certified Behavior Analyst (BCBA)-all Costs Inclusive	\$2,000.00
Auditory Acuity or Perception	\$350.00
Auditory Verbal Therapy	\$1,500.00
CAPD (Central Auditory Processing)	\$1,500.00

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INDEPENDENT EDUCATIONAL EVALUATION POLICY

DHOH (Deaf and Hard of Hearing)	\$2,500.00
Occupational Therapy (fine/gross motor skills)	\$1,500.00
Physical Therapy	\$1,500.00
Full Psycho-Educational (rate allowed depends on components tested such as academic, adaptive behavior, cognition, social-emotional, etc.)	\$4,000.00
Speech & Language	\$1,500.00
Social-emotional	\$750.00
Visual Acuity & Perception	\$350.00
Visual Processing	\$350.00

Guidelines for all IEE costs are calculated by considering the time required for the assessment and the appropriate comparable MYA employee hourly rate. Costs above these amounts will not be approved unless the educational rights holder or trusted adult of a minor student, or adult student can demonstrate that such costs reflect unique circumstances justifying the selection of an evaluator whose fees fall outside these criteria. MYA will not necessarily be required to fund the attendance of the assessor at the IEP team meeting convened to consider the IEE.

When insurance will cover all or partial costs of the IEE, MYA will request that the educational rights holder or trusted adult of a minor student, or adult student voluntarily have their insurance pay the IEE costs covered by their insurance. However, the educational rights holder or trusted adult of a minor student, or adult student will not be asked to have insurance cover independent evaluation costs if such action would result in a financial cost to the educational rights holder or trusted adult of a minor student, or adult student including, but not limited to the following:

- 1. A decrease in available lifetime coverage or any other benefit under an insurance policy,
- 2. An increase in premiums or discontinuance of the policy or

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INDEPENDENT EDUCATIONAL EVALUATION POLICY

3. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim unless the educational rights holder or trusted adult of a minor student, or adult student is willing to have MYA reimburse them for the amount of the deductible.

Independent evaluators must agree to release their assessment information, provide prior to the IEP meeting a written IEE assessment report, submit copies of any and all assessment protocols utilized to conduct the IEE, and provide detailed invoices including dates of assessment, observations and hourly rates, if applicable, to MYA prior to receipt of payment for services. All IEE evaluators must utilize testing and assessment materials and procedures, which are selected and administered so as not to be racially, culturally, or sexually discriminatory. Tests and other assessment materials must be provided and administered in the student's primary language or other modes of communication, unless there are stated reasons why this provision and administration are not clearly feasible. All assessment instruments utilized must have been validated for the specific purpose for which they are used and be administered by trained personnel in conformity with the instructions provided by the publisher. All written reports must meet the requirements of the Individuals with Disabilities Education Act ("IDEA") and California Ed. Code Section 56327.

The results of the IEE will be considered in the determination of eligibility, program decisions, and placement of the student with disabilities as required by the Individuals with Disabilities Education Act. However, the results of an IEE will not control MYA's determinations and may not be considered if not completed by a qualified professional, as determined by MYA. MYA should consider contracting with a Nonpublic Nonsectarian ("NPA") for both assessment and services could compromise the reliability of the assessment performed.

References

Legal Authority:

20 U.S.C. 1414(a) - (c) -Evaluations and reevaluations;

20 U.S.C. 1415(b)(1)-Right to independent educational evaluations; 34 CFR 300.301 – 300.306-Re-evaluations,;

34 CFR 300.502-Independent Educational Evaluations; Comments to 34 CFR 300.502 Independent education evaluations; Education Code section 56327; 34 CFR 300.300 Parent Consent - Evaluation;

34 CFR 300.304-306 Procedures for evaluations and Determination of eligibility; Education Code 56329-Independent educational assessments;

Education Code 56381 Reassessments.

Education Code 56329 *Notice to parents or guardians; independent educational assessments; hearings; proposals for publicly financed nonpublic placements Education Code* 56506(c) *Due process rights of pupil and parent*

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SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY

The Motivated Youth Academy Board of Directors (the "Board") has adopted this policy to develop a non-diploma pathway to graduation allowing students with Individualized Education Plans ("IEP") who have significant cognitive disabilities, to earn a Certificate of Completion ("COC") from Motivated Youth Academy (the "School") based on federal and state mandates/legislation and California Department of Education ("CDE") requirements. By developing a pathway that requires the same number of minimum state course requirements, students with disabilities can earn verification of school enrollment and engagement.

Not all students in California public schools are able to meet graduation requirements. California public school students have the option to pursue a non-diploma track that will earn an alternative form of certification that will permit participation in graduation and graduation related activities.

The U.S. Department of Education states, "...certificates of completion are used for students with IEPs who have not met state graduation requirements but still want to participate in graduation ceremonies with their class." Additionally, state-defined alternate diplomas are permitted to be offered under the Every Student Succeeds Act (ESSA), Pub. L. No. 114- 95 § 114 Stat. 1177 (2015-2016). Guidance from the U.S. Department of Education concerning eligibility states: "Only a student with the most significant cognitive disabilities is eligible for a State-defined alternate diploma, and only if the student has taken the State's alternate assessment aligned with alternate academic achievement standards under section 1111(b)(2)(D) of the Elementary and Secondary Education Act ("ESEA") and met any other State-defined requirements. (ESEA section 8101(23)(A)(ii)(I)(bb), (25)(A)(ii)(I)(bb); 34 C.F.R. § 200.34(c)(3))"

The high school graduation course requirements in California include a set of 13 minimum courses required under the California Education Code, in addition to other coursework adopted by the Local Education Agency ("LEA"). Ed. Code §51225.3 provides that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades 9 to 12, inclusive:

Unless otherwise specified, each course shall have a duration of one school year

- 1. Three courses/years in English
- 2. Two courses/years in mathematics, including one year of Algebra I (EC Section 51224.5)
- 3. Two courses/years in science, including biological and physical sciences
- 4. Three courses/years in social studies, including United States history and geography; world history, culture, and geography, a one-semester course in American government and civics, and a one-semester course in economics

Motivated Youth Academy

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SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY

- 5. One course/year in visual or performing arts, foreign language, and career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language
- 6. Two courses/years in physical education, unless the pupil has been exempted pursuant to the provisions of EC Section 51241
- 7. Other coursework adopted by the local governing board of the LEA

However, students and families who are considering opting for a COC should consider the following limitations may and/or will apply:

- 1. A COC is not equivalent to a high school diploma or GED graduation equivalency test; it verifies school attendance only.
- 2. A COC is not usually accepted at higher institutions of learning; most colleges and trade schools require a high school diploma or its equivalent for entrance.
- 3. The Armed Services limits the number of COC and GED candidates allowed to enlist in the military each year (between 1% and 10% depending on the branch) and the minimum requirements for the Armed Forces Qualification Test are higher for COC holders as opposed to those with high school diplomas.
- 4. A COC may affect the student's ability to gain employment where a high school diploma is a job requirement.
- 5. To be eligible to receive federal student aid, a student must have either a high school diploma or a GED.

The California Education Code (EC) § 51225.3 specifies a minimum set of courses to meet state requirements to graduate from high school and receive a diploma. The governing boards of LEAs have the authority to supplement the state minimum requirements at the local level.

The School will ensure that its COC pathway has an effective, research based curriculum that includes life skills. Curriculum will be provided at a student's independent level with access to grade level general education curriculum and standards. The total number of credits required for a student who is working towards a certificate of completion is 130 credits.

If a student with an IEP is able to complete the prescribed courses in: ELA, math, science, social studies, PE, and transition/functional skills curriculum, a COC may be awarded by the School if the student has completed the following requirements:

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SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY

- 1. Satisfactory completion of 130 credits of a prescribed alternative course of study as identified on the student's IEP
- 2. Satisfactory achievement of the student's IEP goals and objectives during high school as determined by the IEP Team
- 3. Satisfactory high school attendance, participation in the instruction prescribed in the student's IEP, and achievement of transition goals and objectives.
- 4. Satisfactory participation in state testing at least once for the duration of high school

Students with disabilities who qualify for a COC are eligible to participate in one graduation ceremony and any school activity related to graduation in which students of similar age without disabilities would be eligible to participate.

Completing the COC requirements and exiting high school with that certificate does not terminate Free Appropriate Public Education ("FAPE") eligibility and does not serve to exit a student from special education.

Students who receive a COC may decide to return to high school and can do so through the age of 22. There are two events that end the school's responsibility to a student with a disability.

- 1. Student earns and receives a high school diploma
- 2. Student turns 22

A student less than age 22, who earlier decided to exit school with a COC, can then change their mind and return to school until the end of the school semester of their 22nd birthday or until they earn a diploma, whichever occurs first. Given that the aforementioned is based on an IEP team recommendation, the IEP team must provide the parent/guardian of a minor student with Prior Written Notice (PWN). The IEP team will issue notice to the parent/guardian/adult student via the Special Education Information System form of its proposed action regarding the recommended course of study pathway prior to an IEP meeting.

Federal law requires schools to provide "specially defined instruction, and related services, at no cost to parent/guardian, to meet the unique needs of a child with a disability." The law requires schools to provide disabled students with these special supports from age 3 until age 22, or until they graduate from high school.

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SPECIAL EDUCATION CERTIFICATE OF COMPLETION POLICY

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REPEATED COURSES POLICY

Motivated Youth Academy ("MYA") adopts this Repeated Courses Policy to apply to all students at MYA.

Motivated Youth Academy emphasizes student achievement and success. There are times when students do not earn the grade they expect and they need or want to retake the course for a better grade. MYA allows students to repeat courses with certain provisions.

Students may repeat failed courses if they earned a grade of D or F. The previous lower grade and credits will be excluded from the grade point average (GPA) calculation. The higher of the two grades will be counted toward the cumulative GPA. There is no limit to the number of times a student may repeat the same course in which they earned a D or F. There is no limit to the number of courses students may repeat. Students may only earn credit for the course once. Courses that have earned a grade of C or better cannot be repeated for higher GPA. The title of a repeated course will appear on a student transcript with a tag R (ex. Algebra 1A R).

The guidelines above are used to calculate the MYA official GPA. <u>Students applying for college</u> admission, financial aid and various scholarships, a GPA may be reported that is based on criteria different from that used to determine the MYA Official GPA. Thus, the MYA Official GPA may not be applicable.

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VIRTUAL LEARNING PERIOD MEETING POLICY

Motivated Youth Academy ("MYA" or "Charter School") adopts this Virtual Learning Period Meeting Policy to apply to all students enrolled in the MYA Independent Home Study Program. Students enrolled in the MYA Online Program participate in weekly virtual homeroom meetings in place of learning period meetings.

MYA believes the best way to assess student learning is through in-person meetings with the teacher facilitator, student, and educational rights holder<u>parent/guardian</u> whenever possible. However, virtual Learning Period Meetings may be allowed on a case-by-case basis with the approval of the Independent Home Study Coordinator or as dictated by school health and safety requirements.

In deciding if a virtual meeting should take place in lieu of an in-person meeting, the teacher facilitator will take into consideration current school health and safety requirements, the student age, type or work and amount of work being completed, additional discussion items that need to take place at the meeting, student and educational rights holderparent technological capabilities, and the personality of the student and educational rights holderparent. Virtual meetings must be mutually agreed upon, unless mandated by the school in line with health and safety requirements at that time.

The following criteria must be met before virtual meetings may be considered:

- 1. The educational rights holder Parent/Guardian and Student must follow all policies and procedures regarding school communication, including responding to emails and other school communication within the time frame outlined in the MYA Handbook.
- 2. The educational rights holder Parent/Guardian requested a virtual meeting within 5 days of the learning period ending.
- 3. The student must show adequate progression through assigned curricula, as determined by the Teacher Facilitator and any support staff.
- 4. The student and/or educational rights holderparent/guardian must be able to effectively show the Teacher Facilitator a full body of work for the LP through electronic submission of samples, teleconferencing, and/or other means.
- 5. The student and educational rights holderparent/guardian must be free from any truancy or inadequate progress notifications for the school year in which the virtual meetings are requested.
- 6. The student must take all required school assessments.
- 7. If the student is receiving services for an IEP, the student must be able to receive all services listed in the IEP while in a virtual setting, unless health and safety guidelines do not allow face to face interactions.
- 8. Both the student and educational rights holderparent must be available to attend and fully participate in the virtual meeting.
- 9. Students must be able to be on webcam to meaningfully engage with the Teacher Facilitator in a virtual setting for the length of the meeting.

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VIRTUAL LEARNING PERIOD MEETING POLICY

10. Current health and safety guidelines from the school, county, and state do not permit face to face interactions.

*Failure to meet or adhere to the criteria above, may result in the student being denied future virtual learning period meetings.

Once the Teacher Facilitator has determined that the family has met the above criteria they may contact the Independent Home Study Coordinator and request a virtual meeting option for the family along with an explanation of why the virtual meeting is appropriate. The Independent Home Study Coordinator will review and make the final decision on virtual meetings with the exception of virtual meetings required by school health and safety mandates.

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- 4. The student and/or educational rights holder must be able to effectively show the Teacher Facilitator a full body of work for the LP through electronic submission of samples, teleconferencing, and/or other means.
- 5. The student and educational rights holder must be free from any truancy or inadequate progress notifications for the school year in which the virtual meetings are requested.
- 6. The student must take all required school assessments.
- 7. If the student is receiving services for an IEP, the student must be able to receive all services listed in the IEP while in a virtual setting, unless health and safety guidelines do not allow face to face interactions.
- 8. Both the student and educational rights holder must be available to attend and fully participate in the virtual meeting.
- 9. Students must be able to be on webcam to meaningfully engage with the Teacher Facilitator in a virtual setting for the length of the meeting.
- 10. Current health and safety guidelines from the school, county, and state do not permit face to face interactions.

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VIRTUAL LEARNING PERIOD MEETING POLICY

*Failure to meet or adhere to the criteria above, may result in the student being denied future virtual learning period meetings.

Once the Teacher Facilitator has determined that the family has met the above criteria they may contact the Independent Home Study Coordinator and request a virtual meeting option for the family along with an explanation of why the virtual meeting is appropriate. The Independent Home Study Coordinator will review and make the final decision on virtual meetings with the exception of virtual meetings required by school health and safety mandates.

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ATTENDANCE, MISSED ASSIGNMENTS, SATISFACTORY EDUCATIONAL PROGRESS, AND INVOLUNTARY REMOVAL POLICY

The Board of Directors ("Board") of Motivated Youth Academy ("MYA" or the "School") believes there is a strong correlation between student attendance in school and high academic achievement. Students who are habitually truant or chronically absent have an increased probability of low academic achievement or eventually dropping out of school. The Board is committed to student success. In order to support all students in academic achievement, the Board enlists and maintains the following attendance policy.

ATTENDANCE OVERVIEW

Attending an independent study school can be an exciting educational adventure. Without the constraints of classroom walls, students must decide when and where to work on course assignments within the guidelines of the program. Most students need extra guidance with these decisions when first starting an independent study program. Educational Rights Holders, teachers, and students must work in partnership to provide the necessary guidance and direction for students to attend school and complete assigned work.

Motivated Youth Academy provides students with the opportunity to experience engaging, rigorous coursework while attending a school with greater flexibility than in a traditional school. However, as a provider of public school education, Motivated Youth Academy must comply with state attendance regulations for non-classroom based schools.

ATTENDANCE- STUDENT EXPECTATIONS

- 1. Students are expected to complete 100% of assigned course work by the assigned due date(s)
- 2. Students are required to complete work in their courses each day school is in session **
- 3. Students may be required to sign attendance learning logs at the end of each Learning Period
- 4. If a student has difficulty with an assignment or has questions on an assignment, it is their responsibility to reach out to their instructor
- 5. Despite any technical difficulty, students are responsible for completing their academic assignments and adhering to the attendance policy
- 6. Students are required to attend weekly meetings with teachers
- 7. Students must check in with their teachers on a weekly basis via phone, text message, Google Chat, online classroom, or email.
- 8. Students are required to participate in all state testing in person
- 9. Students are expected to participate in all required classes, meetings, and appointments, as determined by the program
- 10. Students are expected to participate in all scheduled meetings with the student's teacher of record, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

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ATTENDANCE, MISSED ASSIGNMENTS, SATISFACTORY EDUCATIONAL PROGRESS, AND INVOLUNTARY REMOVAL POLICY

*Note: Specific state attendance requirements may vary and are delineated in the Student and Educational Rights Holder /Parent Handbook. Even if all assignments are completed prior to the due dates, students must complete educational activities daily, such as discussion boards, emails, announcements, and meetings.

**Note: There are certain times and situations that are exempt from the above requirement (e.g., certain holidays, religious holidays, pre-arranged family vacations, and family emergencies).

ATTENDANCE AND PARTICIPATION REQUIREMENTS AND WEEKLY MONITORING

Student attendance and participation are monitored on a weekly basis. The program expectation is that students complete coursework or engage in educational activities each school day. The following students shall be deemed to be in violation of the School's attendance requirements:

- Pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- Pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three school days or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
- Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g)

The School shall engage in the Tiered Reengagement Strategies and Procedures below for students in violation of the School's attendance and participation requirements.

COMMUNICATION AND NOTIFICATIONS

Students who are not attending school in alignment with program expectations will receive a truancy notification through the school office and will receive a phone call from the teacher of record (TOR). See "Tiered Reengagement Strategies and Procedures" section below for more details.

ATTENDANCE CONTRACTS

Two (2) truancy notifications will result in a warning for the student to be placed on an attendance contract. A third truancy notification will result in a student being placed on an attendance contract outlining program expectations. See "Tiered Reengagement Strategies and Procedures" section below for more details.

REQUIRED CONFERENCES/MEETINGS

Students placed on attendance contracts will be required to attend a meeting with the teacher of record. Failure by the student or Educational Rights Holder to attend a meeting with the teacher of record will result in a referral for a meeting with school administration.

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ATTENDANCE, MISSED ASSIGNMENTS, SATISFACTORY EDUCATIONAL PROGRESS, AND INVOLUNTARY REMOVAL POLICY

ATTENDANCE CONTRACT VIOLATIONS

Students in violation of an attendance contract will be required to attend a meeting with a school administrator. This may lead to an attendance hearing and involuntary removal from the school.

NON ATTENDANCE AT THE BEGINNING OF THE SCHOOL YEAR

If a student enrolls in Motivated Youth Academy, but never attends the first twenty (20) days following the student's enrollment, the school will make a reasonable effort to contact the family, inquiring whether they intend to stay enrolled in the program. Reasonable effort may include three separate attempts to contact the family, either by phone, regular mail, or electronic mail. If the family does not respond to the school's attempts for information, the school will proceed with removing the student from the school following the Involuntary Removal Process outlined below, as it will be assumed that the student has chosen another school option. Removal of the student will be expedited if the student is found to be enrolled in another school on the state-wide database.

EVALUATION AFTER MISSED ASSIGNMENTS OR EVALUATION OF EDUCATIONAL PROGRESS

An Evaluation After Missed Assignments or Evaluation of Educational Progress ("Evaluation") will be conducted by the Executive Director and/or designee and supervising teacher to determine whether it is in the best interests of the student to remain enrolled in independent study under the following circumstances:

- After a student fails to complete ten (10) graded assignments during any period of twenty (20) school days; or
- In the event that a student's educational progress falls below satisfactory levels as determined by this Attendance Policy and/or the Adequate Progress Policy.

The Evaluation may include but is not limited to the review of the following:

- 1) Attendance based on completion of assignments as quantified by the assigned supervising teacher;
- 2) Demonstration of skills on assignments;
- 3) Standardized test scores;
- 4) Written tests and reports if appropriate;
- 5) Oral or written presentations;
- 6) Student's attitude toward learning and achievement;
- 7) Punctual attendance at scheduled appointments;
- 8) Ability to meet during scheduled appointments;
- 9) Preparedness for scheduled appointments;
- 10) Student demonstration of adequate and appropriate progress toward State Standards;
- 11) Appropriate learning environment; and/or
- 12) Educational Rights Holder(s) ability to support student learning in the home.

EVALUATION RECORD

A written record of the findings of any evaluation conducted pursuant to this policy shall be

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ATTENDANCE, MISSED ASSIGNMENTS, SATISFACTORY EDUCATIONAL PROGRESS, AND INVOLUNTARY REMOVAL POLICY

treated as a mandatory interim student record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

TIERED RE-ENGAGEMENT STRATEGIES AND PROCEDURES

- 1. Following one violation of the attendance requirements, described above, the School will verify current contact information for the student and Educational Rights Holder, and the School will issue an Initial Truancy Notification and Warning, which will notify the Educational Rights Holder of the student's lack of participation within one school day of the recording of a non-attendance day or lack of participation.
- 2. A second violation of school attendance requirements will result in a Second Truancy Notification and Attendance Contract Warning.
- 3. A third violation of school attendance requirements will result in a Third Truancy Notification and Issuance of Attendance Contract. Students who are issued an attendance contract are required to meet with their teacher of record to discuss supports and interventions that can lead to expected school attendance in school
- 4. A fourth violation of school attendance requirements and/or the terms and conditions of the attendance contract will result in a Fourth Truancy Notification and Violation of Attendance Contract. A fourth truancy and violation of an attendance contract requires a Pupil-Parent-Educator Conference ("Conference"), which will include all individuals who signed the student's Master Agreement, including, but not limited to the student, the Educational Rights Holder, and teacher(s), and may also involve the Executive Director or designee.
- 5. Following a fifth violation of school attendance requirements, including failure to respond to the Fourth Truancy Notification or failure to participate in the Pupil-Parent-Educator Conference, the student's educational progress shall be deemed to fall below satisfactory levels, which shall trigger the Evaluation After Missed Assignments and Evaluation of Educational Progress. A Fifth Truancy Notification and Referral for Evaluation shall be issued. The purpose of the Evaluation is to determine whether it is in the student's best interest to remain in independent study.
- 6. If, following the Evaluation, it is determined that it is not in the best interest of the student to remain enrolled in independent study, the student may be involuntarily removed from the program. Student removal from the school will be in accordance with the student involuntary removal process outlined below. The student shall be issued the Notice of Student Attendance Review Evaluation Findings and Notice of Involuntary Student Withdrawal.

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7. Additional steps or meetings may be held for pupils that have a section 504 Plan or an IEP (as applicable).

ADDITIONAL CONSIDERATION FOR PUPILS WITH A SECTION 504 PLAN OR IEP

Meetings may be held for pupils that have a section 504 Plan or an IEP (as applicable). The meetings may be conducted to determine:

- 1. Whether the truancies were a direct manifestation of the student's disability; or
- 2. Whether the truancies were the direct result of the school's failure to implement the section 504 Plan or IEP (as applicable).

If the answer to either (1) or (2) above, is yes, then the truancies are a manifestation of the pupil's disability and the school will continue to follow applicable state and federal laws to ensure that the pupil is offered a free appropriate public education ("FAPE").

If the answer to either (1) or (2), above, is no, then the pupil may be removed from the independent study program consistent with the school's attendance policy.

INVOLUNTARY REMOVAL PROCESS

Once an Evaluation After Missed Assignments or Evaluation of Educational Progress is complete, if it is determined that it is not in the best interest of the pupil to remain enrolled in the independent study program, the Educational Rights Holder, or adult student (pupil is over age 18) shall be notified in writing of the school's intent to remove the pupil from the program as it is not in the student's best interest to remain in independent study. The notice shall be in the native language of the Educational Rights Holder(s), or adult student and provided no less than five (5) school days before the effective date of the pupil's removal. The notice shall include the following:

- 1. The school's intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
- 2. The opportunity of the Educational Rights Holder(s) or adult student to request a hearing that follows the same procedures as the school's discipline hearing. Educational Rights Holder(s), or adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.
- 3. If Educational Rights Holder(s) or adult student requests a hearing:
 - a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's charter.
 - b. The pupil shall remain enrolled and shall not be removed until the school issues a final decision.

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- c. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) calendar days.
- d. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy occur or re-occur.
- 4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.

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ATTENDANCE, MISSED ASSIGNMENTS, SATISFACTORY EDUCATIONAL PROGRESS, AND INVOLUNTARY REMOVAL POLICY

The Board of Directors ("Board") of Motivated Youth Academy ("MYA" or the "School") believes there is a strong correlation between student attendance in school and high academic achievement. Students who are habitually truant or chronically absent have an increased probability of low academic achievement or eventually dropping out of school. The Board is committed to student success. In order to support all students in academic achievement, the Board enlists and maintains the following attendance policy.

ATTENDANCE OVERVIEW

Attending an independent study school can be an exciting educational adventure. Without the constraints of classroom walls, students must decide when and where to work on course assignments within the guidelines of the program. Most students need extra guidance with these decisions when first starting an independent study program. Educational Rights Holders, teachers, and students must work in partnership to provide the necessary guidance and direction for students to attend school and complete assigned work.

Motivated Youth Academy provides students with the opportunity to experience engaging, rigorous coursework while attending a school with greater flexibility than in a traditional school. However, as a provider of public school education, Motivated Youth Academy must comply with state attendance regulations for non-classroom based schools.

ATTENDANCE- STUDENT EXPECTATIONS

- 1. Students are expected to complete 100% of assigned course work by the assigned due date(s)
- 2. Students are required to complete work in their courses each day school is in session **
- 3. Students may be required to sign attendance learning logs at the end of each Learning Period
- 4. If a student has difficulty with an assignment or has questions on an assignment, it is their responsibility to reach out to their instructor
- 5. Despite any technical difficulty, students are responsible for completing their academic assignments and adhering to the attendance policy
- 6. Students are required to attend weekly meetings with teachers
- 7. Students must check in with their teachers on a weekly basis via phone, text message, Google Chat, online classroom, or email.
- 8. Students are required to participate in all state testing in person
- 9. Students are expected to participate in all required classes, meetings, and appointments, as determined by the program
- 10. Students are expected to participate in all scheduled meetings with the student's teacher of record, counselor, SAI provider, administrator, or other specialized service providers, when applicable.

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ATTENDANCE, MISSED ASSIGNMENTS, SATISFACTORY EDUCATIONAL PROGRESS, AND INVOLUNTARY REMOVAL POLICY

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ATTENDANCE, MISSED ASSIGNMENTS, SATISFACTORY EDUCATIONAL PROGRESS, AND INVOLUNTARY REMOVAL POLICY

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EVALUATION RECORD

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Motivated Youth Academy Policy Adopted: October 10, 2019 Policy Revised: November 18, 2021 Policy Revised: June 13, 2024 Policy Reviewed: month, day, year

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ATTENDANCE, MISSED ASSIGNMENTS, SATISFACTORY EDUCATIONAL PROGRESS, AND INVOLUNTARY REMOVAL POLICY

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If the answer to either (1) or (2) above, is yes, then the truancies are a manifestation of the pupil's disability and the school will continue to follow applicable state and federal laws to ensure that the pupil is offered a free appropriate public education ("FAPE").

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- 1. The school's intent to remove the pupil, as it is not in their best interest to remain in the independent study program.
- 2. The opportunity of the Educational Rights Holder(s) or adult student to request a hearing that follows the same procedures as the school's discipline hearing. Educational Rights Holder(s), or adult students must submit a request for an appeal hearing within five (5) days from the date of the notice.
- 3. If Educational Rights Holder(s) or adult student requests a hearing:
 - a. It will be scheduled following the school's expulsion hearing procedures as outlined in the school's charter.
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- c. If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) calendar days.
- d. A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy occur or re-occur.
- 4. If no hearing is requested, the pupil shall be removed from the school on the date listed on the notice.

130 CREDIT GRADUATION PATH POLICY

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

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

Eligible students include, but are not limited to:

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

The high school graduation course requirements in California include a set of 13 minimum courses required under the California Education Code, in addition to other coursework adopted by the Local Education Agency ("LEA"). Ed. Code §51225.3 provides that all pupils receiving a diploma of graduation from a California high school must have completed all of the following courses, while in grades 9 to 12, inclusive:

- 1. Three courses/years in English
- 2. Two courses/years in mathematics, including one year of Algebra I (EC Section 51224.5)
- 3. Two courses/years in science, including life and physical sciences
- 4. Three courses/years in social studies, including a full year of United States history and geography; a full year of world history, culture, and geography, a one-semester course in American government and civics, and a one-semester course in economics

130 CREDIT GRADUATION PATH POLICY

- 5. One course/year in visual or performing arts, foreign language, and career technical education. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in foreign language
- 6. Two courses/years in physical education, unless the pupil has been exempted pursuant to the provisions of EC Section 51241
- 7. Other coursework adopted by the local governing board of the LEA

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

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INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP CAUSED BY COVID-19

The Motivated Youth Academy ("MYA") Board of Directors ("Board") recognizes the challenges posed by the COVID-19 pandemic, including interruptions to traditional educational and extracurricular programing and in-person instruction. To ensure each student is provided an opportunity to succeed in this unique and unprecedented environment, MYA shall provide eligible students with the following options to complete course requirements, to earn a high school diploma, and participate in extracurricular activities. <u>This Interim Policy shall be in effect during the 2021-22 school year only.</u>

Definitions

"*Parent*" means the natural or adoptive parent or guardian, the person having legal custody, or other educational rights holder.

"Eligible student" means a student who has received deficient grades for at least one-half of the student's coursework in the 2020–21 academic year. A deficient grade is a D, F, a No Pass, or an equivalent as determined by MYA. Notwithstanding existing law and school policy, a student enrolled in grade 12 during the 2020–21 school year shall not be eligible for retention under this section.

A. Parent-initiated Retention Requests

- <u>1.</u> The parent of an <u>eligible student</u> may submit a written request to retain the student for the 2021–22 school year. A retention request form is available by request via Google Form. The retention request form should be submitted online.
- 2. If a parent submits a retention request form, the Executive Director or designee shall respond with a written invitation to a Retention Team Conference ("RTC") with the parent, student, student's teacher, and a MYA administrator. Any other staff members deemed necessary shall also be invited. The RTC shall occur within thirty (30) days of the written request for retention.
- 3. The RTC shall include consultation on all of the following:
 - a. Discussion of all available learning recovery options, including but not limited to the following specific interventions and supports:
 - i. Supplemental instruction, including tutoring or other one-on-one or small group learning supports;
 - ii. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, or programs to

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INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP CAUSED BY COVID-19

address student trauma and social-emotional learning, or referrals for support for family or student needs.

- iii. Supports for credit recovery to complete graduation or grade promotion requirements and to increase or improve college eligibility.
- iv. Supports for students experiencing homelessness, foster youth, English language learners, and students with disabilities.
- v. Access to prior semester courses in which the student received a D or F letter grade in the 2020–21 academic year.
- b. Consideration of the student's academic data, and any other information relevant to whether retention is in the best academic and social interest of the student.
- c. Discussion about research on the effects of student retention and the types of interventions and supports that have been shown to be beneficial to students.
- d. If the student is a student with a disability, a retention discussion shall include assurances that it is consistent with the student's Individualized Education Plan ("IEP").
- <u>4.</u> If there is disagreement among the Retention Team, the Executive Director or designee will make the determination based upon all information discussed at the RTC.
- 5. MYA shall notify Parent of its decision, in writing, within ten (10) calendar days of the RTC.
- 6. A student who is retained shall be offered appropriate interventions, supports, and recovery options as discussed in Paragraph A(3)(a) above.
- 7. A student who is **not** retained shall be offered appropriate interventions, supports, and recovery options as discussed in Paragraph A(3)(a) above, as well as access to prior semester courses in which the student received a D or F letter grade in the 2020–21 academic year.
- 8. The requirements of this Policy are supplemental to, and do not replace, any existing retention policies, which shall continue to remain operative for all school years, except that for the 2021-22 school year only, parent requests for the retention of any "eligible student" as defined herein, shall be governed by the procedures outlined in this Policy.

B. Requests for Grade Changes

The parent of any student (or a student who is 18 years of age) who was enrolled in grades 9-12 at MYA in the 2020-21 school year may request to change a letter grade earned in the 2020-21 school year to Pass or No Pass on their transcript. While they are encouraged to do so, please note that some postsecondary educational institutions, including those in other states, may not accept a Pass or No Pass grade instead of a letter grade for admission purposes. MYA shall

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INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP CAUSED BY COVID-19

comply with the following legal requirements in notifying Parents/Guardians of the option for a grade change and for processing requests:

- 1. Written notice of the option to request a grade change shall be provided to all families and shall be posted on the school website.
- 2. A request form for this grade change request shall be available online via Google form and must be completed and submitted to the school contact listed on the form no later than fifteen (15) calendar days from the date of MYA's written notice. No requests submitted after the cut-off date shall be considered. Absent a request to change a transcript pursuant to this Policy, a letter grade earned in the 2020–21 school year shall remain on the student's transcript subject only to the MYA grade appeal policy which can be found in the Parent/Student Handbook.
- 3. All properly and timely submitted requests shall be granted, the requested letter grade changed to Pass or No Pass, and the parent notified of same within fifteen (15) calendar days of the submission of the grade change request form.
- 4. MYA shall not limit the number or type of courses eligible for the grade change.
- 5. The grade change shall not negatively affect the student's grade point average.
- 6. Notwithstanding any other law, the grade change shall not result in the forfeiture of the student's eligibility or entitlement to state or institutional student financial aid.

C. Extended Opportunities for High School Coursework Completion

For any student who, in the 2020–21 school year, was in their 3rd or 4th year of high school and who is not on track to graduate in four years from all coursework and other requirements adopted by the MYA Board of Directors that are in addition to the minimum statewide coursework requirements for a California high school diploma pursuant to Education Code Section 51225.3, MYA shall exempt the student from all coursework and other requirements adopted by the MYA Board that are in addition to the statewide coursework requirements.

For any student who was enrolled in the pupil's third or fourth year of high school during the 2020–21 school year, and who is not on track to graduate in the 2020–21 or 2021–22 school years, MYA shall provide the opportunity to complete the minimum statewide coursework required for a California high school diploma pursuant to Education Code Section 51225.3, which opportunity may include, but is not limited to, completion of the coursework through a fifth year of instruction, credit recovery, or other opportunity to complete the required coursework.

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INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP CAUSED BY COVID-19

The minimum statewide coursework requirements for a California high school diploma pursuant to Education Code Section 51225.3 include the following courses, while in grades 9 to 12, inclusive:

- 1. Three courses/years in English
- 2. Two courses/years in mathematics, including one year of Algebra I (EC Section 51224.5)
- 3. Two courses/years in science, including biological and physical sciences
- 4. Three courses/years in social studies, including a full year of United States history and geography; a full year of world history, culture, and geography, a one-semester course in American government and civics, and a one-semester course in economics
- 5. One course/year in visual or performing arts, world language, and career technical education.
 - a. For the purpose of satisfying the minimum course requirement, a course in American Sign Language shall be deemed a course in world language.
- 6. Two courses/years in physical education, unless the pupil has been exempted pursuant to the provisions of Education Code Section 51241

D. Retroactive Diploma

MYA may retroactively grant a high school diploma to a student who has not received a high school diploma if they meet the following conditions:

- 1. The student was in their senior year of high school during the 2019–20 school year;
- 2. The student was in good academic standing and on track to graduate at the end of the 2019–20 school year, as of March 1, 2020; and
- 3. The student was unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.

INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP CAUSED BY COVID-19

The Motivated Youth Academy ("MYA") Board of Directors ("Board") recognizes the challenges posed by the COVID-19 pandemic, including interruptions to traditional educational and extracurricular programing and in-person instruction. To ensure each student is provided an opportunity to succeed in this unique and unprecedented environment, MYA shall provide eligible students with the following options to complete course requirements, to earn a high school diploma, and participate in extracurricular activities. <u>This Interim Policy shall be in effect during the 2021-22 school year only.</u>

Definitions

"*Parent*" means the natural or adoptive parent or guardian, the person having legal custody, or other educational rights holder.

"Eligible student" means a student who has received deficient grades for at least one-half of the student's coursework in the 2020–21 academic year. A deficient grade is a D, F, a No Pass, or an equivalent as determined by MYA. Notwithstanding existing law and school policy, a student enrolled in grade 12 during the 2020–21 school year shall not be eligible for retention under this section.

A. Parent-initiated Retention Requests

- <u>1.</u> The parent of an <u>eligible student</u> may submit a written request to retain the student for the 2021–22 school year. A retention request form is available by request via Google Form. The retention request form should be submitted online.
- 2. If a parent submits a retention request form, the Executive Director or designee shall respond with a written invitation to a Retention Team Conference ("RTC") with the parent, student, student's teacher, and a MYA administrator. Any other staff members deemed necessary shall also be invited. The RTC shall occur within thirty (30) days of the written request for retention.
- 3. The RTC shall include consultation on all of the following:
 - a. Discussion of all available learning recovery options, including but not limited to the following specific interventions and supports:
 - i. Supplemental instruction, including tutoring or other one-on-one or small group learning supports;
 - ii. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, or programs to

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INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP CAUSED BY COVID-19

address student trauma and social-emotional learning, or referrals for support for family or student needs.

- iii. Supports for credit recovery to complete graduation or grade promotion requirements and to increase or improve college eligibility.
- iv. Supports for students experiencing homelessness, foster youth, English language learners, and students with disabilities.
- v. Access to prior semester courses in which the student received a D or F letter grade in the 2020–21 academic year.
- b. Consideration of the student's academic data, and any other information relevant to whether retention is in the best academic and social interest of the student.
- c. Discussion about research on the effects of student retention and the types of interventions and supports that have been shown to be beneficial to students.
- d. If the student is a student with a disability, a retention discussion shall include assurances that it is consistent with the student's Individualized Education Plan ("IEP").
- <u>4.</u> If there is disagreement among the Retention Team, the Executive Director or designee will make the determination based upon all information discussed at the RTC.
- 5. MYA shall notify Parent of its decision, in writing, within ten (10) calendar days of the RTC.
- 6. A student who is retained shall be offered appropriate interventions, supports, and recovery options as discussed in Paragraph A(3)(a) above.
- 7. A student who is **not** retained shall be offered appropriate interventions, supports, and recovery options as discussed in Paragraph A(3)(a) above, as well as access to prior semester courses in which the student received a D or F letter grade in the 2020–21 academic year.
- 8. The requirements of this Policy are supplemental to, and do not replace, any existing retention policies, which shall continue to remain operative for all school years, except that for the 2021-22 school year only, parent requests for the retention of any "eligible student" as defined herein, shall be governed by the procedures outlined in this Policy.

B. Requests for Grade Changes

The parent of any student (or a student who is 18 years of age) who was enrolled in grades 9-12 at MYA in the 2020-21 school year may request to change a letter grade earned in the 2020-21 school year to Pass or No Pass on their transcript. While they are encouraged to do so, please note that some postsecondary educational institutions, including those in other states, may not accept a Pass or No Pass grade instead of a letter grade for admission purposes. MYA shall

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INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP CAUSED BY COVID-19

comply with the following legal requirements in notifying Parents/Guardians of the option for a grade change and for processing requests:

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- 5. The grade change shall not negatively affect the student's grade point average.
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INTERIM POLICY FOR MITIGATION OF STUDENT HARDSHIP CAUSED BY COVID-19

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Coversheet

Approval of the Lease Agreement for Regus Premier Offices

Section:	IX. Business/Financial Services
Item:	A. Approval of the Lease Agreement for Regus Premier Offices
Purpose:	Vote
Submitted by:	Gigi Lenz
Related Material:	Regus Premier Offices Lease Agreement Renewal.pdf

BACKGROUND:

It is recommended that the Board approve the renewal of the lease agreement with Regus Premier Offices. Continuing this agreement ensures uninterrupted access to professional office space and associated business services, which are critical to maintaining operational efficiency. The lease renewal supports flexible workspace usage and includes access to office infrastructure, reception services, and meeting areas without the financial and logistical commitments of a traditional lease. Automatic renewal terms help preserve continuity while allowing for cancellation with sufficient notice, offering both stability and flexibility for future planning. Approval of this item aligns with the organization's goals of maintaining a cost-effective and adaptable working environment.

RECOMMENDATION:

It is recommended the Board approve the lease agreement for Regus Premier Offices and Motivated Youth Academy (#1628).

Fiscal Impact: \$19,352.00

		AL SERVICE GREEMENT
CLIENT ADD	RESS (NOT A BUSINE	SS CENTER ADDRESS):
Company Na	ime	Motivated Youth Academy
Contact Nan		Gigi Lenz
<u></u>	16	Gigi Lenz
Address *		2825 Oak Hill Dr
City *		Escondido
State/ Count		California 🗘
Municipality	Governorate *	
Post Code *		92027
Country *		(United States of America 🗘
Phone numb	er*	United States of America +1
Email *		glenz@myacademy.org
VICES)		
t for Longer Term	Total Monthly Discount	Discounted Monthly Renewal Price
127.30	\$ 127.30	\$ 2,419.50
127.30	\$ 127.30	\$ 2,419.50
	5.00%	
bor 1 2025	End Date*	April 30, 2026
ber 1, 2025	End Dates	April 30, 2020
based on a 30- be payable. M ement.	day month. More info ore info	
or terms and co	nditions.	
D AGREE TO R spute or claim r ation Associatio small claims c ue a court action the interpretatio ial basis only ai in Act and will s J AND WE MAY I PACITY AND N	ESOLVE ANY DISPUTE elating in any way or ar on in accord with its Co ourt and We may pursu to prevent Your remov n, applicability, enforce nd not as a class or rep urvive after this Agreem EACH BRING CLAIMS / OT ON A CLASS, COLL VE A DISPUTE RESOL	ESPECTIVE RIGHTS TO EBETWEEN US BY BINDING ising out of this Agreement shall mmercial Arbitration Rules ue a court action to remove You if al). The arbitrator, and not a court ability, or formation of this presentative action. You and We lent terminates or your AGAINST THE OTHER, ECTIVE ACTION, OR /ED AS APLAINTIFF OR CLASS
Downloa	d the terms and is	

This website is secure. Your personal details are protected at all times.

Print Agreement

CONFIRMATION NO : R-3341368

IF YOU NEED ASSISTANCE CALL OUR HELPLINE ON +1-855-400-3575

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MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM These General Terms and Conditions apply to Office/Coworking, Virtual Office, Membership, and Workplace Recovery agreements for services We supply to You.

- 1. General Agreement
 - 1.1. Nature of an agreement: At all times, each Center remains in Our possession and control. YOU ACCEPT THAT AN AGREEMENT CREATES NO TENANCY INTEREST, LEASEHOLD ESTATE, OR OTHER REAL PROPERTY INTEREST IN YOUR FAVOR WITH RESPECT TO THE ACCOMMODATION.
 - 1.2. House Rules: The House Rules, which are incorporated into these terms and conditions, are primarily in place and enforced to ensure that all clients have a professional environment to work in.
 - 1.3. Company and Contact Information: It is Your responsibility to keep the information and key contact information We use to communicate with You up-to-date through the app or Online Account (or other customer portal as advised to you from time to time). This includes but is not limited to email addresses, phone numbers, company address, Tax/VAT and registration details as locally applicable. Your contact address details must be a legitimate Business address or residential address of the primary contact; it must not be an IWG Center address (or other Business center address).
 - 1.4. Availability at the start of an agreement: If for any unfortunate reason We cannot provide the Virtual Office services or Office/Co-Working accommodation in the Center stated in an agreement by the start date, We will have no liability to You for any loss or damage, but You may either move to one of Our other Centers (subject to availability), delay the start of the agreement, or cancel it.
 - 1.5. AUTOMATIC RENEWAL: SO THAT WE CAN MANAGE YOUR SERVICES EFFECTIVELY AND TO ENSURE SEAMLESS CONTINUITY OF THOSE SERVICES, ALL AGREEMENTS WILL RENEW AUTOMATICALLY FOR SUCCESSIVE PERIODS EQUAL TO THE CURRENT TERM UNTIL BROUGHT TO AN END BY YOU OR US. ALL PERIODS SHALL RUN TO THE LAST DAY OF THE MONTH IN WHICH THEY WOULD OTHERWISE EXPIRE. THE FEES ON ANY RENEWAL WILL BE AT THE THEN PREVAILING MARKET RATE. IF YOU DO NOT WISH FOR AN AGREEMENT TO RENEW THEN YOU CAN CANCEL IT EASILY WITH EFFECT FROM THE END DATE STATED IN THE AGREEMENT, OR AT THE END OF ANY EXTENSION OR RENEWAL PERIOD, BY GIVING US PRIOR NOTICE. NOTICE MUST BE GIVEN THROUGH YOUR ONLINE ACCOUNT OR THROUGH THE APP. THE NOTICE PERIODS REQUIRED ARE AS FOLLOWS:

Term	Notice Period
Month-to-Month	no less than 1 months' notice from the 1 st day of any calendar month
3 months	no less than 2 months' notice prior to the end of the term
More than 3 months	no less than 3 months' notice prior to the end of the term

- 1.6. We may elect not to renew an agreement. If so, We will inform You by email, through the App or Your online account, according to the same notice periods specified above.
- 1.7. If the Center is no longer available: In the event that We are permanently unable to provide the services and accommodation at the Center stated in an agreement, We will offer You accommodation in one of Our other centers. In the unlikely event We are unable to find a nearby alternative accommodation, Your agreement will end, and You will only have to pay monthly fees up to that date and for any additional services You have used.
- 1.8. Ending an agreement immediately: We may terminate an agreement immediately by giving You notice if (a) You become insolvent or bankrupt; or (b) You breach one of your obligations which cannot be put right, or which We have given You notice to put right and which You have failed to put right within 14 days of that notice; or (c) Your conduct, or that of someone at the Center with Your permission or invitation, is incompatible with ordinary office use and, (i) that conduct continues despite You having been given notice, or (ii) that conduct is material enough (in Our reasonable opinion) to warrant immediate termination; or (d) You are in breach of the "Compliance With Law" clause below. If We terminate an agreement for any of the reasons referred to in this clause You must, within 30 days of the date of Our notice of termination, pay Us as a lump sum payment all sums that would otherwise have fallen due and payable by you during the remainder of the period for which Your agreement would have lasted if We had not terminated it. You agree that this payment reflects a reasonable estimate of the actual damages that We will sustain in the event of an early termination.
- 1.9. When an Office agreement ends: When an agreement ends You must vacate Your accommodation immediately, leaving it in the same state and condition as it was when You took it. If You leave any property in the Center, We may dispose of it at Your cost in any way We choose without owing You any responsibility for it or any proceeds of sale. If You continue to use the accommodation when an agreement has ended, You are responsible for any loss, claim or liability We may incur as a result of Your failure to vacate on time.

- 1.10. Transferability: Subject to availability (which shall be determined in Our sole discretion) You may transfer Your agreement to alternative accommodation in the IWG network of Centers provided that Your financial commitment remains the same (or increases) and such transfer is not used to extend or renew an existing agreement. Such a transfer may require entry into a new agreement.
- 2. Use of the Centers:
 - 2.1. Business Operations: You may not carry on a business that competes with Our business of providing Serviced Office and flexible working. Our Services may not be re-sold, or otherwise assigned by You to any third party. You may not use Our name (or that of Our affiliates) in any way in connection with Your business. You are only permitted to use the address of a Center as Your registered Offices address if it is permitted by both law and if We have given You prior written consent (given the administration there is an additional fee chargeable for this Services which can be found in the House Rules). You must only use the accommodation for Offices business purposes. If We decide that a request for any particular Services is excessive, We reserve the right to charge an additional fee. In order to ensure the Center provides a great working environment for all, We kindly ask you to limit any excessive visits by members of the public.
 - 2.2. Accommodation
 - 2.2.1. Alterations or Damage: You are liable for any damage caused by You or those in the Center with Your permission, whether express or implied, including but not limited to all employees, contractors and/or agents.
 - 2.2.2. IT Installations: We take great pride in Our IT infrastructure and its upkeep and therefore You must not install any cabling, IT, or telecom connections without Our consent, which We may refuse in our absolute discretion. As a condition to Our consent, You must permit Us to oversee any installations (for example, IT or electrical systems) and to verify that such installations do not interfere with the use of the accommodation by other clients or Us or any landlord of the building. Fees for installation and de-installation will be at Your cost.
 - 2.2.3. Use of the Accommodation: An agreement will list the accommodation We initially allocate for Your use. You will have a non-exclusive right to the rooms allocated to You. Where the accommodation is a Coworking desk, this can only be used by one individual, it cannot be shared amongst multiple individuals. Occasionally to ensure the efficient running of the Center, We may need to allocate different accommodation (including re-allocation of a Co-working desk) to You, but it will be of reasonably equivalent size, and We will notify You with respect to such different accommodation in advance.
 - 2.2.4. Access to the Accommodation: To maintain a high level of service, We may need to enter Your accommodation and may do so at any time, including and without limitation, in an emergency, for cleaning and inspection or in order to resell the space if You have given notice to terminate. We will always endeavor to respect any of Your reasonable security procedures to protect the confidentiality of Your business.
 - 2.2.5. Hybrid Working: You may use Your designated office for hybrid working (excluding Coworking desks). Hybrid working is defined as having more individuals registered with access to Your office than the specified maximum allowable occupants for that office at any one time. The management of individuals accessing your office is Your responsibility and should be managed through Your online account. At no time may the number of individuals working in Your accommodation exceed the maximum number of occupants allowed. A hybrid supplemental monthly fee will be payable by You for each individual registered above the maximum occupants allowed. This fee can be found in the House Rules.
 - 2.3. Membership:
 - 2.3.1. If You have subscribed to a Membership Agreement You will have entry access to all participating centers worldwide during standard business working hours and subject to availability. If You would like to stay after hours, please speak to the Community Team for instructions on, and availability of, after hours use.
 - 2.3.2. Membership Usage: Usage is measured in whole days and unused days cannot be carried over to the following month. A membership is not intended to be a replacement for a full-time workspace and all workspaces must be cleared at the end of each day. You are solely responsible for Your belongings at the center at all times. We are not responsible for any property that is left unattended. Should You use more than Your membership entitlement, We will charge You an additional usage fee. You may bring in 1 guest free of charge (subject to fair usage). Any additional guests will be required to purchase a day pass.
 - 2.3.3. As a Member, You may not use any Center as Your business address without an accompanying office or virtual office agreement in place. Any use of the Center address in such a way will result in an automatic

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM enrollment in the Virtual Office product for the same term as Your membership and You will be invoiced accordingly.

- 2.4. Workplace Recovery: The Workplace Recovery services are governed by these terms and conditions including, without limitation, Our liability to You and insurance. This service is detailed further in the Workplace Recovery Services Guide which is available upon request.
- 2.5. Compliance with Law: You must comply with all relevant laws and regulations in the conduct of Your business. You must not do anything that may interfere with the use of the Center by Us or by others (including but not limited to political campaigning or immoral activity), cause any nuisance or annoyance, or cause loss or damage to Us (including damage to reputation) or to the owner of any interest in the building. If We have been advised by any government authority or other legislative body that it has reasonable suspicion that You are conducting criminal activities from the Center, or You are or will become subject to any government sanctions, then We shall be entitled to terminate any and all of Your agreements with immediate effect. You acknowledge that any breach by You of this clause shall constitute a material default, entitling Us to terminate Your agreement without further notice.
- 2.6. Ethical Trading: Both We and You shall comply at all times with all relevant anti-slavery, anti-bribery, and anticorruption laws.
- 2.7. Data Protection:
 - 2.7.1. Each party shall comply with all applicable data protection legislation. The basis on which we will process Your personal data is set out in our privacy policies (available on our website) at www.iwgplc.com/clientprivacypolicy.
 - 2.7.2. You acknowledge and accept that we may collect and process personal data concerning You and/or your personnel in the course of our agreement for services with you. Such personal data will be processed in accordance with our privacy policy. Where you provide this data to us, you will ensure that you have the necessary consents and notices in place to allow for this.
- 2.8. Employees: We will both have invested a great deal in training Our staff. Therefore, neither of us may knowingly solicit or offer employment to the other's staff employed in any Center (or for 3 months after they have left their employment). To recompense the other for staff training and investment costs, if either of us breaches this clause the breaching party will pay upon demand the other the equivalent of 6 months' salary of any employee concerned.
- 2.9. Confidentiality: The terms of an agreement are confidential. Neither of us may disclose them without the other's consent unless required to do so by law or an official authority. This obligation continues for a period of 3 years after an agreement ends.
- 2.10. Assignment: An agreement is personal to You and cannot be transferred to anyone else without prior consent from Us unless such transfer is required by law. However, We will not unreasonably withhold our consent to assignment to an affiliate provided that You execute our standard form of assignment. We may transfer any agreement and any and all amounts payable by You under an agreement to any other member of Our group.
- 2.11. Applicable law: An agreement is interpreted and enforced in accordance with the law of the place where the Center is located other than in a few specific jurisdictions which are detailed in the House Rules. We and You both accept the exclusive jurisdiction of the courts of that jurisdiction. If any provision of these terms and conditions is held void or unenforceable under the applicable law, the other provisions shall remain in force.
- 3. Our liability to You and Insurance
 - 3.1. The extent of Our liability: To the maximum extent permitted by applicable law, We are not liable to You in respect of any loss or damage You suffer in connection with an agreement, including without limitation any loss or damage arising as a result of our failure to provide a service as a result of mechanical breakdown, strike, or other event outside of Our reasonable control otherwise, unless We have acted deliberately or have been negligent. In no event shall We be liable for any loss or damage until You provide written notice and give Us a reasonable time to put it right. If We are liable for failing to provide You with any service under an agreement, then, subject to the exclusions and limits set out immediately below, We will pay any actual and reasonable additional expense You have incurred in obtaining the same or similar service from elsewhere.
 - 3.2. Your Insurance: It is Your responsibility to arrange insurance for property which You bring in to the Center, for any mail You send or receive and for Your own liability to your employees and to third parties. We strongly recommend that You put such insurance in place.

- 3.3. IT Services and Obligations: Whilst We have security internet protocols in place and strive to provide seamless internet connectivity, WE DO NOT MAKE ANY REPRESENTATION AND CANNOT GUARANTEE ANY MAINTAINED LEVEL OF CONNECTIVITY TO OUR NETWORK OR TO THE INTERNET, NOR THE LEVEL OF SECURITY OF IT INFORMATION AND DATA THAT YOU PLACE ON IT. You should adopt whatever security measures (such as encryption) You believe are appropriate to Your business. Your sole and exclusive remedy in relation to issues of reduced connectivity which are within Our reasonable control shall be for Us to rectify the issue within a reasonable time following notice from You to Us.
- 3.4. EXCLUSION OF CONSEQUENTIAL LOSSES: WE WILL NOT IN ANY CIRCUMSTANCES HAVE ANY LIABILITY TO YOU FOR LOSS OF BUSINESS, LOSS OF PROFITS, LOSS OF ANTICIPATED SAVINGS, LOSS OF OR DAMAGE TO DATA, THIRD PARTY CLAIMS OR ANY CONSEQUENTIAL LOSS. WE STRONGLY RECOMMEND THAT YOU INSURE AGAINST ALL SUCH POTENTIAL LOSS, DAMAGE, EXPENSE OR LIABILITY.
- 3.5. Financial limits to our liability: In all cases, our liability to You is subject to the following limits:
 - 3.5.1. without limit for personal injury or death;
 - 3.5.2. up to a maximum of GBP 1 million (or USD 1.5 million or EUR 1 million or other local equivalent) for any one event or series of connected events for damage to Your personal property; and
 - 3.5.3. in respect of any other loss or damage, up to a maximum equal to 125% of the total fees paid between the date services under an agreement commenced and the date on which the claim in question arises; or if higher, for office agreements only, GBP 50,000 / USD 100,000 / EUR 66,000 (or local equivalent).
- 4. Fees
 - 4.1. Service Retainer/Deposit: Your service retainer / deposit will be held by Us without generating interest as security for performance of all Your obligations under an agreement. All requests for the return must be made through Your online account or App after which the service retainer/deposit or any balance will be processed within 30 days to You once your agreement has ended and when You have settled Your account. We will deduct any outstanding fees and other costs due to Us before returning the balance to You. We will require You to pay an increased retainer if the monthly office or virtual office fee increases upon renewal, outstanding fees exceed the service retainer/deposit held and/or You frequently fail to pay invoices when due.
 - 4.2. Taxes and duty charges: You agree to pay promptly (i) all sales, use, excise, consumption and any other taxes and license fees which You are required to pay to any governmental authority (and, at Our request, You will provide to Us evidence of such payment) and (ii) any taxes paid by Us to any governmental authority that are attributable to Your accommodation, where applicable, including, without limitation, any gross receipts, rent and occupancy taxes, tangible personal property taxes, duties or other documentary taxes and fees.
 - 4.3. Payment: We are continually striving to reduce our environmental impact and support You in doing the same. Therefore, We will send all invoices electronically and You will make payments via an automatic payment method, one-off payment via Your online account or via an electronic funds transfer. If You do not set up an automatic form of payment, You will be charged a refundable payment retainer equal to one times your monthly product fee. For certain payment method, a transaction fee may be applied. Invoices are due and payable on the due date stated in them. Invoices will be issued, and payments collected either by Us directly or by any member of Our group of companies.
 - 4.4. Late payment: If You do not pay fees when due, a fee will be charged on all overdue balances. This fee will differ by country and is listed in the House Rules. If any part of an invoice is legitimately disputed, You shall give immediate written notice to Us, follow the requirements of the Disputes clause in the House Rules, and pay the amount not in dispute by the due date or be subject to late fees. We also reserve the right to withhold services (including for the avoidance of doubt, denying You access to the Center where applicable) while there are any outstanding fees and/or interest or You are in breach of an agreement.
 - 4.5. Insufficient Funds: Due to the additional administration We incur, You will pay a fee for any returned or declined payments due to insufficient funds. This fee will differ by country and is listed in the House Rules.
 - 4.6. Activation: An activation fee is payable in respect of each agreement You have with Us (including any new agreements entered into under clause 1.10 above). This fee covers the administrative cost of the client onboarding process and account setup. This fee is set out in each Local Services Agreement and is charged on a per occupant basis for Serviced Office and Coworking (dedicated desk), on a per location basis for Virtual Office, and on a per person basis for Membership. Further information is set out in the House Rules.
 - 4.7. Indexation: If an agreement, including month to month agreements, continues for more than 12 months, We will increase the monthly fee on each anniversary of the start date in line with the relevant inflation rate detailed

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM in the House Rules current at the time. If a country experiences high levels of inflation, indexation could be applied more frequently and is detailed in the House Rules current at the time.

- 4.8. Office Restoration: Upon Your departure or if You choose to relocate to a different room within a Center, We will charge a fixed office restoration service fee to cover normal cleaning and any costs incurred to return the accommodation to its original condition and state. This fee will differ by country and is listed in the House Rules. We reserve the right to charge additional reasonable fees for any repairs needed above and beyond normal wear and tear.
- 4.9. Standard services: Monthly fees, plus applicable taxes, and any recurring services requested by You are payable monthly in advance. Where a daily rate applies, the charge for any such month will be 30 times the daily fee. For a period of less than one month, the fee will be applied on a daily basis.
- 4.10. Pay-as-you-use and Additional Variable Services: Fees for pay-as-you-use services, plus applicable taxes, are payable monthly in arrears at our standard rates which may change from time to time and are available on request.
- 4.11. Additional Fees: If Your use of the accommodation or treatment of the accommodation requires Us to incur additional costs for the provision of nonstandard service(s), including but not limited to deep cleaning, unusual rubbish removal, pest remediation, or additional security, We reserve the right to charge You for the cost of these services plus an additional 30% administration fee.
- 4.12. Discounts, Promotions and Offers: If You benefited from a special discount, promotion or offer, We will discontinue that discount, promotion or offer without notice if You materially breach Your agreement.

Global Terms March 2025

Coversheet

Approval of 2025–2026 Consolidated Application and Reporting System (CARS)

Section: Item:	IX. Business/Financial Services C. Approval of 2025–2026 Consolidated Application and Reporting
System (CARS) Purpose:	Vote
Submitted by: Related Material:	FY26-MYA-Spring ConApp.pdf

California Department of Education

Consolidated Application Status: Draft Saved by: charter impact

Date: 6/4/2025 11:46 PM

Motivated Youth Academy (37 68213 0129668)

2025–26 Protected Prayer Certification

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

CDE Program Contact:

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

Protected Prayer Certification Statement

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

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

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Bill Dobson
Authorized Representative's Title	Interim Director
Authorized Representative's Signature Date	06/04/2025
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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

Report Date:6/5/2025

California Department of Education

Consolidated Application Status: Draft

Motivated Youth Academy (37 68213 0129668)

Status: Draft Saved by: charter impact Date: 6/4/2025 11:47 PM

2025–26 LCAP Federal Addendum Certification

CDE Program Contact:

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

Initial Application

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

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

Returning Application

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

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

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California Department of Education

Consolidated Application Status: Draft

Motivated Youth Academy (37 68213 0129668)

Status: Draft Saved by: charter impact Date: 6/4/2025 11:47 PM

2025–26 Application for Funding

CDE Program Contact:

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

Local Governing Board Approval

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

By checking this box the LEA certifies that the Local Board has approved	Yes
the Application for Funding for the listed fiscal year	

District English Learner Advisory Committee Review

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

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

Application for Categorical Programs

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

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

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Report Date:6/5/2025

R02

California Department of Education

Consolidated Application Status: Draft

Motivated Youth Academy (37 68213 0129668)

Status: Draft Saved by: charter impact Date: 6/4/2025 11:47 PM

2025–26 Substitute System for Time Accounting

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

CDE Program Contact:

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

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

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

2025–26 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system	
(Maximum 500 characters)	

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California Department of Education

Consolidated Application

Motivated Youth Academy (37 68213 0129668)

Status: Draft Saved by: charter impact Date: 6/4/2025 11:59 PM

2024–25 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2025.

CDE Program Contact:

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

2024–25 Title II, Part A allocation	\$7,697
Transferred–in amount	\$0
Transferred–out amount	\$0
2024–25 Total allocation	\$7,697

Professional Development Expenditures

Professional development for teachers	\$7,697
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

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

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$7,697
2024–25 Unspent funds	\$0

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Report Date:6/5/2025

R02

Page 1 of 4

California Department of Education

Motivated Youth Academy (37 68213 0129668)

Status: Draft Saved by: charter impact Date: 6/5/2025

2024–25 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, <u>KBarrales@cde.ca.gov</u>, 916-327-9692 Deborah Avalos, Integrated Student Support and Programs Office, <u>DAvalos@cde.ca.gov</u>, 916-319-0599

Homeless Education Certification

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

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Sevcik School Counselor ssevcik@myacademy.org
-
ssevcik@myacademy.org
619-663-4339
1.0
-

Homeless Liaison Training Information

Warning

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Report Date:6/5/2025

R02

California Department of Education

Motivated Youth Academy (37 68213 0129668)

Consolidated Application

2024–25 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, <u>KBarrales@cde.ca.gov</u>, 916-327-9692 Deborah Avalos, Integrated Student Support and Programs Office, <u>DAvalos@cde.ca.gov</u>, 916-319-0599

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

Homeless Education Policy and Requirements

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

Housing Questionnaire Identifying Homeless Children

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

Title I, Part A Homeless Expenditures

2024–25 Title I, Part A LEA allocation	\$58,401
2024–25 Title I, Part A direct or indirect services to homeless children reservation	\$1,000

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California Department of Education

Motivated Youth Academy (37 68213 0129668)

Status: Draft Saved by: charter impact Date: 6/5/2025

Consolidated Application

2024–25 Homeless Education Policy, Requirements, and Implementation

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

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, <u>KBarrales@cde.ca.gov</u>, 916-327-9692 Deborah Avalos, Integrated Student Support and Programs Office, <u>DAvalos@cde.ca.gov</u>, 916-319-0599

Amount of 2024–25 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$1,000
Homeless services provided	Counselor support to students experiencing homelessness including linkages to community resources to provide basic needs including food security, housing security, health security, and a safe learning environment.
(Maximum 500 characters)	
No expenditures or encumbrances comment	
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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

California Department of Education

Consolidated Application

Motivated Youth Academy (37 68213 0129668)

Status: Draft Saved by: charter impact Date: 6/4/2025 11:48 PM

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

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2025.

CDE Program Contact:

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

2023–24 Title II, Part A allocation	\$5,687
Transferred–in amount	\$0
Transferred–out amount	\$0
2023–24 Total allocation	\$5,687

Professional Development Expenditures

Professional development for teachers	\$5,687
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

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

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$5,687
2023–24 Unspent funds	\$0

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

Report Date:6/5/2025

R02

Coversheet

Approval of Headrush Service Agreement

Section:	X. Education/Student Services
Item:	A. Approval of Headrush Service Agreement
Purpose:	Vote
Submitted by:	Gigi Lenz
Related Material:	Headrush Learning Service Agreement Proposal.pdf

BACKGROUND:

Headrush Learning is an innovative education software platform designed to support project-based learning and student-driven experiences. Widely used by forward-thinking schools and alternative education programs, Headrush offers intuitive tools for managing learning plans, assessments, and student progress in a highly personalized and flexible way. The proposed service agreement includes an Enhanced Implementation Package featuring strategy sessions, personalized training webinars, monthly check-ins, and custom dashboards paired with a one-year subscription for up to 330 students. Totaling \$19,900, this investment will equip MY Academy with a robust digital platform tailored to support alternative learning models and strengthen our ability to support student learning. Approval of this proposal aligns with MYA's commitment to personalized education and innovative learning environments.

RECOMMENDATION:

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

Fiscal Impact: \$19,900.00



Software Proposal

Prepared By:

Headrush Learning, Inc. 152 Ward Crt, Oakville, Ontario, Canada L6L 5X7 Prepared For:

MY Academy 500 LaTerraza Blvd #150 Escondido, CA 92025

PROPOSAL

 Enhanced Implementation Package (One-time) (includes: 3-6 admin strategy sessions + 3-6 personalized training webinars + monthly connects + configured dashboards). Assumes the customer will check in with Headrush at least 30 mins per month for the first 12 months of the subscription or relevant equivalent. No rebate or reimbursement for unused services. Annual Subscription Fee (includes up to 330 students) Timeframe: June 1, 2025 - June 30, 2026. Additional students and next year renewal rate: \$30 / student / year. 	\$10,000 \$9,900
Total (in USD)	\$19,900

All prices in USD. Offer is valid 60 days after delivery. A Headrush <u>W9 equivalent is available here.</u>

Subscription includes:

- All available features and all future software updates
- Application and data hosting via unique site address, e.g. yourschool.headrushapp.com
- In-app chat technical support for all staff

Alternative and additional service options are available for discussion.

Accepted by:

Accepted By:

Accepted on:

For more about Headrush Learning, visit <u>headrushlearning.com</u>.



Software Proposal

By accepting this proposal, you agree to the Terms of Use and Privacy policy as outlined on our website at: <u>https://www.headrushlearning.com/terms</u>

For more about Headrush Learning, visit <u>headrushlearning.com</u>.

Coversheet

Approval of Agreement between Cook Center for Human Connection (Renewal)

Section:	X. Education/Student Services
Item:	B. Approval of Agreement between Cook Center for Human Connection
(Renewal)	
Purpose:	Vote
Submitted by:	Gigi Lenz
Related Material:	Cook Center for Human Connection Contract Renewal.pdf

BACKGROUND:

It is recommended that the Board approve the renewal of the annual contract with the Cook Center for Human Connection for the 2025–2026 school year. This partnership provides MY Academy families with access to 1:1 Parent Coaching services, offering personalized support to any parent or caregiver within the school community. The coaching focuses on strengthening family communication, improving student behavior and well-being, and fostering stronger home-school connections. By continuing this service, MY Academy reinforces its commitment to supporting the whole student through meaningful family engagement and mental health support resources that align with the school's mission and student success goals.

RECOMMENDATION:

It is recommended the Board approve the renewal agreement between Cook Center for Human Connection and Motivated Youth Academy (#1628).

Fiscal Impact: \$5,500.00



MY Academy, CA

Bill Dobson

500 LA Terraza Blvd, Suite 150 Escondido, CA 92025 United States

Cook Center for Human Connection 1955 W Grove Pkwy #300

Pleasant Grove , UT 84062

Prepared by: Amy (Yamamoto) Callahan

Community and School Advocacy Director amy.callahan@cookcenter.org +18054692828

bdobson@myacademy.org +1 619-535-2222

Quote Number: 20340876067 Quote created: May 31, 2025 Quote expires: June 30, 2025

PRODUCTS & SERVICES	QUANTITY	PRICE
Parent Coaching 1:1 Parent Coaching, any parent or caregiver in the district is eligible to participate.	1	\$5,500.00 / year for 1 year
SUMMARY		
Annual subtotal		\$5,500.00

Total	\$5,500.00
Total contract value	\$5,500.00

Comments

Payment is due upfront and in full. Terms are Net-30.

Purchase Terms

This is a 1-year quote. Please submit a Purchase Order or sign this quote and return to: amy.callahan@cookcenter.org.

Agreement Terms

This purchase contract documents a purchase made by MY Academy, CA from the Cook Center for Human Connection. In exchange for the consideration described in **20340876067** (a copy which is combined hereto as "Quote"), and subject to the terms (including product information, payment amounts, payment deadlines and rates for future years, if applicable) listed thereon. Company will provide Customer access to the planning of named software and service products.

This agreement may be revoked by Company if the conditions (such as deadlines for signature of this Agreement, deadlines for Company's receipt of a customer approved purchase order etc.) outlined on Quote are not met.

Implementation, Training and support Information: Implementation and Training Services. Customer's purchase of services includes virtual onboarding and training services. Any additional onsite training or professional development will be noted in Quote.

ACCEPTED AND AGREED

MY Academy, CA	Cook Center for Human Connection
Signature :	Signature :
Print Name :	Print Name : John Cook
Title :	Title : COO
Date :	Date :

Signature

Before you sign this quote, an email must be sent to you to verify your identity. Find your profile below to request a verification email.



Coversheet

Approval of KRA Memorandum of Understanding (MOU)

Section:	X. Education/Student Services
Item:	C. Approval of KRA Memorandum of Understanding (MOU)
Purpose:	Vote
Submitted by:	Gigi Lenz
Related Material:	2025-2026 MOU between KRA and Motivated Youth Academy.pdf KRA invoice.pdf

BACKGROUND:

It is recommended that the Board approve the revised Memorandum of Understanding (MOU) with KRA Corporation for the 2025–2026 school year. Through this continued partnership, Motivated Youth Academy (MYA) is able to provide students who are Workforce Innovation and Opportunity Act (WIOA) eligible with access to vital workforce development services, including individualized career coaching, job readiness training, case management, and supportive services such as transportation stipends. KRA serves as a liaison between MYA and the San Diego Career Centers, helping students achieve their high school diploma while preparing for long-term employment and self-sufficiency. This collaboration directly supports MYA's mission to empower adult learners and promote postsecondary success by integrating education and career services tailored to the unique needs of MYA's student population.

RECOMMENDATION:

It is recommended the Board approve the KRA Memorandum of Understanding (MOU) and Motivated Youth Academy (#1628).

Fiscal Impact: \$84,932.00

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN MOTIVATED YOUTH ACADEMY CHARTER SCHOOL AND KRA CORPORATION

This Memorandum of Understanding ("MOU") is made on <u>July 1, 2025</u> by and between MOTIVATED YOUTH ACADEMY CHARTER SCHOOL (MYA) MOTIVATED YOUTH ACADEMY CHARTER SCHOOL (MYA), 500 La Terraza Blvd. Suite #150 Escondido, CA 92025, and KRA CORPORATION (KRA), a Maryland corporation, 5950 Symphony Woods Road, Suite 211, Columbia, MD 21044. The purpose of this MOU is to describe and formalize the collaborative relationship between MYA and KRA. Subject to approval by their respective Governing Boards, under the following terms and conditions.

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

BACKGROUND: KRA is a national leader in workforce development services that prepares job seekers for tomorrow's global economy and supplies employers with a trained and reliable workforce. As it relates to this MOU, KRA is a support to WIOA recipients as San Diego County residents who receive WIOA benefits are eligible for comprehensive workforce development programs provided through the San Diego Workforce Partnership, through the American Job Centers of California (also known as the San Diego Career Centers). KRA operates the Possibility Project and is a collaborative partner with the San Diego Workforce Partnership to provide support and to be the liaison between the career centers and MYA students. WIOA Services supports jobseeker-customers in preparation to enter the workforce, with career planning; intensive wraparound case management; and job development, including structured job searches, job-specific employment/interview preparation, and follow-up services. KRA is positioned to support the MYA students to have access to all services described above, including access to funds for occupational-skills training and supportive services.

1. TERM: The term of this Agreement shall be for 12 months beginning July 1, 2025 unless terminated sooner in accordance with the terms of this Agreement (the "Term"). This Agreement will be effective from July 1, 2025 through June 30, 2026.

2. RENEWAL. Renewal to this MOU will be negotiated between all parties unless written notice of intent to terminate or renegotiate is given by either party prior to May 15 in that year, preceding. In no event shall any renewal term extend beyond the maximum term of the Charter granted to the Charter School as determined by its authorizer pursuant to Education Code section 47607.

3. GOALS AND OBJECTIVES: MYA is contracting with KRA. The Parties to this Agreement shall abide by the terms of this Agreement to achieve the following goals and objectives: MYA's adult students will attend an orientation to see what services they qualify for at the San Diego Career Centers. Upon enrollment in the San Diego Career Center network, MYA students will receive a WIOA number and eligible services. The students will obtain employment readiness skills and certifications from workshops attended. Young adults ages 18-24 who enroll with the San Diego Career Centers, who do not have a high school diploma will be referred to MYA for enrollment.

4. OBLIGATIONS OF THE PARTIES:

MYA will provide the following: MYA will provide all its students in the service area with information about the San Diego Career Centers and the Possibility Project. MYA will enroll WIOA eligible San Diego Career Center adult students to help the students achieve their high school diploma. It will be MYA's responsibility to keep in close contact with the Young Adult Coach/Career Agent from KRA. The student and MYA will also provide any necessary documents needed for enrollment and success in the San Diego Career Centers and Possibility Project. MYA will provide a laptop and Wi-Fi device to all enrolled students. MYA will provide data and enrollment processing of all student academic records upon entry into and exit out of-school. MYA will review and sign appropriate documents, as authorized. MYA will keep an accurate record of student attendance, courses and credits granted to students enrolled, fulfill student record and transcript requests, and provide student information and reports to those who require it. MYA will forward correspondence that reports truancy, according to established policies and procedures. MYA will make available a minimum 15 class hours per week and 5 hours required home assignments, totaling 20 program hours per week. MYA will reimburse KRA for the hourly cost of a Young Adult Coach/ Career Agent at <u>\$39.00 r</u>ate per hour for the term of the MOU. On a monthly basis, KRA shall provide MYA sufficient documentation evidencing the actual hours logged prior to reimbursement.

KRA will provide the following: KRA and the Possibility Project will provide information and/or an orientation to all students to explain the programs. KRA will refer adult students who do not have their high school diploma to MYA for enrollment. KRA will help the students fill out any paperwork to assess if they qualify for MYA high school diploma. The Possibility Project will share any paperwork and class work completed by the students with MYA, and will also provide services for all qualified students who are designated suitable and elect to enroll in the San Diego Career Centers. The Young Adult Coach/Career Agent will also keep in close contact with the students and teachers from MYA.

KRA provides wrap-around Case Management services: The Young Adult Coach/Career Agent assists students who are in need based on challenges and barriers that they face such as physical and/or mental health, any form of abuse or addiction, problems related to family instability, financial literacy and poverty issues, etc. Ultimately, the Young Adult Coach/Career Agent works with the participants and serves as a mediator so as to ensure that they complete their training/education and receive all possible services needed for their well-being and self-sufficiency.

KRA will support student attendance by providing a transportation stipend, as available, contingent on each student's participation. KRA will provide transportation stipends to customers who meet their minimum hourly requirements. KRA will not provide "initial" or "interim" transportation assistance. Transportation stipend will be provided once Primary Case Manager (KRA) has received Vocational Training Enrollment form and weekly time and attendance form signed by the customer, Case Manager (KRA), and school representative. As a material requirement of this MOU, KRA will provide a mutually agreeable space for the MYA staff to meet with adult students weekly, which shall be located within San Diego County and/or adjacent counties. The establishment of such space does not require a material revision of the MYA charter.

5. ASSURANCES: In providing all services under this MOU, KRA shall abide by all applicable Federal, State, and local statutes, ordinances, rules, regulations, and standards, as well as the applicable standards and requirements imposed upon MYA by Federal and/or State agencies providing funding to MYA for the purchase of supplemental services.

6. LICENSES: KRA, its employees, and agents, shall maintain professional licenses required by local, State, and Federal laws at all times while performing services under this MOU.

7. BACKGROUND CHECKS: KRA and its employees and agents who perform duties on any premises made available to MYA students or who may have contact with MYA students shall be required to complete a California Department of Justice Live Scan criminal background check. In accordance with California Education Code Section 45125.1, MYA requires that all KRA employees or agents meet satisfactory clearance

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM of a Live Scan background check prior to engaging in work services under this MOU. If a KRA employee's background check indicates a pending criminal proceeding or conviction for a violent or serious felony, as defined in Education Code Sections 45122.1 and 45125.1, that employee shall not be permitted to work in a capacity that involves contact with MYA students or on the premises made available to MYA students. KRA and its employees and agents who perform under this MOU will be responsible for compliance with this background check requirement. Failure to comply with this background check requirement will constitute sufficient cause for MYA to terminate this MOU immediately.

8. TUBERCULOSIS EXAMS: KRA employees or other individuals associated with KRA may not work near MYA students without satisfactory completion of a Tuberculosis risk assessment, and, if risk factors are identified, a negative Tuberculosis test in compliance with Education Code section 49406. KRA and its employees/agents who perform under this MOU will be responsible for compliance with this Tuberculosis assessment and testing requirement.

9. CONFIDENTIALITY: Except as required by law, each party shall treat as strictly confidential all information relating to a student, except that information designated "directory information" under FERPA (20 U.S.C. § 1232(g)), received or obtained as a result of entering into or performing this Agreement, unless approved in writing by the student and the other party. Notice of intent to disclose shall be provided to the student and the other party prior to any such disclosure to allow them to take appropriate action.

10. RELATION OF THE PARTIES: This Agreement is by and between two Independent Contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. As Independent Contractors, the Parties will be solely responsible for determining the means and methods for performing the services described herein. All of each party's activities will be at its own risk and each party is hereby given notice of its responsibilities for arrangements to guard against physical, financial, and other risks, including but not limited to maintaining insurance, as appropriate, proof of which shall be disclosed to the other party upon request. Neither MYA nor any of its employees shall be included in the employment service of KRA, have any property rights to any employment relationship at KRA, or any other rights as an employee of MYA may otherwise have in the event of termination of this Agreement; nor shall any employee of KRA have any such rights or relationship as to MYA as a result of this Agreement.

11. INDEMNIFICATION: To the fullest extent permitted by law, KRA shall indemnify, hold harmless and defend MYA, its directors, officers, and employees, from any and all liability claims, damages, costs and expenses, causes of action, losses and judgements, including attorney's fees, arising out of the performance of or in connection with this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of KRA, its officers, and employees. MYA shall indemnify, hold harmless and defend KRA, its directors, officers, and employees, from any and all liability claims, damages, costs and expenses, causes of action, losses and judgements, including attorney's fees, arising out of the performance of or in connection with this Agreement. The obligation to indemnify shall extend to all claims and losses that arise from the negligence of MYA, its officers and employees

Neither party shall cover any negligent acts or omissions of the other. In the event of any such claim being made, or suit filed, both Parties shall give the other prompt written notice thereof, and each shall have the right to defend or settle.

A Party that intends to seek and indemnity or hold harmless from the other Party shall notify the other Party in writing thereof, and within a reasonable time after the Party knows or becomes aware of any claim arising out of, resulting from or relating to this Agreement that may or has resulted in a loss, describing (if known or determinable) the pertinent circumstances, all entities and persons involved, and the amount(s) being claimed, 324 of 459 MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM shall not settle or resolve the claim until it has notified the other Party of the claim in accordance with the provisions of this subsection and give the other Party an opportunity to participate in and consent to the settlement or resolution of the claim, which consent the other Party shall not unreasonably withhold. It is expressly understood and agreed that no personal liability whatsoever attaches to any member of the Board of MYA or of KRA, or any of the officers or employees of MYA or KRA by virtue of this Agreement.

12. CONSIDERATION: Both parties acknowledge that in consideration for MYA providing its students with information regarding KRA, KRA shall provide qualified, enrolled students with career training and education.

13. REPRESENTATIONS AND WARRANTIES: Each party to this Agreement represents and warrants to the other party that he/she/it:

(a) has full power, authority and legal right to execute and perform this Agreement;

(b) has taken all necessary legal and corporate action to authorize the execution and performance of this Agreement;

(c) this Agreement constitutes the legal, valid, and binding obligations of such party in accordance with its terms; and

(d) shall act in good faith to give effect to the intent of this Agreement and to take such other action as may be necessary or convenient to consummate the purpose and subject matter of this Agreement.

14. TERMINATION AND REMEDIES ON DEFAULT: The parties may mutually agree to terminate this Agreement, in writing, at any time. In the event of unilateral breach of any term of this Agreement, the non breaching party shall give written notice of the breach to the breaching party. This notice shall describe with sufficient detail the nature of the breach. The party not in breach may terminate its performance of related obligations under this Agreement if the other party fails to rectify a material breach under a portion of this Agreement within thirty (30) days of receipt by the breaching party of written notice of such breach. In such case, the non-breaching Party may terminate its performance, without prejudice to any claim for damages, breach of contract or otherwise. The parties agree that the failure or termination of any portion or relevant provision of this Agreement will not be a basis for terminating other severable obligations or provisions of this Agreement, unless the failure or breach is such that the entire Agreement loses substantially all of its value to the non-breaching party.

Any termination of this Agreement shall not absolve the Parties from the obligation to observe the confidentiality measures as set out herein. At the end of the Agreement, each Party shall return any student information obtained by way of this Agreement.

15. FORCE MAJEURE: If the performance of this Agreement or any obligation under this Agreement is prevented, restricted, or interfered with by causes beyond either party's reasonable control ("Force Majeure"), and if the party unable to carry out its obligations gives the other party prompt written notice of such event, then the obligations of the party invoking this provision shall be suspended to the extent necessary by such event. The term Force Majeure shall include, without limitation, acts of God, fire, explosion, flood, earthquake, vandalism, storm, orders or acts of military or civil authority, or by state or national emergencies, insurrections, riots, wars, strikes, lock-outs, or work stoppages. The excused party shall use reasonable efforts under the circumstances to avoid or remove such causes of non-performance and shall proceed to perform with reasonable dispatch whenever such causes are removed or ceased. An act or omission shall be deemed within the reasonable control of a party if committed, or caused by such party, or its employees, officers, agents, or affiliates.

16. ARBITRATION: Any controversies or disputes arising out of or relating to this Agreement shall be resolved by binding arbitration in accordance with the then-current Commercial Arbitration Rules of the American Arbitration Association. The parties shall select a mutually acceptable arbitrator knowledgeable about Powered by BoardOnTrack

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM issues relating to the subject matter of this Agreement. In the event the parties are unable to agree to such a selection, each party will select an arbitrator and the two arbitrators in turn shall select a third arbitrator, all three of whom shall preside jointly over the matter. The arbitration shall take place in San Diego County, or a location mutually agreed upon by the parties. The arbitrator(s) shall set the time limits for discovery to take place and may set reasonable limits on the number and length of depositions, as well as the number of document demands, interrogatories, and requests for admissions. The arbitrator(s) shall not have the authority to modify any provision of this Agreement or to award punitive damages. The arbitrator(s) shall have the power to determine arbitrability of the dispute, and issue mandatory orders and restraining orders in connection with the arbitration. The decision rendered by the arbitrator(s) shall be final and binding on the parties, except regarding arbitrability of the dispute, and judgment may be entered in conformity with the decision in any court having jurisdiction. The agreement to arbitration shall be specifically enforceable under the prevailing arbitration law. During the continuance of any arbitration proceeding, the parties shall continue to perform their respective obligations under this Agreement. The prevailing party in any such dispute shall be entitled to recover its reasonable attorneys' fees and costs.

17. NON-DISCRIMINATION: Each party agrees that, in the performance of this Agreement, services shall be provided to qualified participants without discrimination toward students, employees, or other persons regardless of their race, color, sex, age, religion, national origin, sexual orientation, marital status, disability or any other manner prohibited by law.

18. NOTICE: Any notice or communication required or permitted under this Agreement shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the addresses listed above or to such other addresses as one party may have furnished to the other in writing. The notice shall be deemed received when delivered or signed for, or on the third day after mailing if not signed for.

19. ENTIRE AGREEMENT: This Agreement contains the entire agreement of the parties regarding the subject matter of this Agreement, and there are no other promises or conditions in any other agreement whether oral or written. This Agreement supersedes any prior written or oral agreements between the parties.

20. AMENDMENT: This Agreement may be modified or amended if the amendment is made in writing and signed by both parties.

21. SEVERABILITY: If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If an arbitrator(s) or a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

22. WAIVER OF CONTRACTUAL RIGHTS: The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

23. GOVERNING LAW: This Agreement shall be governed by and construed in accordance with the laws of California.

24. INTERPRETATION: This Agreement is the product of mutual negotiation between the parties and shall not be construed against either party.

25. SIGNATORIES: This Agreement shall be signed on behalf of MOTIVATED YOUTH ACADEMY CHARTER SCHOOL by Bill Dobson, Director and on behalf of KRA by Zaskia Ruiz, Executive Vice President, Administration & Finance and effective as of the date first written above.

Bill Dobson / Director / MOTIVATED YOUTH ACADEMY / Date

Zaskia Ruiz / EVP, Administration & Finance / KRA Corporation / Date

ATTACHMENT

COMPENSATION

Budget for Period: July 1, 2025 to June 30, 2026

	HOURLY RATE	OVERTIME RATE	NUMBER OF POSITIONS	MAXIMUM NUMBER OF HOURS	ANNUAL BUDGET
CAREER AGENT MISC (SUPPLIES, TRAVEL, IT PACKAGE)	\$39.00	N/A	1	2088	\$81,432 \$3,500
TOTAL BUDGET					\$84,932

The following provisions apply:

- The subcontractor will invoice for hours worked on this project, including paid time off, holidays and incentives. The established hourly amount is a fully loaded rate that covers fringe costs, payroll fees and other admin fees.
- Miscellaneous budget includes allowance for mileage, cellphone services, supplies, staff training and development and IT Connectivity and Network Package
- Subcontractor will invoice up to the Total Budget for the contract term.

Coversheet

Approval of License Agreement with YellowFolder (Renewal)

Section:	X. Education/Student Services
Item:	D. Approval of License Agreement with YellowFolder (Renewal)
Purpose:	Vote
Submitted by:	Gigi Lenz
Related Material:	Yellowfolder Invoice.pdf

BACKGROUND:

It is recommended that the Board approve the renewal of the annual service agreement with YellowFolder for the 2025–2026 school year. YellowFolder is a digital document management solution specifically designed for K–12 school districts and charter schools. It provides secure, cloud-based storage and organization of student records, HR files, and administrative documents. This system supports compliance with FERPA and other record retention requirements, streamlines access for authorized users, and improves operational efficiency by eliminating paper-based filing systems. The renewal ensures continuity of service and supports MY Academy's efforts to maintain organized, accessible, and compliant digital records for effective school operations.

RECOMMENDATION:

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

Fiscal Impact: \$6,237.00

YellowFolder - An Intellinetics, Inc. Company YellowFolder 1551 E. Lincoln Ave., Ste 100 Madison Heights MI 48071 United States

accounting@yellowfolder.com www.yellowfolder.com

BILL TO

Motivated Youth Academy-CA 500 LaTerraza Blvd #150 Escondido CA 92025 United States YellowFolder Education's Online Filing Cabinet

 DATE:
 6/2/2025

 Invoice #:
 20215807

PO #	Account #	TERMS	DUE DATE
		Net 30	7/2/2025

DESCRIPTION	QTY	RATE	AMOUNT
Motivated Youth Academy-CA-SR			
Annual Online Services 07/01/2025 - 06/30/2026	12	\$519.75	\$6,237.00

SUBTOTAL	\$6,237.00
TAX TOTAL	\$0.00
TOTAL	\$6,237.00
AMOUNT PAID	\$0.00
AMOUNT DUE	\$6,237.00

ACH & Domestic Wire Instructions for YellowFolder: PNC Bank ABA #: 041000124 PNC Bank, N.A. 249 Fifth Avenue Pittsburgh, PA 15222 YellowFolder Account #: 4130217572

Beginning Jan 1, 2024, please mail all check payments to:

Intellinetics, Inc./Graphic Sciences Attn: YellowFolder Payments 1551 East Lincoln Avenue, Suite 100 Madison Heights, MI 48071

YellowFolder has not increased our prices in over three years, however, due to the increase in prices of our vendors a price increase is necessary, not to exceed 5%, beginning June 1, 2022. Thank you for your continued partnership

Coversheet

Approval of GoGuardian Service Agreement for 2025-2026 (Renewal)

Section:	X. Education/Student Services
Item:	E. Approval of GoGuardian Service Agreement for 2025-2026 (Renewal)
Purpose:	Vote
Submitted by:	
Related Material:	GoGuardian - Q-436701 - Motivated Youth Academy (CA).pdf

BACKGROUND:

GoGuardian is a widely used educational software suite that provides schools with advanced tools for device management, internet filtering, classroom management, and student safety monitoring across school-issued devices. For the 2025–2026 school year, MY Academy is seeking to renew its GoGuardian Admin license bundled with Fleet, DNS, and AdDeflect services for 300 users at a total cost of \$7,956. This subscription runs from May 1, 2025, through April 30, 2028, and supports secure and effective digital learning environments by helping administrators and educators monitor device usage, manage inventory, and protect students from harmful online content. Renewing this service ensures continued compliance with digital safety standards while maintaining a productive and secure online learning space for students.

RECOMMENDATION:

It is recommended the Board approve the renewal license agreement with GoGuardian for Motivated Youth Academy (#1628).

Fiscal Impact: \$7,956.00

ORDER FORM

QUOTE #	Q-436701
DATE	3/15/2025
EXPIRATION DATE	5/30/2025

Bill To Motivated Youth Academy (CA) 500 La Terraza Blvd Suite 500 Escondido, California 92025 United States Ship To Toni De Jesus Motivated Youth Academy (CA) 500 La Terraza Blvd Suite 500 Escondido, California 92025 United States (619) 535-2222 vendorservices@myacademy.org Liminex, Inc. dba GoGuardian and Pear Deck Learning 2030 E Maple Avenue Suite 100 El Segundo, California 90245 United States

GoGuardian

Pear Deck

Thank you for your interest in our products! This order form ("**Order Form**") identifies the Liminex products you have selected for subscription ("**Licensed Product(s**)"), the term of your initial subscription(s) to the Licensed Product(s) ("**Initial Term**"), the number of licenses included in your base subscription(s) ("**Licenses**"), as well as the fees associated with your base subscription(s), any Licenses you add to your subscription(s) during the Initial Term, and support and professional services related to the Licensed Product(s).

This Order Form, once executed by authorized representatives of Liminex, Inc. dba GoGuardian ("GoGuardian") and Pear Deck Learning ("Pear Deck Learning") on behalf of itself and its family of company Affiliates and products including Pear Deck, Inc. ("Pear Deck"), Snapwiz, Inc. referred to herein as "Pear Assessment", Zorro Holdco LLC referred to herein as "Pear Deck Tutor", and Pear Practice ("Pear Practice") (together, "Liminex", "we", "us", "our"), and the organization listed below ("School," "you" or "your"), and together with the Liminex Product Terms of Service and End User License Agreement available at https://www.goguardian.com/policies/eula and https://www.goguardian.com/policies/eula and https://www.goguardian.com/policies/eula and https://www.goguardian.com/policies/eula and https://www.peardeck.com/policies/product-terms-and-end-user-license-agreement (the "Terms" and, together with this Order Form, the "Agreement"), forms a binding contract. All capitalized terms not defined in this Order Form have the meaning given to them in the Terms. In the event of any conflict between this Order Form and the Terms, the terms set forth in this Order Form will prevail, but solely with respect to this Order Form. We do not agree to any other terms, including without limitation any terms on your School's purchase order.

QTY	PART #	DESCRIPTION	START DATE	END DATE	UNIT PRICE	EXTENDED
300	GG- ADM3Y- 000001	GoGuardian Admin with Fleet, DNS & AdDeflect	5/1/2025	4/30/2028	\$26.52	\$7,956.00
					TOTAL (USD):	\$7,956.00

Add-on Licenses. If during the Initial Term or during any Renewal Term, you would like to expand your base subscription(s) to include additional Licenses, please contact Liminex so that we can send you an additional Order Form for those 'add-on' Licenses ("Add-Ons"). If we do not hear from you and you deploy additional Licenses, we will send you an Order Form and invoice your Organization for subscriptions to the Add-Ons you use. Add-Ons, once deployed, will be rolled into your base subscription, and, collectively, are referred to as the "Subscription." AZ/HI/SC/WA Customers: Sales tax will be added to the Fees quoted above.

RENEWAL SUBSCRIPTION TERM

Following the Initial Term, your Subscription (including any Add-Ons during the previous term) will automatically renew on an annual basis for successive 12-month periods (each, a "**Renewal Term**," and together with the Initial Term, the "**Term**") at our then-current fees (including an Innovation Increase as defined below) for such Subscription, unless you provide us with written notice of cancellation or written intent not to renew at least sixty (60) days prior to the end of the then-current Term. Your cancellation will take effect as of the last day of your then-current Term and you will not be charged for the upcoming Renewal Term. You will not be entitled to receive a refund or credit of any subscription fees paid for your then-current Term even if you elect not to use the Subscription for the remainder of that Term.

ORDER FORM

QUOTE #	Q-436701
DATE	3/15/2025
EXPIRATION DATE	5/30/2025



RENEWAL FEES

We are dedicated to improving the Licensed Products on an ongoing basis through continued innovation in research and development. For this reason, following the Initial Term, the Subscription Fee-Per License Price for each Licensed Product will be subject to an automatic fee increase equal to 5% above the Subscription Fee-Per License Price you paid for the Licensed Product in the previous term ("**Innovation Increase**"). Order Forms and invoicing for Renewal Terms will reflect the Innovation Increase and your renewal subscription fees will be calculated using the increased fees for the number of Licenses included in your Subscription. You agree to pay the Subscription Fees, reflecting the Innovation Increase, due for each Renewal Term as described herein, unless you decide not to renew the Subscription with Liminex in accordance with this Order Form.

PAYMENT

Full payment of the Total Base Subscription Fees for Initial Term is required before access to the Subscription is provided for the Initial Term. Your School is responsible for all payment of fees associated with any Add-Ons. Payment for all fees, including any fees for Add-Ons, is due within thirty (30) days of invoice date. Payment of the applicable Total Base Subscription Fees (including fees for any Add-Ons) for each Renewal Term is also due up front in full in advance of each Renewal Term, Your School is responsible for all taxes and duties unless expressly included in this Order Form.

Signature:	
Name:	
Title:	
Email:	
Accounts Payable Name:	
Accounts Payable Email:	
PO Number (Optional):	
Additional Notes (requests for delayed invoicing, etc.):	

Coversheet

Approval of Service Agreement with Bring Change to Mind

Section:	X. Education/Student Services
ltem:	F. Approval of Service Agreement with Bring Change to Mind
Purpose:	Vote
Submitted by:	Gigi Lenz
Related Material:	BC2M Middle School Terms of Agreement.pdf

BACKGROUND:

It is recommended that the Board approve the addition of the Bring Change to Mind (BC2M) Middle School Program to MY Academy's existing agreement for the 2025–2026 school year. MY Academy currently partners with BC2M to support mental health advocacy at the high school level and seeks to expand this impactful program to its middle school students. BC2M is a nationally recognized nonprofit organization dedicated to reducing the stigma surrounding mental health. The Middle School Program empowers students to lead campus clubs that promote mental wellness, empathy, and inclusive school culture through structured activities, events, and educational resources. Expanding this partnership aligns with MY Academy's commitment to student wellness and fosters a safe and supportive learning environment across all grade levels.

RECOMMENDATION:

It is recommended the Board approve the service agreement between Bring Change to Mind and Motivated Youth Academy (#1628).

Fiscal Impact: None.



BC2M Middle School Program Terms of Agreement 2025-26

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 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, 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 <u>Current Middle School Logos</u> 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 are encouraged to have multiple student leaders who should assist the club advisor in organizing and preparing for club meetings, getting other students involved, and preparing activities.
- All BC2M Clubs are required to have at least one 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. Wherever possible, student voice and agency should be encouraged through student leadership.

Mandatory Club Items

Each school year, clubs are expected to:

- Collaborate with their designated BC2M staff member to schedule at least two in-person or virtual visits
 per school year (one each semester). The first visit will take place as soon as possible after clubs have
 viewed the mandatory welcome video, during which a BC2M staff member will attend and present at the
 club's kickoff meeting. The timing of the second visit will be in the spring for an evaluation meeting. Clubs
 can request assistance from the BC2M staff at any other time throughout the year.
- 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 advisors respond promptly to BC2M staff's email outreaches and check-ins.
- Working with your school's administration or mental health team, the club advisor is expected to understand and follow school protocol regarding mental health crises.



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 Spring Semester. A feedback form will be provided to all club members and advisors in the Spring of each school year.

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.

Middle School Clubs are eligible for a stipend in the form of a gift card under the following guidelines:

- \$200 for the <u>primary club advisor</u> who runs an active club starting in fall semester.
- \$100 for the primary club advisor who runs an active club starting in January/February.
- Clubs with a March or later start date are not eligible for a stipend until the following school year.

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.

Coversheet

Approval of Declaration of Need (DON)

Section:	XI. Personnel Services
Item:	A. Approval of Declaration of Need (DON)
Purpose:	Vote
Submitted by:	Gigi Lenz
Related Material:	Declaration of Need (DON) cl500 - Revised 2025.5.13.pdf

BACKGROUND:

The Declaration of Need for Fully Qualified Educators (DON) is an annual requirement by the California Commission on Teacher Credentialing, allowing schools to request emergency permits when credentialed teachers are not available. MYA submitted and the Board approved the 2025–26 DON in March; however, the CTC recently released an updated form. As a result, MYA is resubmitting the DON for Board approval using the new form to ensure continued compliance with state credentialing requirements.

RECOMMENDATION:

It is recommended that the Board approved the Declaration of Need (DON) as presented for Motivated Youth Academy (#1628).

Fiscal Impact: None.



State of California **Commission on Teacher Credentialing Certification Division** 651 Bannon Street, Suite 601 Sacramento, CA 95811

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

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

Name of County:	County CDS Code:

By submitting this annual declaration, the district is certifying the following:

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

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on / / certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

Enclose a copy of the board agenda item

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

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

Name	Signature	Title
Fax Number	Telephone Number	Date
	Mailing Address	
	EMail Address	
FOR SERVICE IN A COUNTY OFFICE O	OF EDUCATION, STATE AGENCY OR NO	ONPUBLIC SCHOOL AGENCY
Name of County		County CDS Code
Name of State Agency		
Name of NPS/NPA		County of Location
CL-500 5/2024	Page 1 of 4	

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

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

• Enclose a copy of the public announcement

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
	Mailing Address	
	EMail Address	

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

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

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

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

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	
Bilingual Authorization (applicant already holds teaching credential)	
List target language(s) for bilingual authorization:	
Resource Specialist	
Teacher Librarian Services	
Emergency Transitional Kindergarten (ETK)	

LIMITED ASSIGNMENT PERMITS

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

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

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

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	
Art		Music	
Business		Physical Education	
Dance		Science: Biological Sciences	
English		Science: Chemistry	
Foundational-Level Math		Science: Geoscience	
Foundational-Level Science		Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

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

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

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

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No	
If no, explain			
Does your agency participate in a Commission-approved college or university internship program?	Yes	Ν	0
If yes, how many interns do you expect to have this year?			
If yes, list each college or university with which you participate in an in-	ternship prog	gram.	
If no, explain why you do not participate in an internship program.			

Coversheet

Local Control & Accountability Plan (LCAP) 2025-2026

Section:XII. Public HearingsItem:A. Local Control & Accountability Plan (LCAP) 2025-2026Purpose:DiscussSubmitted by:Related Material:MYA LCAP Overview 2025 Presentation.pdf2025 Local Control and Accountability Plan for Motivated Youth Academy 20250604.pdf



Local Control and Accountability

Plan (LCAP)



June 2025



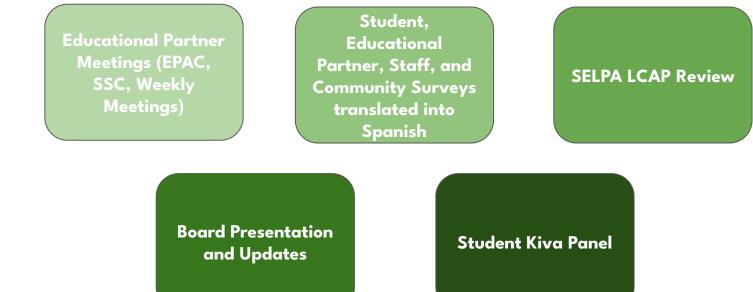
Intent of the LCAP

Transparency	Develop a transparent and inclusive process for all educational partners
High Quality Instruction	Deliver a high-quality instructional program for ALL students to prepare them for college and careers
Equity	Address equity gaps for student groups in order to eliminate barriers and ensure equal opportunities
Accountability	Allow for flexibility to address individual student needs while maintaining accountability for student achievement
Continuous Improvement	Focus on continuous improvement of teaching and learning



Input Process: Engaging Educational Partners







Goal 1 - Increase Academic Achievement

We will enhance the academic performance of every student by implementing effective teaching methods, providing a stimulating curriculum, and utilizing assessments aligned with language arts, mathematics, and reading comprehension. This approach aims to facilitate the progress of all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth.

State Priorities

Priority 1 - Basic Conditions Priority 2 - State Standards Priority 4 - Pupil Achievement Priority 7 - Course Access Priority 8 - Other Pupil Outcomes

+

2025 Analysis

- Focus on holistic development of students through MY PLAN
- Diverse resources ensure equitable access to education
- Improved academic progress- increased course completion rate and grad rate
- Initiatives foster supportive learning environment for students growth

2026 Metrics and Actions

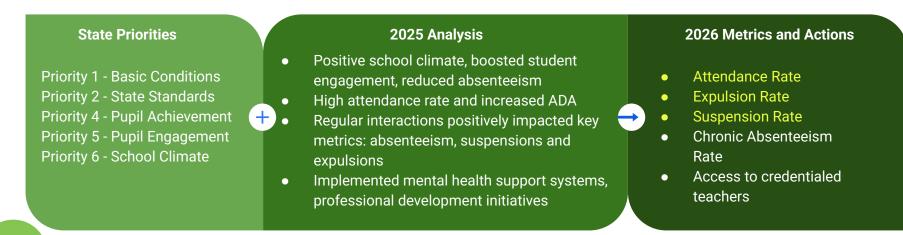
- Course Completion Rate
- Graduation Rate
- CAASPP scores- ELA, Math, Sci
- EL reclassification rate
- Access to curriculum & credentialed teachers
- Parsec Education- Distance from Standard vs. Enrollment Length metric





Goal 2 - Positive School Climate

We will cultivate engagement and a positive school environment by delivering top-notch educators, implementing best practices, and employing interventions to guarantee the engagement and achievement of all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth.





Goal 3 - Communication with Educational Partners

We will establish connections and partnerships with our families and community to increase engagement and involvement and ensure safety and satisfaction to support student learning and achievement for all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth. Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision-making at the program and charter levels.

State Priorities	2025 Analysis	2026 Metrics and Actions
Priority 3 - Parental Involvement Priority 5 - Pupil Engagement Priority 6 - School Climate	 Enhanced parental involvement, boosted survey response rates Relationship-building efforts led to higher family satisfaction Support services ensured high levels of connection and safety 	 Attendance Rate Expulsion Rate Suspension Rate LCAP Input Survey School Safety Plan and Training Parent and Family Engagement



Goal 4 - Graduation - College & Career Preparation

We will ensure that all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth, have access to college and career opportunities while in high school and are on track to graduate from high school.





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MY Academy- Where all

students are welcome.





LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Motivated Youth Academy CDS Code: 37-68213-0129668 School Year: 2025-26

LEA contact information:

Bill Dobson

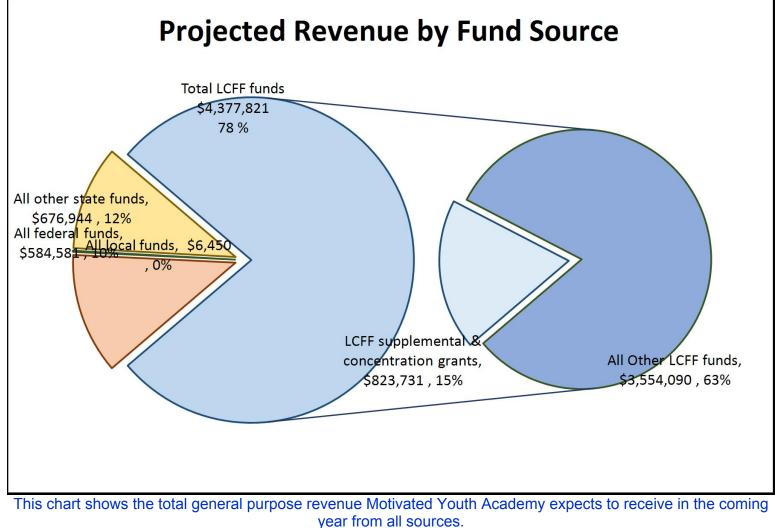
Interim Director

bdobson@myacademy.org

619-343-2048

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year



The text description for the above chart is as follows: The total revenue projected for Motivated Youth Academy is \$5,645,796, of which \$4,377,821 is Local Control Funding Formula (LCFF), \$676,944 is other state funds, \$6,450 is local funds, and \$584,581 is federal funds. Of the \$4,377,821 in LCFF Funds, \$823,731 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Motivated Youth Academy
CDS Code:	37-68213-0129668
LEA Contact Information:	Name:Bill DobsonPosition:Interim DirectorEmail:bdobson@myacademy.orgPhone:619-343-2048
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	Amount Whole Numbers
Total LCFF Funds	\$4,377,821
LCFF Supplemental & Concentration Grants	\$823,731
All Other State Funds	\$676,944
All Local Funds	\$6,450
All federal funds	\$584,581
Total Projected Revenue	\$5,645,796

Total Budgeted Expenditures for the 2025-26 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$5,536,021
Total Budgeted Expenditures in the LCAP	\$3,746,992
Total Budgeted Expenditures for High Needs Students in the LCAP	\$823,731
Expenditures not in the LCAP	\$1,789,029

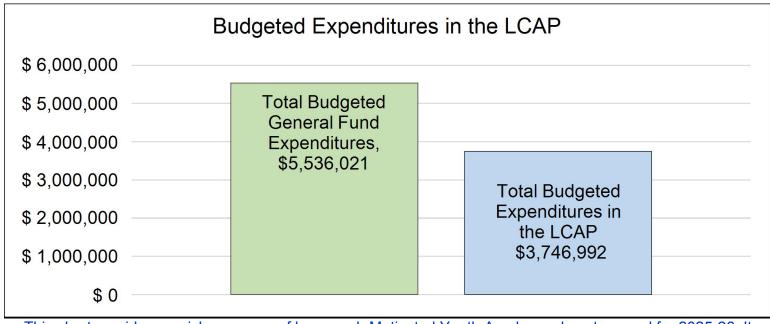
Expenditures for High Needs Students in the 2024-25 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$778,221
Actual Expenditures for High Needs Students in LCAP	\$953,171

Funds for High Needs Students	Amount [AUTO- CALCULATED]
2025-26 Difference in Projected Funds and Budgeted Expenditures	\$0
2024-25 Difference in Budgeted and Actual Expenditures	\$174,950

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]		
Briefly describe any of the General Fund Budget Expenditures for the school year	Expenditures not included in the LCAP include District Oversight Fees, depreciation, utilities, administrative salaries, stipends, legal, banking,		
not included in the Local Control and Accountability Plan (LCAP).	payroll services, insurance, rent, audit services, and other costs that are more operational in nature.		

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Motivated Youth Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

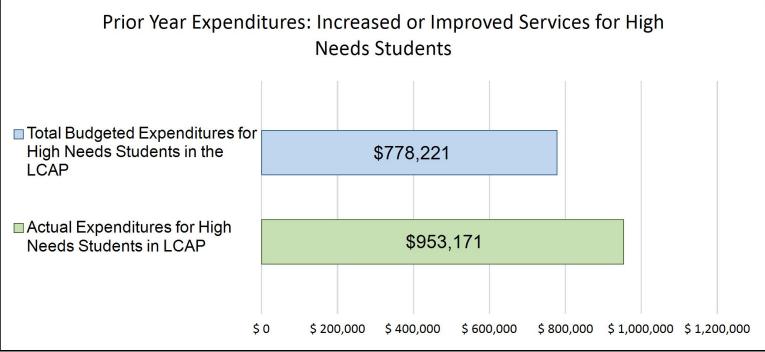
The text description of the above chart is as follows: Motivated Youth Academy plans to spend \$5,536,021 for the 2025-26 school year. Of that amount, \$3,746,992 is tied to actions/services in the LCAP and \$1,789,029 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP include District Oversight Fees, depreciation, utilities, administrative salaries, stipends, legal, banking, payroll services, insurance, rent, audit services, and other costs that are more operational in nature.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Motivated Youth Academy is projecting it will receive \$823,731 based on the enrollment of foster youth, English learner, and low-income students. Motivated Youth Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Motivated Youth Academy plans to spend \$823,731 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Motivated Youth Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Motivated Youth Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Motivated Youth Academy's LCAP budgeted \$778,221 for planned actions to increase or improve services for high needs students. Motivated Youth Academy actually spent \$953,171 for actions to increase or improve services for high needs students in 2024-25.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Motivated Youth Academy	Bill Dobson	bdobson@myacademy.org
	Interim Director	619-343-2048

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Motivated Youth Academy (also known as MY Academy or MYA) Charter School, sanctioned by the Mountain Empire Unified School District (MEUSD) in San Diego County, is a flex-based, non-classroom-based public charter school in California. Established on July 1, 2014, MYA caters to students spanning from TK-12, as well as young adults aged 19-24. Accredited by the Western Association of Schools and Colleges until June 30, 2026, MYA upholds standards of excellence, demonstrating its commitment to continual improvement.

Being a part of the Handle with Care initiative, overseen by the San Diego County District Attorney, underscores MYA's dedication to student welfare. Engaging in various programs such as Project Safe for Human Trafficking Education and Prevention, as well as COPES for Suicide Prevention, further illustrates MYA's holistic approach to education.

On CBEDS day 2024-25, MYA reported an enrollment of 212 students, representing diverse backgrounds and needs. This includes the enrollment of 75.5% socioeconomically disadvantaged, 10.4% English Learners, 21.1% Special Education, 53.4% Homeless, and 0.9% Foster Youth. 54.9% of students enrolled in Motivated Youth Academy are Hispanic.

The school's commitment to student success is evident through its identification as a Dashboard Alternative School Status (DASS) Community of Practice (CoP). Schools must have an unduplicated count of at least 70 percent of the school's cumulative enrollment comprised of high-risk student groups to be eligible for DASS. MYA actively fosters collaborative relationships between all educational partners including, students, families, communities, and the school, providing a personalized, one-on-one, and supportive educational

journey. Whether students seek credit recovery, early graduation, flexible schedules, or a non-traditional learning environment, MYA is an inclusive option.

MYA offers a tailored approach to learning, blending online and in-person instruction to accommodate diverse preferences and needs. With a focus on personalized learning plans, MYA empowers students to chart their educational journey through the Motivated Youth Personalized Learning Adventure Now (MY PLAN).

MYA's core values are: all are welcome, we celebrate the small things, we choose hope, we are servant leaders, feedback is critical, and we pursue gratitude. MY Academy believes in diversity, inclusivity, academic excellence, hope, service, feedback, and gratitude. By fostering this environment, MYA endeavors to create a learning community that thrives amidst the evolving landscape of the 21st century.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Motivated Youth Academy Charter School is a Dashboard Alternative School Status Community of Practice (DASS CoP). As a result, the school has a Memorandum of Understanding (MOU) with its authorizer, the Mountain Empire Unified School District (MEUSD), that defines alternative metrics to be considered in evaluating MY Academy's performance. These metrics are graduation rate, attendance rate, suspension rate, expulsion rate, course completion rate, and participation in WIOA programs.

Additional examination of performance is informed by an analysis of the California School Dashboard and local data. Motivated Youth Academy is dedicated to improving graduation rates for all students, particularly Hispanic students and socioeconomically disadvantaged students. The school also prioritizes providing college and career opportunities for all students, with special attention given to Hispanic students and socioeconomically disadvantaged students.

MYA takes great pride in the commitment to ensuring regular student attendance, which is fundamental to academic success. The mission is centered on reducing high school dropout rates, combating chronic absenteeism, increasing A-G pathway completion rates, and enhancing graduation rates to equip students for lifelong learning. Maintaining student engagement requires collaborative efforts among all educational stakeholders, including students, families, teachers, and staff, who actively participate in planning and reviewing each student's academic progress.

At the beginning of every school year or their entrance date at MY Academy, all MYA students undergo local assessments aligned with the curriculum, providing valuable insights into their performance in core subjects such as math, language arts, and reading comprehension. Additionally, students complete social-emotional learning (SEL) assessments, offering information on their strengths, aptitude, habits of mind, and career interests. These assessments inform the development of individualized learning plans known as MY PLAN.

MY Academy prides itself on fostering a positive and inclusive environment where every student feels valued, respected, and connected to the MY Academy community. With a 0% suspension and expulsion rate, the school prioritizes maintaining open communication channels among all stakeholders to ensure a supportive climate conducive to student success.

MYA firmly believes that educational partners play a crucial role in shaping students' futures, as reflected in the Educational Partner Advisory Committee survey results, which demonstrated a high overall satisfaction rate and a strong sense of connection to the school among participants. Course completion rates serve as a testament to student engagement and learning, highlighting the dedication of staff in supporting students and their families.

As part of the ongoing commitment to student success, MY Academy staff actively engage in professional development focusing on addressing the social-emotional needs of students and understanding their diverse backgrounds and communities. MYA's flex-based learning environment enables teachers to deliver contemporary, culturally relevant, and standards-aligned instruction, supported by weekly staff workshops where best practices are shared across core subject areas.

Through partnerships such as the Possibility Project, MY Academy offers students opportunities to earn their high school diploma while gaining valuable career insights and support services such as career counseling and job search assistance.

Furthermore, the dedication to student well-being extends beyond academics, with MY Academy staff providing access to wrap-around resources including food, housing, health services, and social-emotional support. MY Academy participates in initiatives such as the San Diego District Attorney's Handle With Care program and Project Safe, further demonstrating the commitment to student welfare.

Looking ahead, MYA is committed to building upon these successes by maintaining a focus on providing comprehensive student support and monitoring to ensure continued progress towards achieving the school's goals. MYA continues to focus on reducing chronic absenteeism rates, attributing this success to the efforts of the staff in nurturing meaningful relationships with students and educational partners, and delivering engaging and relevant curricula.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Currently, MYA's technical assistance efforts are focused on implementing Differentiated Assistance to increase the graduation rate and CCI rate by improving attendance and connections to school.

Differentiated Assistance involves tailoring support based on the unique requirements of each school or district after analyzing data through root cause analysis. This approach allows MYA to identify schools facing challenges related to graduation rates and provide targeted interventions. Through root cause analysis, the school analyzed data with staff, educational partners, and community members to pinpoint areas for improvement and develop customized plans to address these issues effectively.

To increase graduation rates, the school's efforts include implementing early warning systems to identify at-risk students, providing academic support programs, and offering counseling services to address individual needs. Additionally, MY Academy collaborates with community partners to create support networks for students facing socio-economic challenges. These efforts resulted in a 16.2% graduation rate increase in the past year.

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM

Overall, the work in Differentiated Assistance aims to address the specific challenges faced at MY Academy, with a focus on increasing graduation rate and CCI rate by improving attendance through targeted interventions and ongoing support.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Motivated Youth Academy Charter School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

School-level needs assessment:

MY Academy's school-level needs assessment revealed a need to increase the graduation rate. Since MYA is a Dashboard Alternative School Status Community of Practice, many students enter MY Academy already past their 4 or 5-year window to graduate and, after a transcript review, come in behind the number of credits needed to graduate. This indicates a resource inequity for those students. MY Academy's goal is to catch students up and move them toward graduation, which requires continuous monitoring of school and student data. Resource inequities are determined through multiple measures, primarily qualitative data based on individual weekly student-teacher meetings that are a regularly scheduled part of the independent study program. A smaller class-size, resulting in a lower student-teacher ratio will increase the frequency of one-on-one teacher meetings. The result will be that each student's MY PLAN improves in cultural responsiveness based on their individual learning styles and needs. During the first half of the year and as an ongoing process, teachers are continuously updating students at MY Academy. MY Academy partnered with Educational partners in several ways including through weekly student-teacher meetings, quarterly School Site Council Meetings, quarterly Educational Partner Advisory Committee Meetings, a yearly student Kiva Panel, and weekly communication with the Education Center of the Campo Kumeyaay Nation.

Evidence-based interventions:

The CSI funds will be used to hire an instructional coach who will work with teachers to develop and implement effective literacy strategies aimed at supporting students at risk of not graduating. Research indicates that certified staff delivering reading instruction have shown a statistically significant positive impact on reading achievement, with five studies supporting this finding.

(https://files.eric.ed.gov/fulltext/ED545233.pdf). MY Academy will also provide support through a temporary school counselor, who will play a pivotal role in connecting students to various college, career and other support services, further enhancing their academic journey, increasing their chances of success and graduation, and moving students closer to realizing their Radical Dreams. The goal is to create small, personalized communities for monitoring and support.

Describe how the CSI funds will be used to support the needs assessment and root cause analysis process to address the reasons for identification:

Based on the review of needs assessment data, a focus on increasing the ALL student, Hispanic, and Socioeconomically Disadvantaged student graduation rate to move them from the RED performance level requires monitoring of students' work records and evidence of growth to help students stay on track to meet graduation requirements. Additionally, a focus on increasing Hispanic and Socioeconomically Disadvantaged College and Career Indicators to move them from the RED performance level requires additional college and career planning resources.

Root cause analysis:

Many students who transfer into the school as 11th, 12th, or 2nd-year seniors are credit deficient. This contributes to a larger senior class every year and impacts MY Academy's percentage of graduates.

CSI Goal 1: Continuous monitoring of school and student data to identify when and where interventions should be applied to prevent students from falling off track for graduation

CSI Goal 2: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success CSI Goal 3: Create small, personalized communities to facilitate monitoring and support. Check and Connect is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Monitoring the plan:

MY Academy will monitor the plan using a variety of methods, including LCAP goals and actions, surveys, attendance rate, course completion rate, graduation rate, and CCI indicators at the regularly scheduled weekly meeting with Learning Facilitators.

Evaluation of Effectiveness

Evaluating the effectiveness of the CSI plan will be an ongoing process that includes weekly Learning Facilitator monitoring of student work, course completion, and progress towards graduation. Annual input surveys and the annual review of the school plan for student achievement that focus on ensuring students are on track to graduate from high school are monitored and reviewed. The LCAP input survey and quarterly review of the goals and actions steps that focus on ensuring students are on-track to graduate from high school are reported at parent and teacher meetings and reviewed by school leadership. Data from the input surveys and input meetings are collected by school leadership. The LCAP, WASC, and CSI are aligned in the School Plan for Student Achievement.

MYA uses multiple progress monitoring tools to evaluate student academic progress, goals and achievement. Students who fall behind grade level or who are not meeting expected progress benchmarks are supported through their Learning Facilitator and other school staff, such as instructional assistants. Team meetings are conducted to identify barriers to students' learning and to put supports and interventions in place

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to support the student's academic success. The Director, Assistant Director, Learning Facilitators, Content Area Specialists, School Counselor(s), and School Psychologist work to support and monitor the progress of students who fall behind or who are not making expected learning gains. Targeted supports for English Learners will be provided by collaboration between students' Learning Facilitator and other school staff. Low-income students will be supported by collaboration between the Director, Assistant Director, Learning Facilitators, Content Area Specialists, School Counselor, and School Psychologist. Homeless and Foster Youth students will be supported with targeted interventions through the homeless youth liaison, credentialed Learning Facilitators, the school counselor, the school psychologist, and the school administration. Students with exceptional needs will be provided with targeted interventions and supports outlined in Individual Educational Programs (IEPs) and will have the support of SAI providers, case managers, a program specialist, credentialed Learning Facilitators, school counselors, a school psychologist, related service providers, and school administration. The effectiveness of implemented strategies will be measured and monitored by Learning Facilitators and the intervention specialist through evidence of growth, course completion rates, student observation, and discussion of goals met at team meetings.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Learning Facilitators	 Weekly Zoom meetings on Mondays Collaboration topics: Establishing an Educational Partner Advisory Committee (EPAC) Increase parent understanding of the need for student assessments Expand CTE Create student leadership opportunities Identify internships and job shadowing programs for students Provide "real-world" work environment field trip opportunities Focus on teaching study skills and helping students set personal goals Professional development to support students who have dealt with loss or trauma Parsec Surveys
Administrators	Weekly zoom meetings on Fridays
Other School Personnel	Bi-Monthly zoom meetings on Fridays Parsec Surveys
Parents	EPAC Surveys SSC-School Site Council members include diverse educational partners representing students with disabilities, English Learners, and low-socioeconomic and students EPAC Meetings ELAC Meetings Weekly Meetings with school staff

Educational Partner(s)	Process for Engagement
Students	Surveys SSC EPAC Weekly Meetings with school staff
Community Members	MY Academy works with community partners such as the Possibility Project, Project Safe, Handle with Care, Respect Project, COPES, and the Education Center of the Campo Kumeyaay Nation, La Posta Band of Mission Indians, and the Manzanita Band of Diegueno Mission Indians to align MY Academy strategies and goals to facilitate student success. These meetings occur weekly, quarterly, annually, or as needed.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The LCAP is shaped by feedback from educational partners through various channels. EPAC surveys provide quantitative data, while EPAC, ELAC, and SSC meetings foster dialogue and recommendations with educational partners. Weekly staff meetings allow frontline input, and monthly staff surveys offer qualitative insights. Monthly community partner meetings bridge connections with the broader community. This multifaceted feedback loop ensures the LCAP remains responsive to the evolving needs of students, educators, and the community, promoting collaborative governance and continuous improvement in education.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	MY Academy will enhance the academic performance of every student by implementing effective teaching methods, providing a stimulating curriculum, and utilizing assessments aligned with language arts, mathematics, and reading comprehension. This approach aims to facilitate the progress of all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

MY Academy has developed this broad goal to address the diverse needs of students at MY Academy Charter School. The overarching aim is to support every student in achieving academic success. To achieve this, the focus is on closely monitoring each student's academic progress. Continuous monitoring of student data allows for promptly identifying those who may be struggling and implementing necessary interventions. The goal is to ensure that all students, including those who may arrive credit deficient, are equipped with the essential reading and math skills required to pass their classes and graduate. Given that over 70% of students fall into at-risk categories, the school operates as a Dashboard Alternative School Status (DASS) Community of Practice. Various metrics such as Exact Path, CAASPP, ELPAC, and end-of-course assessments are tracked to ensure students remain on track towards graduation.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Achievement: Course Completion Rate	93.3% Course Completion Rate	96% Course Completion Rate		Maintain an average course completion rate of 85% or higher, as measured by the	Increased course completion rate by 2.7%.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline	
					number of courses completed and subsequent credits earned		
1.2	Student Achievement: Graduation Rate	Dashboard All Grad Rate 2022-23: 46% DASS Graduation Rate: 2022-23: 75%	Dashboard All Grad Rate 2023-24: 62.2% DASS Graduation Rate: 2023-24: 90.4%		Adult drop-out recovery program student population (ages 18 - 25): 85% Graduation Rate School-aged student population: 90% Graduation Rate	Increased All Grad Rate by 16.2%. Increased DASS Graduation rate by 15.4%.	
1.3	Student Achievement: CAASPP ELA	2023 Baseline: ELA met or exceeded: All Students: 34.44% English Learners: No Data Socioeconomic: 27.11% Special Ed: 9.09% 11th grade outcomes (EAP) Level 1 (Standard Not Met): 34.29% Level 2 (Standard Nearly Met): 22.86% Level 3 (Standard Met): 25.71% Level 4 (Standard Exceeded): 17.14%	All Students: 22.64% English Learners: No Data		yearly 2% increase	For met or exceeded: All Students decreased by 11.8% EL -No Data Socioeconomic decreased by 11.32% Special Ed decreased by 9.09% 11th Grade Outcomes: Level 1 (Standard Not Met) increased by 18.54%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Level 4 (Standard Exceeded): 6.6%			Level 2 (Standard Nearly Met) increased by 1.67% Level 3 (Standard Met) decreased by 9.67%. Level 4 (Standard Exceeded) decreased by 10.54%
1.4	Student Achievement: CAASPP Math	2023 Baseline: Math met or exceeded: All Students: 11.11% English Learners: No Data Socioeconomic: 8.47% Special Ed: 0% 11th grade outcomes (EAP): Level 1 (Standard Not Met): 62.86% Level 2 (Standard Nearly Met): 25.71% Level 3 (Standard Met): 5.71% Level 4 (Standard Exceeded): 5.71%	2024 Data: All Students: 7.92% English Learners: No Data Socioeconomic: 5.48% Special Ed: 0% 11th grade outcomes (EAP): Level 1 (Standard Not Met): 74.26% Level 2 (Standard Nearly Met): 17.82% Level 3 (Standard Met): 5.94% Level 4 (Standard Exceeded): 1.98%		yearly 2% increase	For Met or Exceeded: All Students decreased by 3.19% English Learners: No Data Socioeconomic decreased by 2.99% Special Ed: 0% 11th grade outcomes (EAP): Level 1 (Standard Not Met) increased by 11.4% Level 2 (Standard Nearly Met) decreased by 7.89% Level 3 (Standard Met) increased by 2.3%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline	
						Level 4 (Standard Exceeded) decreased by 3.73%	
1.5	Student Achievement: CAASPP Science	2023 Science met or exceeded: All Students: 17.46% English Learners: No Data Socioeconomic: 10.81% Special Ed: No Data	2024 Data: All Students: 13.51% English Learners: No Data Socioeconomic: 6.66% Special Ed: No Data		yearly 2% increase	All students decreased by 3.95% Socioeconomic decreased by 4.15%	
1.6	Student Achievement: ELPAC (English Language Proficiency Assessment for California)	2022-2023 Level 1 (Beginning to Develop): 16.67% Level 2 (Somewhat Developed): 27.78% Level 3 (Moderately Developed): 50% Level 4 (Well Developed): 5.56% 19.6% reclassification rate	2023-2024 Level 1 (Beginning to Develop): 15.63% Level 2 (Somewhat Developed): 37.50% Level 3 (Moderately Developed): 34.38% Level 4 (Well Developed): 12.50% 17% reclassification rate		yearly 2% increase	Level 1 (Beginning to Develop): decreased by 1% Level 2 (Somewhat Developed): increased by 10% Level 3 (Moderately Developed): decreased by 16% Level 4 (Well Developed): increased by 7% reclassification rate decreased by 2.6%	

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	State Standards: Implementation of State Standards and access to curriculum-aligned instructional materials	in ELA, ELD, Mathematics, Next Generation Science Standards, History- Social Science	Standard Met Curriculum and instructional materials are aligned to State Standards. Full Implementation and Sustainability in providing professional learning for teaching to the academic standards in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available in ELA, ELD, Mathematics, Next Generation		Maintain implementation and sustainability of the State Standards against the CDE State Standards Reflection Too	Standard met

Metric #	Metric	MY Academy - Regular Meeting of the Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Science Standards, History-Social			
1.8	State Local Indicator Basic Services: Conditions of Learning, State Priority: Basic Qualified and Effective Teachers,Teacher Credentialing	Standard Met 100% of teachers are appropriately credentialed for the courses they teach MY Academy is online- based and the FIT does not apply.	Standard Met 100% of teachers are appropriately credentialed for the courses they teach MY Academy is online-based and the FIT does not apply.		Maintain 100% of teachers are appropriately credentialed for the courses they teach	Baseline Met- 100% of teachers are appropriately credentialed for the courses they teach MY Academy is online-based and the FIT does not apply.
1.9	State Local Indicator Basic Services: Conditions of Learning: Textbooks: Availability of textbooks and other instructional materials	Standard Met 0% Students lacking 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 students	Met Baseline 0% Students lacking textbooks and other instructional materials
1.10	Parsec Education- Distance from Standard vs. Enrollment Length metric	2023-2024 Math: When students are enrolled for 3 years, DFS increases 10 points, on average. ELA: When students are enrolled for 3 years, DFS increases 15 points, on average.	2023-2024 Math: When students are enrolled for 3 years, DFS increases 10 points, on average. ELA: When students are enrolled for 3 years, DFS		Maintain 2% yearly increase in DFS	Year 1 metric

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			increases 15 points, on average.			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.3 Actual expenditures were greater than budgeted expenditures because of the increased cost of curricula.

1.4 Actual expenditures were greater than budgeted expenditures because of the increased frequency of all staff professional development.

1.6 Budgeted expenditures were less than actual expenditures because of HR-related leaves to employees and the time required to backfill those services.

1.8 Actual expenditures were greater than budgeted expenditures because increased enrollment necessitated hiring an additional Student Success Coordinator and Content Area Specialists.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of Action 1.1: A comprehensive assessment of student performance was undertaken by developing an individualized MY PLAN for each student at Motivated Youth Academy (MYA). Learning Facilitators (LF's) regularly reviewed students' MY PLAN throughout the school year and adjusted learning plans as needed, ensuring all students had access to a diverse curriculum. This consistent hands-on approach with students led to an increase in course completion rate and graduation rates.

Effectiveness of Action 1.2: The Guidance Counselor engaged in one-on-one sessions with students to review transcripts and grades, collaborating with the Assistant Director and Learning Facilitator's to monitor student groups and devise targeted interventions. This approach led to enhanced student access to a varied curriculum and improvements in both skills and academic progress. This method contributed to the 16% rise in the overall graduation rate and increase in course completion rate.

Effectiveness of Action 1.3: MY Academy provided all students with access to a diverse curriculum through platforms like Edmentum Courseware, Exact Path, Thrively, Freckle and Pathful. Additionally, Learning Facilitator's were equipped with various resources such as Khan Academy, CommonLit, SDCOE Curriculum, Next Generation Personal Finance (NGPF), ZINN Education, PHet Colorado, and supplementary teacher curriculum, ensuring robust support for student success. While we have maintained all student access to curriculum and have seen an increase in course completion and graduation rates this still remains an area of focus due to declining performance on state tests.

Effectiveness of Action 1.4: MY Academy implemented professional development sessions throughout the academic year, including during Kick-Off Week and weekly staff meetings. These efforts, which included a professional development series on Radical Dreaming and creating personalized learning experiences for all students, increased both course completion and graduation rates.

Effectiveness of Action 1.5: Parent training sessions were integrated into weekly meetings with Learning Facilitator's (LF), where LF's shared updates, strategies, and resources to aid independent student learning. This initiative bolstered parental understanding of assessment methods for measuring student growth, increasing course completion rate and graduation rates.

Effectiveness of Action 1.6: The addition of one Special Education Instructional Assistant (SPED IA) proved instrumental in reaching the participation goal in state testing. Their support ensured that students with special needs received the accommodations and assistance necessary for full participation, contributing significantly to the overall success.

Effectiveness of Action 1.7: Classified staff, additional Content Area Specialists, Exact Path, Freckle, News2You, and EL Foundations contributed significantly to students' academic progress by addressing learning gaps and enhancing basic language skills. This was reflected in an increase in course completion rate, graduation rate, and EL reclassification rate.

Effectiveness of Action 1.8: The Student Success Coordinators played a crucial role in eliminating barriers hindering student engagement and academic achievement, leading to a reduction in chronic absenteeism. The addition of two SSCs continues to further bolster the efforts, allowing us to reach the goal with greater efficiency and effectiveness.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Moving forward into the next academic year, the focus will remain steadfast on the holistic development of students through the implementation of initiatives centered around cultivating their MY PLAN, regularly revisiting it, and fostering a culture of radical dreaming. Key actions will include personalized support to ensure students are equipped with the tools and resources needed to identify and pursue their aspirations. MY Academy will continue to emphasize the importance of course completion and graduation rates as primary metrics to gauge progress, alongside academic measurements. By intertwining these efforts with the concept of radical dreaming, MY Academy aims to inspire students to envision ambitious futures for themselves while providing the necessary guidance and support to turn those dreams into reality. MY Academy included a new metric, "Parsec Education- Distance from Standard vs. Enrollment Length" to better showcase MY Academy's reality of students who come to us and then slowly improve. Due to a reimagining of the school's staffing plan, the role of Student Success Coordinator no longer exists.

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A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table. Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Achievement - Student Achievement	1.1 MY Academy will engage in an in-depth analysis of student assessment to provide effective instruction and a challenging and engaging independent study program.	\$0.00	No
1.2	Monitoring Student Progress - Student Achievement, School Counselor	1.2 The School Counselor will oversee the academic progress of all students, including Hispanic students and socioeconomically disadvantaged students, low-income pupils, Foster Youth, English Learners, and Students with Disabilities by regularly assessing their proficiency in state and local assessments. This review process aims to evaluate student learner outcomes comprehensively, ensuring academic success. If necessary, the counselor will refer students to the Response to Intervention (RTI), Student Success Team (SST), or Individualized Education Program (IEP) team for additional support and intervention. (LI, FY, EL, SWD) Total allocation of funds can be found in Goal 4, Action 4	\$0.00	Yes
1.3	Academic Content - Implementation of State Standards - Curriculum, Materials and Supplies	1.3. All students will have access to a broad course of study and materials/learning experiences aligned to common core standards through multiple channels assisting students in completing standards-aligned content	\$121,160.00	No
1.4	Professional Development	1.4 Provide professional development opportunities for teachers to equip them with information and resources to better serve their students (ALL, EL, SWD, FY, LI) and educational partners (parents, extended family members, and educational rights holders).	\$17,700.00	Yes

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Action #	Title	Description	Total Funds	Contributing
1.5	Learner Outcomes - Student Achievement	1.5 Students will be provided with instructional strategies connected to the grade level curriculum to become creative and complex thinkers, effective communicators, community/global participants, and empowered independent learners. (WASC) (All Students) (CSI)	\$0.00	
1.6	Other Student Outcomes - SWD test participation, Certificated staff, SPED staffing costs	1.6 The Motivated Youth Academy Charter School Performance Indicator Review (PIR) plan will continue to monitor for progress of the planned strategies/activities to improve the participation rate of Students with Disabilities (SWDs) in ELA and Mathematics CAASPP tests.	\$686,296.00	No
1.7	Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	1.7 Targeted interventions for students (ALL, EL, SWD, FY, SED) struggling to meet grade level proficiency through increased services and supports for unduplicated students.	\$494,704.00	Yes
1.8	Academic Achievement Student Achievement- Student Success	1.8 Student Services Office Assistant to increase services and supports for unduplicated students.	\$75,194.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	MY Academy will cultivate engagement and a positive school environment by delivering top-notch educators, implementing best practices, and employing interventions to guarantee the engagement and achievement of all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)	
Priority 2: State Standards (Conditions of Learning)	
Priority 4: Pupil Achievement (Pupil Outcomes)	
Priority 5: Pupil Engagement (Engagement)	
Priority 6: School Climate (Engagement)	

An explanation of why the LEA has developed this goal.

We recognize that students who consistently attend school demonstrate higher levels of engagement, achievement, and graduation rates. The goal and actions prioritize fostering engagement and connectedness among students, families, and teachers to achieve a high average daily attendance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	94%	93%			Attendance rate decreased 1% from prior year. Year 3 goal met.
2.2	Expulsion Rate	0%	0%		Expulsion rate of 5% or less	Expulsion Rate remained at 0%, meeting the baseline.
2.3	Suspension Rate	0%	0%		Suspension rate of 5% or less	Suspension Rate remained at 0%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline		
						meeting the baseline.		
2.4	Chronic Absenteeism	2022-23 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%	2023-24 Chronic Absenteeism: 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:(23 4), (36) 15.4% Students with Disabilities: (74), (19) 25.7%		Annually increase attendance rate to decrease chronic absenteeism rate by 5%.	2023-24 Chronic Absenteeism: All: decreased 1.1% Hispanic: decreased 1.5% Am. Indian: decreased 8.9% White: decreased 5% EL: decreased 17.8% Socioeconomic: decreased 2.9% Students with Disabilities: increased 8.5%		
2.5	Basic Qualified/Effective Teachers	100% of teachers are appropriately credentialed for the courses they teach	100% of teachers are appropriately credentialed for the courses they teach		Maintain 100% of teachers are appropriately credentialed for then courses they teach	Maintained 100% of teachers being appropriately credentialed for the courses they teach.		

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.2 Budgeted expenditures were less than actual expenditures because of HR-related leaves to employees and the time required to backfill those services.

2.3 Budgeted expenditures were less than actual expenditures because the school maintained existing technology, resulting in a reduced necessity to purchase new equipment.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of Action 2.1: MY Academy's ongoing efforts to enhance school climate and student engagement has resulted in reduced chronic absenteeism rate and maintenance of attendance goals.

Effectiveness of Action 2.2: MY Academy diligently maintained a roster of highly qualified multiple and single-subject teachers, ensuring a 100% qualification rate. Furthermore, in alignment with the commitment to student equity and tailored support, we've expanded the team by recruiting 2.5 additional fully credentialed Learning Facilitators (LF) and a .5 Special Education (SPED) Case Manager.

Effectiveness of Action 2.3: Every student at Motivated Youth Academy (MYA) now possesses technology devices facilitating access to a diverse range of courses, completing curriculum requirements, and utilizing essential tools. This accessibility has contributed to the maintenance of attendance rate goals.

Effectiveness of Action 2.4: Staff engages with students, parents, and educational partners on a weekly basis at mutually-agreed-upon locations, offering crucial updates, soliciting feedback, and providing resources. These regular interactions have positively impacted various key metrics for unduplicated students, including reductions in chronic absenteeism, maintenance of 0% suspension and expulsion rates, state testing participation, and meeting attendance goals.

Effectiveness of Actions 2.5 and 2.6: In response to the emotional and mental health needs of both students and staff, and in pursuit of equity, MY Academy implemented COPES and The Cook Center for Human Connection, a mental health referral system integrated into the staff portal. Additionally, ongoing professional development initiatives have equipped staff with the necessary skills to support students comprehensively. These efforts, including cultural awareness training and increased interaction with students, have fostered a safer learning environment, leading to maintenance of attendance goals and decreased chronic absenteeism.

Effectiveness of Actions 2.7 and 2.8: Comprehensive training in Youth Mental Health First Aid and suicide prevention, coupled with an enhanced referral process facilitated by the Student Success Coordinators, counselor, and school psychologist, have further fortified the supportive learning environment at MYA. This inclusive approach has contributed to maintenance of attendance goals and decreased chronic absenteeism.

Effectiveness of Action 2.9: The support system has been refined to incorporate vigilant monitoring of chronic absenteeism by key educational partners, including the Student Success Coordinators, LFs, the Interim Assistant Director, and other school staff. This proactive

approach has notably enhanced the learning conditions for students, resulting in maintenance of attendance goals and reduced chronic absenteeism.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

This school year, the focused efforts to improve attendance rate and cultivate a positive school climate have led to measurable success, such as a decrease in chronic absenteeism. However, this school year saw a slight decline in attendance toward the end of the year, prompting the implementation of schoolwide interventions. These interventions will continue to be monitored and refined in the coming school year to sustain progress. Next school year, MY Academy remains committed to maintaining strong attendance, reducing chronic absenteeism, and fostering a supportive environment that prioritizes student well-being and academic achievement. Due to a reimagining of the school's staffing plan, the role of Student Success Coordinator no longer exists.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table. Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Climate - 4.2 School Counselor	The emphasis will be on enhancing school climate and student engagement, with a specific aim to maintain or increase by reducing chronic absenteeism by 2% annually. MY Academy will ensure the availability of interventions at all educational tiers, along with dedicated School Counselors and Credit Recovery Options for secondary-level students. (WASC)	\$0.00	No
2.2	Highly Qualified Teachers - Basic Services - Salaries and Benefits	2.2 To meet the needs of students and to ensure equity, MY Academy will recruit and retain highly qualified multiple and single subject teachers and maintain their appropriate assignment in the subject areas of the pupils they are teaching; and, hire highly qualified classified staff according to their job description.	\$1,595,469.00	No

Action #	Title	MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM Description	Total Funds	Contributing
2.3	Technology - Course Access, Laptops and Hotspots	 2.3 Purchase technological devices and offer professional development to enhance student engagement and cultivate 21st-century skills. Additionally, MY Academy will ensure access to instruction as required. Moreover, the school will provide targeted instruction to enhance or augment services for unduplicated students in utilizing technology, including but not limited to Google applications, presentation tools, Chrome extensions, and visual/audio learning aids. 	\$171,343.00	Yes
2.4	Student Progress Communication - Parent Involvement	2.4 MY Academy will maintain regular communication with parents to keep them informed about their child's progress, upcoming events, and to enhance their understanding and support for the importance of assessments as a tool for improving learning outcomes. The goal is to achieve 95% participation in all required assessments across all student groups.	\$0.00	Yes
2.5	Professional Development - School Climate	2.5 MY Academy will create a comprehensive plan to establish an equitable learning environment that addresses the social, emotional, and mental health needs of both students and staff. This plan will encompass preventive measures, responsive actions, and aftercare strategies. The school will systematically collect and review data to assess the effectiveness of the plan and actions, and allocate resources and provide professional development accordingly.	\$0.00	No
2.6	Professional Development - School Climate	2.6 Professional Development/training in Cultural Awareness	\$0.00	No
2.7	Professional Development - School Climate	Training in Youth Mental Health First Aid and training in referral to available community resources through counselors, school psychologists, and other school staff. (WASC)	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.8	Professional Development - School Climate	Address suicide prevention intervention, and post-intervention (i.e. intervention for the bereaved) for all students and staff through the adoption of board policies and annual staff training.	\$0.00	No
2.9	School Climate	2.9 MY Academy will identify, monitor, and support all students who are struggling with regular attendance with particular emphasis on unduplicated student populations.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	MY Academy will establish connections and partnerships with families and community to increase engagement and involvement and ensure safety and satisfaction to support student learning and achievement for all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth. Effective and meaningful transparent communication will provide all educational partners opportunities for input in decision-making at the program and charter levels.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Maintenance Goal that includes actions that are ongoing and allows MY Academy to track performance on any metrics not addressed in the other goals of the LCAP:

Maintaining connections and partnerships in education with students and parents correlates with students attending school more regularly, earning higher grades, and graduating from high school. Increasing the number and percentages of the input survey participants provides an opportunity to develop collaborative academic relationships with students and parents, and establish community partnerships.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	94%	93%			Attendance rate decreased by 1%.
3.2	Expulsion Rate	0%	0%		Expulsion rate of 5% or less	Met the baseline at 0%.
3.3	Suspension Rate	0%	0%		Suspension rate of 5% or less	Met the baseline at 0%.

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline			
3.4	LCAP Input Survey	2023: 92 participants 20.7% English Learners 4.3% Low Socioeconomic 15.2% Students with Disabilities 53.3% Student participant 24.9% Parent participant 5.4% Community member participant	2024: 112 participants		Increase LCAP Input Survey Participation by 5% annually.	21% increase in participation			
3.5	LCAP Input Survey - Overall Satisfaction Rate	 92.4% of survey respondents overall, feel satisfied with their child's school. 96.7% of survey respondents overall, feel satisfied with the school in 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. 	31% Neutral/Mixed 8% Negative Qualitative Survey Themes:		Achieve 95% Satisfaction Rate	New survey responses were more qualitative than quantitative in nature so the results do not allow for a direct comparison. Baseline data for 25-26 school year will be based on 24-25 data. UPDATE: Say this differently "a more comprehensive survey tool"			

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Teachers support student growth and success Flexible programs cater to individual learning needs MY Academy provides well- rounded and challenging education			
3.6	Parent and Family Engagement Policy Review	Parent and Family Engagement Policy reviewed annually	add date - Melissa to check with Bill when this was updated through the board		Review and update annually	Annually reviewed and updated.
3.7	School Safety Plan and Training	All School Staff trained annually	August 26, 2024		Review and train annually	Annually reviewed and trained

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

No substantive differences in planned actions and actual implementation of these actions

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.2 Actual expenditures were greater than budgeted expenditures because of increased costs from vendors providing communication tools, including R&B Communications.

3.5 Budgeted expenditures were greater than actual expenditures because of increased efficiency in the multiple methods of communication to establish connections and partnerships with families and community.

3.6 Actual expenditures were greater than budgeted expenditures because increased enrollment required additional IT services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of Action 3.1: MY Academy held four parent and educational partner orientation meetings, two in English and two in Spanish to welcome students and families to MY Academy. Enhancing parental involvement, an evaluation of educational partnerships incorporated SSC meetings, EPAC meetings, EPAC LCAP/School Planning Input Survey, and the Google Family Feedback system. Tracking of student/parent/Learning Facilitators (LF) meetings has commenced in the Student Information System (SIS), leading to an increase in response rates to input surveys through targeted outreach efforts. Additionally, MY Academy credits part of the increase in response to sending the EPAC survey out in English and Spanish this year, directly supporting the EL population. This school year MY Academy started using a qualitative survey to solicit feedback from parents which resulted in a more robust and well-rounded feedback.

Effectiveness of Action 3.2: Fostering partnerships for student success involved weekly meetings with parents, educational partners, students, and Learning Facilitators, the dissemination of notifications for board meetings, SSC, and EPAC meetings via the website and social media platforms, along with Community Partner Newsletters, EPAC LCAP/School Planning Input Survey, Educational Partner communications through weekly emails, and regular social media updates. While the input survey participation has increased, participation in SSC, EPAC, and ELAC meetings remains a growth area.

Effectiveness of Action 3.3: MY Academy prioritized relationship-building through weekly meetings with parents, educational partners, students, and Learning Facilitators, by ensuring an inclusive and accessible learning environment through SSC meetings, EPAC meetings, EPAC LCAP/School Planning Input Survey, the Google Family Feedback system, Daily Live Interaction, and New Hire Orientation sessions. This concerted effort resulted in an increase in participation in the EPAC input survey and family satisfaction on the survey. SSC and EPAC meeting attendance decreased throughout the school, making this a continued need at MY Academy.

Effectiveness of Action 3.4: MY Academy was trained on the School Safety Plan on August 26, 2024. A secure learning environment was supported through initiatives like New Hire Orientation, weekly check-in meetings, Back-to-School Kickoff Week, the COPES program for mental health and suicide prevention, and Project Safe. These efforts helped foster a strong sense of safety and connection within the MY Academy community.

Effectiveness of Action 3.5: Office clerical staff provide translated documents, records, and statements, while Student Administrative Services Technicians and classified staff support student engagement, performance, and parent involvement. As a result, MY Academy maintained attendance, suspension, and expulsion rates and there was an increase in educational partners and students who reported feeling connected to MY Academy.

Effectiveness of Action 3.6: The operational functioning of the school, led by the director in collaboration with key partners, fostered a school environment where the vast majority of survey respondents reported feeling safe and connected.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Despite ongoing efforts, MY Academy has continued to experience low parent engagement in EPAC and SSC meetings. As a result, the goal of increasing family and community engagement remains a priority in the upcoming school year. In the year ahead, the school will focus on building stronger relationships with families early in the academic year to promote meaningful collaboration. While survey feedback has been positive overall, difficulties in encouraging parent participation in virtual meetings highlight the need to strengthen teacher-family connections and increase involvement in school events and decision-making processes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table. Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partner Engagement and Partnerships	3.1 MYA will solicit parent input via surveys, meetings, and conferences to gauge educational partner engagement and ensure transparent communication, fostering opportunities for all parents to participate and provide input, with specific emphasis on Hispanic students and socioeconomically disadvantaged students.	\$0.00	No
3.2	R&B Communication -Student Engagement/Parent Involvement	3.2: MYA will build relationships with all students by ensuring timely notification of surveys, parent meetings, and board meetings to all families via email, website, and social media, prioritizing engagement of unduplicated students, with particular emphasis on Hispanic students and socioeconomically disadvantaged students. This is a required action due to low performance for Hispanic and SED students.	\$20,640.00	
3.3	Student Engagement/Parent Involvement and Relationships Safe School	3.3 MYA will build relationships by fostering inclusive and safe learning environments for all educational partners, including parents, extended family, teachers, and students, particularly targeting Hispanic students and socioeconomically disadvantaged students. This is a required action due to low performance for Hispanic and SED students.	\$0.00	

A attace #	T:41 -	MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM	Total Euroda	
Action #	IITIE	Description	Total Funds	Contributing
3.4	School Climate- Safe Learning Environment	3.4 MYA will continue to maintain a safe learning environment for all students by training the teachers and staff on schoolwide safety plans.	\$0.00	No
3.5	School Climate - Student Administrative Technician and classified staff to support student engagement, performance, and parent involvement.	3.5: Provide translation as necessary upon request for notices and documents sent to EL students, parents, or guardians (EL). Utilize Student Administrative Technicians and classified staff to enhance student engagement, performance, and parental involvement.	\$28,483.00	Yes
3.6	Basic Services- Operations of the School: Charter Impact, Keyn Solutions	3.6 Operations of the school	\$161,349.00	No
3.7	Student Engagement	3.7 Develop opportunities for all students, specifically English Learners, Foster Youth, and Socioeconomically Disadvantaged, to participate in group activities: CTE, College visit opportunities, Collaborative learning opportunities, sports, and leadership opportunities.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal		
4	MY Academy will ensure that all students, including students furthest from educational justice, which may include students with disabilities, multilingual learners, socioeconomic disadvantaged, homeless, foster, black, Latinx, and Native American youth, have access to college and career opportunities while in high school and are on track to graduate from high school.	Broad Goal		
State Prio	rities addressed by this goal.			
Priority 1: Basic (Conditions of Learning)				
Priority	2: State Standards (Conditions of Learning)			

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

With a dedicated focus on assisting students in reaching their goals of high school graduation and readiness for college and career, this goal emphasizes the monitoring of individual student progress toward graduation. Continuous assessment of student data is vital in identifying those who may be facing challenges, enabling timely interventions to support their journey to successful course completion and graduation. MY Academy monitors metrics such as Graduation Rate, College/Career Preparedness, and CTE participation to ensure students are on the right path towards graduation and their aspirations beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Achievement: Graduation Rate	Dashboard All Grad Rate 2022-23: 46%	Dashboard All Grad Rate 2023-24: 62.2%		Adult drop-out recovery program student population (ages 18 - 25):	Increased All Grad Rate 16.2% Increased DASS
		DASS Graduation Rate: 2022-23: 75%	DASS Graduation Rate: 2023-24: 90%		85% Graduation Rate	Grad Rate 15%

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		MY Academy - Regular Meeting of th	e Board of Directors - Agenda -	Thursday June 12, 2025 at 10):30 AM	
Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					School-aged student population - 90% Graduation Rate	
4.2	Student Achievement: Course completion rate	Course Completion Rate: 93.3%	Course Completion Rate: 96%		Maintain an average course completion rate of 85% or higher, as measured by the number of courses completed and subsequent credits earned	Increased Course Completion rate 2.7%
4.3	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%	2024 College/Career Prepared Rate Students enrolled in UC/CSU Admission 21.6% Graduates who completed all courses for UC/CSU: 10.4%		Increase the A-G course participation and completion annually by 2% to increase the College/Career Prepared Rate	Students enrolled in UC/CSU courses decreased 1.7% Graduates that completed all UC/CSU courses increased 4.16%
4.4	Access to a Broad Curriculum: College and Career Indicators	8.3% prepared6.7% approaching prepared85% not prepared	10.8% prepared 10.8% approaching prepared 78.4% not prepared		Increase prepared and approaching prepared by 2% annually.	Students prepared increased 2.5% Students approaching prepared increased 4.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students not prepared decreased 6.6%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

No substantive differences in planned actions and actual implementation of these actions

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Budgeted expenditures were less than actual expenditures because fewer amount of students elected to take CTE courses.

4.2 Actual expenditures were greater than budgeted expenditures because the school counselor's position was able to be fully devoted to this goal, and other work the counselor was responsible for was reassigned to an Administrative Services Technician.

4.5 Actual expenditures were greater than budgeted expenditures because travel expenses to engage students were more expensive than anticipated.

4.6 Actual expenditures were greater than budgeted expenditures because of a significant increase in EL students who needed to complete initial and summative ELPAC testing.

4.7 Actual expenditures were greater than budgeted expenditures due to the increased enrollment of students receiving support at the Education Center of the Campo Kumeyaay Nation, La Posta Band of Mission Indians and the Manzanita Band of Diegueno Mission Indians.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of 4.1: Collaboration with community organizations such as the Possibility Project, One Safe Place, A Safe Place, the San Diego Housing Commission and the California Indian Manpower Consortium and partnership with eDynamic learning has impacted progress towards goal 4, leading to a significant uptick in students prepared and approaching prepared.

Effectiveness of 4.2: A comprehensive monitoring system has been established to track students' progress from middle school through high school, identifying those who may be struggling. This includes the deployment of a full-time counselor, full-time Student and Administrative

Services Technician, transcript audits, specialized content area support, and weekly one-on-one meetings. Consequently, all students have access to a diverse range of academic pursuits, contributing to higher course completion rates, higher graduation rates, and an increase in students who are prepared for College and Career.

Effectiveness of 4.3: High-quality instruction and curriculum aimed at fostering college and career readiness have been implemented, supported by academic resources such as the Edmentum Catalog (comprising the A-G library and CTE library), Freckle, eDynamics, Thrively, and Pathful. When necessary, the SST process is initiated by the Learning Facilitator (LF) and executed by the Assistant Director. As a result, all students have access to a broad range of academic opportunities, contributing to higher course completion rates, higher graduation rates, and an increase in students who are prepared for College and Career.

Effectiveness of 4.4: The School Counselor provides targeted interventions through monthly staff development and assessment meetings. This ensured all students have access to a broad course of study, resulting in a 3% increase in A-G requirement fulfillment. Additionally, there was a notable increase in students who are prepared or approaching prepared on the College and Career indicator. UPDATE PERCENTAGES

Effectiveness of 4.5: The addition of two full-time Student Success Coordinators has increased student connection to community wraparound services and the school community, resulting in an increase in graduation rate and course completion rate.

Effectiveness of 4.6: The English Learner (EL) Testing Specialist has achieved a 100% completion rate for initial ELPAC assessments and a 78% completion rate for summative ELPAC assessments through effective training, communication, and feedback.

Effectiveness of 4.7: Following the lifting of COVID restrictions, monthly transit passes and YMCA memberships are once again available, ensuring that all students have access to transportation to and from their student/teacher meetings, leading to improved course completion rate and graduation rate.

Effectiveness of 4.8: Counseling services are provided to assist students in planning their post-secondary goals and connecting them with the Possibility Project. These supports, facilitated by a full-time Counselor who collaborates with all Learning Facilitators and students, including those with disabilities, on transition goals, ensures that students have access to a diverse range of academic pathways. This has led to an increase in students who are prepared for college and career.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

MY Academy achieved a commendable 16.2% rise in all graduation rates and witnessed more students who are prepared in College and Career indicators and students fulfilling UC/CSU prerequisites. The school will continue its focus on graduation rates and College and Career Indicators. Due to a reimagining of the school's staffing plan, the role of Student Success Coordinator no longer exists.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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Actions

Action #	Title	Description	Total Funds	Contributing
4.1	CTE - Course Access - KRA	4.1: Develop a comprehensive College and Career Readiness program, expand Career Technical Education offerings, and facilitate connections between high school/young adults and community resources and agencies, with a specific focus on serving English Learners, Foster Youth, and Socioeconomically Disadvantaged students.	\$48,521.00	Yes
4.2	Student Achievement-School Counselor	4.2 Track all students' progress from middle school to high school to pinpoint those facing challenges with consistent attendance and course completion, with a particular emphasis on Hispanic students and socioeconomically disadvantaged students, ensuring they remain on the path to high school graduation.	\$241,939.00	Yes
4.3	Course Access- Curriculum, Instruction, Interventions	4.3 Deliver top-notch instruction and curriculum that fosters college and career readiness while incorporating academic interventions for all students, with special attention given to Hispanic students and socioeconomically disadvantaged students. Evaluate and enhance the high school curriculum to ensure it remains engaging and rigorous, effectively supporting college and career preparedness.	\$0.00	No
4.4	Student Achievement Academic Interventions	4.4 The School Counselor will review student transcripts to facilitate credit recovery and completion of an A-G Pathway for all students. They will also ensure struggling students, particularly Hispanic students and Socioeconomically Disadvantaged students, receive suitable interventions, including access to test preparation resources.	\$0.00	
4.5	Student Achievement - Student Progress - Student Success	4.5: The Office Assistant – Student Services will enhance access for all students, including English Learners, Foster Youth, Socioeconomically Disadvantaged, other unduplicated student groups, and students with disabilities, by fostering stronger connections among teachers, content area specialists, counselors, and the school psychologist. Additionally, they will facilitate connections between students and families and community	\$37,597.00	No

Action #	Title	Description	Total Funds	Contributing
		wrap-around services to create an equitable learning environment. They will identify barriers and provide necessary services to overcome them.		
4.7	Student Achievement - EL Testing Specialist	4.6 English Learner (EL) Testing Specialist	\$37,597.00	Yes
4.8	Student Engagement - Transit passes, YMCA, Campo Ed Center food	4.7 Students, with a focus on English learners, Foster Youth, and Socioeconomically Disadvantaged students, will receive a monthly transit pass, San Diego County YMCA membership, and lunch at the Campo Education Center upon student request or staff recommendation, as needed.	\$9,000.00	Yes
4.9	Student Engagement	4.8 Counseling services are provided to all students for post-secondary goal planning, including connections to the Possibility Project and other post-graduation opportunities, as well as monitoring students' paths after graduation, with a particular emphasis on Hispanic students and socioeconomically disadvantaged students.	\$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$823,731	\$83,200

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year		LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.538%	0.000%	\$0.00	29.538%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and	Identified Need(s)	How the Action(s) Address Need(s) and Why it is	Metric(s) to Monitor
Action #		Provided on an LEA-wide or Schoolwide Basis	Effectiveness
1.2	Action: Monitoring Student Progress - Student Achievement, School Counselor Need: Graduation rate needs to increase Scope: LEA-wide	Monitoring student course completion will increase graduation rate.	1.1

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Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness			
Action: Professional Development Need: Low graduation rate Scope: LEA-wide	Professional development opportunities provide teachers with resources to support students through graduation	1.2			
Action: Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations Need: Reducing disparity between ALL students and unduplicated students Scope: LEA-wide	Targeted interventions for students (ALL, EL, SWD, FY, SED) struggling to meet grade level proficiency through increased services and supports for unduplicated students.	1.3, 1.4			
Student Success Need: Reducing disparity between ALL students and unduplicated students	Targeted interventions for students (ALL, EL, SWD, FY, SED) struggling to meet grade level proficiency through increased services and supports for unduplicated students.	1.3, 1.4			
	Action: Professional Development Need: Low graduation rate Scope: LEA-wide Action: Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations Need: Reducing disparity between ALL students and unduplicated students Scope: LEA-wide Action: Academic Achievement Student Achievement-Student Success Need: Reducing disparity between ALL students and	Action: Provided on an LEA-wide or Schoolwide Basis Action: Professional development opportunities provide teachers with resources to support students through graduation Need: Low graduation rate Scope: LEA-wide Interventions - Classified Salaries, Content Area Targeted interventions for students (ALL, EL, SWD, FY, SED) struggling to meet grade level proficiency through increased services and supports for unduplicated students Need: Reducing disparity between ALL students and unduplicated students Scope: LEA-wide Action: Targeted interventions for students (ALL, EL, SWD, FY, SED) struggling to meet grade level proficiency through increased services and supports for unduplicated students. Need: Reducing disparity between ALL students and unduplicated students Scope: LEA-wide Action: Targeted interventions for students (ALL, EL, SWD, FY, SED) struggling to meet grade level proficiency through increased services and supports for unduplicated students. Scope: LEA-wide Action: Targeted interventions for students (ALL, EL, SWD, FY, SED) struggling to meet grade level proficiency through increased services and supports for unduplicated students. Need: Reducing disparity between ALL students and unduplicated students Need: Reducing disparity between ALL students and unduplicated students			

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness		
	LEA-wide				
2.3	Action: Technology - Course Access, Laptops and Hotspots Need:	Use of technology tools will increase student engagement and reduce chronic absenteeism	2.1, 2.4		
	Student use of technology and tools needs improvement				
	Scope: LEA-wide				
2.4	Action: Student Progress Communication - Parent Involvement	Parent support will increase student attendance and decrease chronic absenteeism	2.1, 2.4		
	Need: Student participation in state and local assessments to inform instructional practices				
	Scope: LEA-wide				
2.9	Action: School Climate	Monitoring and supporting students that are chronically absent will increase attendance and decrease chronic absenteeism	2.1, 2.4		
	Need: Decrease chronic absenteeism				
	Scope: LEA-wide				

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness	
3.2	Action: R&B Communication -Student Engagement/Parent Involvement Need: Low parent participation in school events, meetings, and surveys Scope:	Building relationships with parents, families, and educational partners will increase participation in school events and surveys and overall satisfaction.	3.4, 3.5	
3.3	Action: Student Engagement/Parent Involvement and Relationships Safe School Need: Low parent participation in school events, meetings, and surveys Scope:	Building relationships with parents, families, and educational partners will increase attendance, participation in school events and surveys and overall satisfaction.	3.1, 3.4, 3.5	
3.5	Action: School Climate - Student Administrative Technician and classified staff to support student engagement, performance, and parent involvement. Need: Chronic absenteeism rate identified barriers to student participation in education	SSC removes barriers to student participation and success in school to increase attendance rate, maintain suspension and expulsion rates, and increase satisfaction rate.	3.1, 3.2, 3.3, 3.4	

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness		
	Scope: LEA-wide				
3.7	Action: Student Engagement Need: Students want collaborative learning opportunities Scope: LEA-wide	Providing opportunities for collaborative learning will increase student attendance, school- connectedness, and satisfaction	3.1, 3.5		
4.1	Action: CTE - Course Access - KRA Need: Need for students ages 19-24 to particpate in career development programs and employment opportunities Scope: LEA-wide	Connecting students with colleges and community partners will increase student participation in these programs.	4.5		
4.2	Action: Student Achievement-School Counselor Need: Low gradution rate Scope: LEA-wide	Targeting students in need will increase course completion rate and graduation rate	4.1, 4.2		

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Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
4.4	Action: Student Achievement Academic Interventions Need: Low graduation rate Scope:	Counseling services will target students in need and increase course completion rate and graduation rate	4.1, 4.2
4.8	Action: Student Engagement - Transit passes, YMCA, Campo Ed Center food Need: School attendance Scope: LEA-wide	Basic needs must be met in order for students to attend school	4.1, 4.2

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.7	Action: Student Achievement - EL Testing Specialist Need: Course completion rate Scope:	EL testing specialist targets needs of EL students to complete courses	4.2

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oal and ction #	Identified Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

MY Academy's low student-to-teacher ratio is used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		38.72:1
Staff-to-student ratio of certificated staff providing direct services to students		11.58:1

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. FIOJECIEU LOFF	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	Borcontago	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)		
Totals	\$2,788,672	823,731	29.538%	0.000%	29.538%		
Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,695,673.00	\$466,738.00	\$0.00	\$584,581.00	\$3,746,992.00	\$3,135,179.00	\$611,813.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?		Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Achievement - Student Achievement	All Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1		Monitoring Student Progress - Student Achievement, School Counselor	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
1		Academic Content - Implementation of State Standards - Curriculum, Materials and Supplies	All	No					\$0.00	\$121,160.00	\$121,160.00				\$121,160 .00	
1	1.4	Professional Development	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$0.00	\$17,700.00	\$7,700.00		:	\$10,000.00	\$17,700. 00	
1		Learner Outcomes - Student Achievement							\$0.00	\$0.00	\$0.00				\$0.00	
1		Other Student Outcomes - SWD test participation, Certificated staff, SPED staffing costs		No					\$631,696.0 0	\$54,600.00	\$367,827.00	\$281,959.00	:	\$36,510.00	\$686,296 .00	
1		Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$488,204.0 0	\$6,500.00	\$494,704.00				\$494,704 .00	
1	1.8	Academic Achievement Student Achievement- Student Success	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$75,194.00	\$0.00	\$9,242.00		:	\$65,952.00	\$75,194. 00	
2		School Climate - 4.2 School Counselor	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2		Highly Qualified Teachers - Basic ol and Accountability Plan :	All	No					\$1,595,469 .00	\$0.00	\$976,168.00	\$147,182.00		\$472,119.0 0	\$1,595,4 69.00	Page 50 of 91

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Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Services - Salaries and Benefits														
2	2.3	Technology - Course Access, Laptops and Hotspots	English Learners Foster Youth Low Income		LEA- wide	English Learners Foster Youth Low Income			\$0.00	\$171,343.00	\$171,343.00				\$171,343 .00	
2	2.4	Student Progress Communication - Parent Involvement	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Professional Development - School Climate	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.6	Professional Development - School Climate	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.7	Professional Development - School Climate	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.8	Professional Development - School Climate	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.9	School Climate	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Educational Partner Engagement and Partnerships	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	R&B Communication - Student Engagement/Parent Involvement	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			\$0.00	\$20,640.00	\$20,640.00				\$20,640. 00	
3	3.3	Student Engagement/Parent Involvement and Relationships Safe School	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4	School Climate- Safe Learning Environment	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
3	3.5	School Climate - Student Administrative Technician and classified staff to	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$27,483.00	\$1,000.00	\$28,483.00				\$28,483. 00	

2025-26 Local Control and Accountability Plan for Motivated Youth Academy

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non- personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		support student engagement, performance, and parent involvement.														
3	3.6	Basic Services- Operations of the School: Charter Impact, Keyn Solutions	All	No					\$0.00	\$161,349.00	\$161,349.00				\$161,349 .00	
3	3.7	Student Engagement	English Learners Foster Youth Low Income	Yes		English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
4	4.1	CTE - Course Access - KRA	English Learners Foster Youth Low Income	Yes		English Learners Foster Youth Low Income			\$0.00	\$48,521.00	\$48,521.00				\$48,521. 00	
4	4.2	Student Achievement- School Counselor	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$241,939.0 0	\$0.00	\$241,939.00				\$241,939 .00	
4	4.3	Course Access- Curriculum, Instruction, Interventions	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
4	4.4	Student Achievement Academic Interventions	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income			\$0.00	\$0.00	\$0.00				\$0.00	
4	4.5	Student Achievement - Student Progress - Student Success	All	No					\$37,597.00	\$0.00		\$37,597.00			\$37,597. 00	
4	4.7	Student Achievement - EL Testing Specialist	English Learners	Yes	Limited to Undupli cated Student Group(s)	English Learners			\$37,597.00	\$0.00	\$37,597.00				\$37,597. 00	
4	4.8	Student Engagement - Transit passes, YMCA, Campo Ed Center food	English Learners Foster Youth Low Income	Yes	LEA- wide	English Learners Foster Youth Low Income			\$0.00	\$9,000.00	\$9,000.00				\$9,000.0 0	
4	4.9	Student Engagement	All	No					\$0.00	\$0.00	\$0.00				\$0.00	

2025-26 Contributing Actions Table

LCF	ojected F Base rant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage Increase o Improve Services fo the Cominy School Yea (4 divided b 1, plus 5)	r Totals by g Type ar by	Total LCFF Funds
\$2,7	88,672	823,731	29.538%	0.000%	29.538%	\$1,048,529.00	0.000%	37.600 %	Total:	\$1,048,529.00
									LEA-wide Total:	\$1,010,932.00
									Limited Total:	\$37,597.00
									Schoolwide Total:	\$0.00
Goal	Action #	Action		Contributing to Increased or Improved Services?	Scope	Unduplic Student Gr		ation	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Monitoring Stud Progress - Stud Achievement, S Counselor	dent	Yes	LEA-wide	English Le Foster You Low Incom	ıth		\$0.00	
1	1.4	Professional Development		Yes	LEA-wide	English Le Foster You Low Incom	ıth		\$7,700.00	
1	1.7	Interventions - Salaries, Conte Specialists, Exa Foundations	ent Area	Yes	LEA-wide	English Le Foster You Low Incom	ıth		\$494,704.00	
1	1.8	Academic Achi Student Achiev Student Succes	ement-	Yes	LEA-wide	English Le Foster You Low Incom	ıth		\$9,242.00	
2	2.3	Technology - C Access, Laptop Hotspots		Yes	LEA-wide	English Le Foster You Low Incom	ıth		\$171,343.00	
2	2.4	Student Progre Communication Involvement		Yes	LEA-wide	English Le Foster You Low Incom	ıth		\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	
3	3.2	R&B Communication - Student Engagement/Parent Involvement			English Learners Foster Youth Low Income		\$20,640.00	
3	3.3	Student Engagement/Parent Involvement and Relationships Safe School			English Learners Foster Youth Low Income		\$0.00	
3	3.5	School Climate - Student Administrative Technician and classified staff to support student engagement, performance, and parent involvement.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$28,483.00	
3	3.7	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	
4	4.1	CTE - Course Access - KRA	Yes	LEA-wide	English Learners Foster Youth Low Income		\$48,521.00	
4	4.2	Student Achievement- School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income		\$241,939.00	
4	4.4	Student Achievement Academic Interventions			English Learners Foster Youth Low Income		\$0.00	
4	4.7	Student Achievement - EL Testing Specialist	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$37,597.00	
4	4.8	Student Engagement - Transit passes, YMCA, Campo Ed Center food	Yes	LEA-wide	English Learners Foster Youth Low Income		\$9,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,223,361.00	\$3,016,416.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Achievement - Student Achievement	No		
1	1.2	Monitoring Student Progress - Student Achievement, School Counselor	Yes		
1	1.3	Academic Content -Implementation of State Standards - Curriculum, Materials and Supplies	No	\$87,300.00	\$124,817.68
1	1.4	Professional Development	Yes	\$75,800.00	\$86,390.73
1	1.5	Learner Outcomes - Student Achievement			
1	1.6	Other Student Outcomes - SWD test participation, Certificated and Student Success Coordinator, SPED staffing costs	No	\$560,883.00	\$439,781.57
1	1.7	Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	Yes	\$353,319.00	\$353,656.22
1	1.8	Academic Achievement -Student Achievement- Student Success Coordinator	Yes	\$217,516.00	\$248,297.24
2	2.1	School Climate - 4.2 School Counselor	No		

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)					
2	2.2	Highly Qualified Teachers - Basic Services - Salaries and Benefits	No	\$1,323,575.00	\$1,042,551.16					
2	2.3	Technology - Course Access, Laptops and Hotspots	Yes	\$134,303.00	\$132,097.10					
2	2.4	Student Progress Communication - Parent Involvement	Yes							
2	2.5	Professional Development - School Climate	No							
2	2.6	Professional Development - School Climate	No							
2	2.7	Professional Development - School Climate	No							
2	2.8	Professional Development - School Climate	No							
2	2.9	School Climate	Yes							
3	3.1	Educational Partner Engagement and Partnerships	No							
3	3.2	R&B Communication -Student Engagement/Parent Involvement		\$15,175.00	\$18,456.00					
3	3.3	Student Engagement/Parent Involvement and Relationships Safe School								
3	3.4	School Climate- Safe Learning Environment	No							
3	3.5	School Climate - Student Administrative Technician and classified staff to	Yes	\$86,150.00	\$67,425.68					

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Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)						
		support student engagement, performance, and parent involvement.									
3	3.6	Basic Services- Operations of the School: Charter Impact, Keyn Solutions	No	\$183,565.00	\$211,361.89						
3	3.7	Student Engagement	Yes								
4	4.1	CTE - Course Access - KRA	Yes	\$46,880.00	\$45,984.85						
4	4.2	Student Achievement-School Counselor	Yes	\$38,537.00	\$98,100.68						
4	4.3	Course Access-Curriculum, Instruction, Interventions	No								
4	4.4	Student Achievement Academic Interventions - Thrively		\$3,800.00	\$4,000.00						
4	4.5	Student Achievement - Student Progress - Student Success Coordinator		\$62,034.00	\$77,898.00						
4	4.6	Student Achievement - EL Testing Specialist	Yes	\$27,514.00	\$56,124.00						
4	4.7	Student Engagement - Transit passes, YMCA, Campo Ed Center food	Yes	\$7,010.00	\$9,473.42						
4	4.8	Student Engagement	No								

2024-25 Contributing Actions Annual Update Table

LC Supple and Concer Gra (Input	imated FF emental d/or ntration nts Dollar ount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Es Expenditu Contribu Actio (LCFF Fu	rres for Between Pla uting and Estim ns Expenditure	anned ated es for ting s	5. Total Planne Percentage of Improved Services (%)		Percentage of Improved Services (Subtract 5 from 8)	
		\$934,196.00	\$0.0	0 \$0.00		0.000%	0.000%	0.000%	
Last Year's Goal #	Last Year's Action #	Prior Action/Ser	vice Title	Contributing to Increased or Improved Services?	Exp C	Year's Planned penditures for contributing ctions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Monitoring Student Student Achieveme Counselor		Yes					
1	1.4	Professional Development		Yes	ŝ	\$65,800.00			
1	1.7	Interventions - Clas Salaries, Content A Specialists, Exact F Foundations	rea	Yes	\$	353,319.00			
1	1.8	Academic Achieven Student Achieveme Success Coordinato	nt- Student	Yes	\$	3174,683.00			
2	2.3	Technology - Cours Laptops and Hotspo		Yes	\$	3134,303.00			
2	2.4	Student Progress Communication - Pa Involvement	arent	Yes					
2	2.9	School Climate		Yes					
3	3.5	School Climate - St Administrative Tech classified staff to support student eng performance, and p involvement.	nician and gagement,	Yes	Ş	\$86,150.00			
3	3.7	Student Engageme	nt	Yes					

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.1	CTE - Course Access - KRA	Yes	\$46,880.00			
4	4.2	Student Achievement-School Counselor	Yes	\$38,537.00			
4	4.6	Student Achievement - EL Testing Specialist	Yes	\$27,514.00			
4	4.7	Student Engagement - Transit passes, YMCA, Campo Ed Center food	Yes	\$7,010.00			

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	Services for the	for Contributing Actions	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at <u>LCFF@cde.ca.gov</u>.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- Comprehensive Strategic Planning: The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- Meaningful Engagement of Educational Partners: The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- Accountability and Compliance: The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - NOTE: As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

MY.Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM. Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK-12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in <u>EC Section 32526(c)(2)</u>; and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by <u>EC Section 32526(d)</u>.
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the <u>LREBG Program Information</u> web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

• If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Identify the schools within the LEA that have been identified for CSI. ٠

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidencebased interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: EC Section 52060(g) and EC Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: <u>EC Section 47606.5(d)</u> requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the <u>CDE's LCAP webpage</u>.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see <u>Education Code Section 52068</u>; and
- For charter schools, see *Education Code* Section 47606.5.

- MY Academy Regular Meeting of the Board of Directors Agenda Thursday June 12, 2025 at 10:30 AM NOTE: As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the Education Code sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- MY Academy Regular Meeting of the Board of Directors Agenda Thursday June 12, 2025 at 10:30 AM A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below) ٠
 - Inclusion of metrics other than the statutorily required metrics ٠
 - Determination of the target outcome on one or more metrics •
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection •
 - Inclusion of action(s) or a group of actions •
 - Elimination of action(s) or group of actions ٠
 - Changes to the level of proposed expenditures for one or more actions •
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students •
 - Analysis of effectiveness of the specific actions to achieve the goal ٠
 - Analysis of material differences in expenditures •
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process ٠
 - Analysis of challenges or successes in the implementation of actions ٠

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

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MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The <u>LCFF State Priorities Summary</u> provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise
 receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to
 implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: <u>EC Section 42238.024(b)(1)</u> requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

• The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has
 determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the
 LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

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- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

• Enter the metric number.

Metric

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Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more
actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the threeyear plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if
 an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its
 practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more
 accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "Measuring and Reporting Results" part of the Goal.

	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
thi cc foi	nter information in is box when ompleting the LCAP r 2024–25 or when iding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable." 2025-26 Local Control and Accountability Plan for Motivated Youth Academy Page 75 of 91

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

• Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a threeyear period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- MY Academy Regular Meeting of the Board of Directors Agenda Thursday June 12, 2025 at 10:30 AM The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

• Enter the action number.

Title

• Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

 Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
 - Note: for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in EC Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

LEAs eligible for technical assistance pursuant to EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific
actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of
this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to <u>EC Section</u> <u>32526(d)</u>. For information related to the required needs assessment please see the Program Information tab on the <u>LREBG</u>

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the <u>California Statewide System of Support LREBG Resources</u> web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in <u>EC Section 32526(c)(2)</u>.
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

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MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for any action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants 2025-26 Local Control and Accountability Plan for Motivated Youth Academy

 Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

• Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

• Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

• Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

• Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

 Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness[™]

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

• An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- MY Academy Regular Meeting of the Board of Directors Agenda Thursday June 12, 2025 at 10:30 AM Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. 0
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as 0 counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. 0
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first 0 Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body: 2025-26 Local Control and Accountability Plan for Motivated Youth Academy

- MY Academy Regular Meeting of the Board of Directors Agenda Thursday June 12, 2025 at 10:30 AM
 Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- LCAP Year: Identify the applicable LCAP Year.
- 1. Projected LCFF Base Grant: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- 2. Projected LCFF Supplemental and/or Concentration Grants: Provide the total amount of LCFF supplemental and concentration
 grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- 3. Projected Percentage to Increase or Improve Services for the Coming School Year: This percentage will not be entered; it is
 calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared
 to the services provided to all students in the coming LCAP year.
- LCFF Carryover Percentage: Specify the LCFF Carryover Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- Total Percentage to Increase or Improve Services for the Coming School Year: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

MY Academy - Regular Meeting of the Board of Directors - Agenda - Thursday June 12, 2025 at 10:30 AM Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- Action #: Enter the action's number as indicated in the LCAP Goal.
- Action Title: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- Contributing to Increased or Improved Services?: Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - Scope: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - Unduplicated Student Group(s): Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - Location: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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 LCFF Funds: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - Note: For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- Other State Funds: Enter the total amount of Other State Funds utilized to implement this action, if any.
 - Note: Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- Local Funds: Enter the total amount of Local Funds utilized to implement this action, if any.
- Federal Funds: Enter the total amount of Federal Funds utilized to implement this action, if any.
- Total Funds: This amount is automatically calculated based on amounts entered in the previous four columns.
- Planned Percentage of Improved Services: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

• Estimated Actual Expenditures: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- 6. Estimated Actual LCFF Supplemental and/or Concentration Grants: Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- Estimated Actual Expenditures for Contributing Actions: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- Estimated Actual Percentage of Improved Services: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

• 9. Estimated Actual LCFF Base Grant: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

10. Total Percentage to Increase or Improve Services for the Current School Year: This percentage will not be entered. The
percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF
Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the
prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services
provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column.
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services.

• 6. Estimated Actual LCFF Supplemental and Concentration Grants

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 This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

• 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column.
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improved to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

• 13. LCFF Carryover — Percentage (12 divided by 9)

• This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education November 2024

Coversheet

Proposed Budget for 2025-2026

Section: Item: Purpose: Submitted by: Related Material: XII. Public Hearings B. Proposed Budget for 2025-2026 Discuss

MYA FY25-26 Budget Presentation with MYP - Cashflow - LCFF Final.pdf FY25-26 MYA-EPA Budget.pdf FY25-26 MYA-EPA Resolution.pdf



Motivated Youth Academy

2025-26 Budget Presentation

6/12/25

Highights

- FY25-26 Budget is balanced and with a \$110K surplus.
- The COLA projected for LCFF, and other categorical programs is now listed at 2.30% and is .13% lower than prior estimates.

٨٠٠	mations	2024-25 Prior Year	2025-26 Budget	2026-27 Forecast	2027-28 Forecast
ASSU	state COLA	n/a	2.30%	3.02%	3.42%
	Other Revenue COLA	n/a	n/a	0.00%	0.00%
	Expense COLA	n/a	2.00%	2.00%	2.00%
	Enrollment		319.00	319.00	319.00
	Average Daily Attendance	238.63	296.67	296.67	296.67

- FY25-26 is projecting ADA to be 58 higher at 297 vs 239 in FY24-25.
- Supplemental & Concentration revenues are estimated at \$824K.
- The 40/80 expenses are estimated at 82.0% and target a 100% FD.



Attendance Data



- The budget has enrollment at 319 students with ADA at 296.67 for a 93% attendance yield. These figures are also used for FY26-27 & FY27-28.
- FY25-26 per pupil revenue amounts are projecting lower than last year and mostly due excluding the ERTC funds, but expenses are also trending lower.
- FY25-26 per pupil revenue includes a conservative \$15 per ADA in contributions.
- The Unduplicated pupil percentage is projected at 76.82%.

Enrollment & Per Pupil Data										
FY25 Forecast FY26 Budget										
Average Enrollment	251	319								
ADA	239	297								
Attendance Rate	95.07%	93.00%								
Unduplicated %	76.41%	76.82%								
Revenue per ADA	\$21,247	\$19,031								
Expenses per ADA	\$21,010	\$18,661								



Revenue

- The State Aid revenue increased by \$625K from FY24-25 due to a 58 increase in ADA and partially from the 2.30% COLA from the State.
- Federal Revenue increased by \$303K due to a \$298K increase to the CSI award.
- Other State Revenue decreased \$252K from the removal of ERTC funds, but the impact was lessened after including EEBG & AMIMBG funds in FY25-26.
- Other Local Revenue is also \$101K lower than prior year after excluding interest paid by the IRS for the ERTC credit.
- Specialty funds include CSI-\$472K, A-G-\$100K, AMIMDBG-\$115K, & EEBG-\$38K.

	FY	25 Forecast	F١	/26 Budget	Fav/(Unf)		
Revenue							
State Aid-Rev Limit	\$	3,752,914	\$	4,377,821	\$	624,907	
Federal Revenue		281,411		584,581		303,170	
Other State Revenue		928,781		676,944		(251,837)	
Other Local Revenue		107,035		6,450		(100,585)	
Total Revenue	\$	5,070,141	\$	5,645,796	\$	575,655	



Expenses

- Budgeted expenses have increased by \$522K compared to FY24-25, with Staffing Salary & Benefit costs contributing exclusively to the increase. FTEs have increased with higher ADA and benefit costs have risen in STRS, Healthcare, & Retirement.
- Sub-agreement Services have increased by \$23K and are driven by higher Special Education and higher Educational Consultant line items.
- Operation costs increased by \$22K with higher Insurance and Communication costs.
- Professional/Consulting Services decreased by \$44K with savings from removing onetime costs for CFOMW consultant, JD Learning, and legal costs.
- All Other expenses have been updated to reflect new rates or increased enrollment.

	FY	25 Forecast	F	/26 Budget	Fav/(Unf)
Expenses					
Certificated Salaries	\$	2,000,617	\$	2,334,805	\$ (334,188)
Classified Salaries		843,639		782,950	60,689
Benefits		843,099		1,095,942	(252,844)
Books and Supplies		289,770		276,386	13,384
Subagreement Services		192,521		215,274	(22,754)
Operations		139,265		161,500	(22,235)
Facilities		35,278		43,800	<mark>(</mark> 8,522)
Professional Services		669,442		625,363	44,079
Total Expenses	\$	5,013,631	\$	5,536,021	\$ (522,391)



Fund Balance



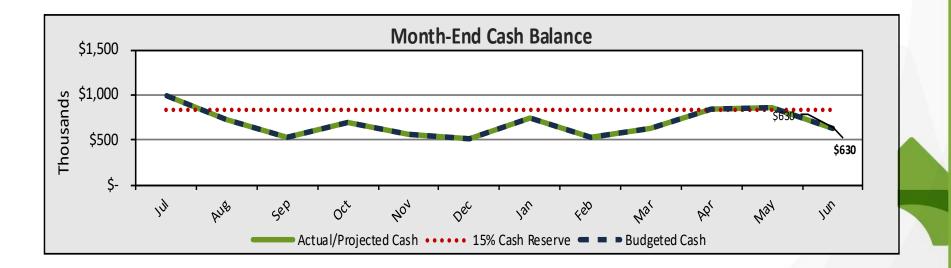
- The Budget is balanced with an expected positive surplus of \$110K.
- Fund Balance is projected to be 23.9% of annual expenses and will decrease slightly compared to FY24-25.

	FY	FY25 Forecast FY26 Budget				av/(Unf)
Total Surplus(Deficit)	\$	56,510	\$	109,775	\$	53,264
Beginning Fund Balance		1,158,566		1,215,077		
Ending Fund Balance	\$	1,215,077	<u>\$</u>	1,324,851		
As a % of Annual Expenses		24.2%		23.9%		



Cash

- Cash is above 11% but slightly below the 15% reserve goal.
- Days Cash on Hand is at 42 days.
- The year-end projection for cash is \$630K.
- Cash will be monitored during the year as needed.





Appendix



Multi-Year Projection: FY25-26, FY26-27, & FY27-28

Monthly Cash Flow/Budget for FY25-26

LCFF Funding Calculation: FY25-26, FY26-27, & FY27-28



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	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
sumptions				
State COLA		2.30%	3.02%	3.429
Other Revenue COLA	, ·	n/a	0.00%	0.00%
Expense COLA		2.00%	2.00%	2.00%
Enrollmen	-	319.00 296.67	319.00 296.67	319.00
Average Daily Attendance	238.03	290.07	290.07	296.62
venues State Aid - Revenue Limit				
8011 LCFF State Aid	\$ 3,155,574	\$ 3,644,449	\$ 3,778,008	ć 2,027,057
				\$ 3,927,85
8012 Education Protection Account	47,726	59,334	59,334	59,334
8096 In Lieu of Property Taxes	549,615 3,752,914	674,038 4,377,821	674,038 4,511,380	4,661,22
Federal Revenue	3,732,314	4,577,021	4,511,500	4,001,22
8181 Special Education - Entitlement	31,022	36,510	44,660	44,66
8290 Title I, Part A - Basic Low Income	58,401	58,401	58,401	58,40
8291 Title II, Part A - Teacher Quality	7,551	7,551	7,551	7,55
8296 Other Federal Revenue	184,382	482,119	482,119	482,119
8299 Prior Year Federal Revenue	55	-	-	
	281,411	584,581	592,731	592,73
Other State Revenue	. <u> </u>		·	13,84
8311 State Special Education	206,441	262,675	270,607	279,86
8520 Child Nutrition	8,777	16,497	16,497	16,49
8550 Mandated Cost	11,187	12,388	13,391	13,84
8560 State Lottery	65,146	80,991	80,991	80,99
8598 Prior Year Revenue	478,035	-	-	
8599 Other State Revenue	159,195	304,394	178,750	178,75
	928,781	676,944	560,236	569,94
Other Local Revenue				
8660 Interest Revenue	106,037	2,000	2,000	2,000
8698 ASB Fundraising	-	4,450	4,450	4,450
8699 School Fundraising	998	-	-	
	107,035	6,450	6,450	6,45
tal Revenue	\$ 5,070,141	\$ 5,645,796	\$ 5,670,797	\$ 5,830,353
penses Certificated Salaries				
1100 Teachers' Salaries	1,448,143	1,728,464	1,763,033	1,798,29
1175 Teachers' Extra Duty/Stipends	63,945	1,728,484	1,763,033	1,798,29
1200 Pupil Support Salaries			-	
1200 Pupil Support Salaries 1300 Administrators' Salaries	222,441	317,109 273,732	323,451 279,206	329,92
TOON MUTHINISTICIOLS 29191162	266,088	2,334,805	2,381,501	284,79
Classified Salaries	2,000,017	2,334,003	2,301,301	2,723,13
2100 Instructional Salaries	259,099	202,147	206,190	210,31
2200 Support Salaries	528,184	580,804	534,110	544,79
	JZ0,104	560,804	554,110	J++,/J
2400 Clerical and Office Staff Salaries	56,356	_	_	



Revised 6/2/25



seu 0/2/23					
		2024-25	2025-26	2026-27	2027-28
		Prior Year	Budget	Forecast	Forecast
Benefits					
3101	STRS	296,338	445,948	454,867	463,964
	OASDI	54,004	48,543	45,899	46,817
3311	Medicare	41,133	45,207	45,266	46,171
3401	Health and Welfare	358,820	393,750	401,625	409,658
3501	State Unemployment	19,436	25,313	24,811	24,834
3601	Workers' Compensation	53,986	43,649	43,705	44,579
3901	Other Benefits	19,382	93,533	93,654	95,527
		843,099	1,095,942	1,109,826	1,131,550
	nd Supplies				
	Textbooks and Core Curricula	5,167	6,400	6,528	6,659
	School Supplies	19,114	22,429	22,878	23,335
	Software	124,133	146,160	149,083	152,065
	Office Expense	45,776	56,900	58,038	59,199
	Business Meals	6,408	8,000	8,160	8,323
4400	Noncapitalized Equipment	80,908	20,000	20,400	20,808
4700	Food Services	8,265	16,497	16,827	17,163
		289,770	276,386	281,914	287,552
Subagre	ement Services				
	Special Education	43,919	54,600	55,692	56,806
	Transportation	4,800	6,000	6,120	6,242
	Other Educational Consultants	139,852	149,774	152,770	155,825
5107	Instructional Services	3,950	4,900	4,998	5,098
		192,521	215,274	219,580	223,971
•	ons and Housekeeping				
	Auto and Travel	25,433	20,000	20,400	20,808
5300	Dues & Memberships	12,265	15,200	15,504	15,814
	Insurance	32,485	40,400	41,208	42,032
	Miscellaneous Expense	2,550	3,200	3,264	3,329
5900	Communications	61,453	76,400	77,928	79,487
5901	Postage and Shipping	5,080	6,300	6,426	6,555
		139,265	161,500	164,730	168,025
Facilities	s, Repairs and Other Leases				
	Rent	29,749	37,000	37,000	37,000
5602	Additional Rent	1,708	2,100	2,142	2,185
5604	Other Leases	3,820	4,700	4,794	4,890
		35,278	43,800	43,936	44,075
Professio	onal/Consulting Services				
5801	IT	83,019	103,200	105,264	107,369
	Audit & Taxes	29,350	36,500	37,230	37,975
5803	Legal	49,437	28,700	29,274	29,859
5804	Professional Development	83,410	17,700	18,054	18,415
5805	General Consulting	206,666	200,450	204,459	208,548
5806	Special Activities/Field Trips	21,097	24,756	25,251	25,756
5807	Bank Charges	698	900	918	936
5808	Printing	4,542	5,600	5,712	5,826
5809	Other taxes and fees	2,362	2,900	2,958	3,017
5810	Payroll Service Fee	20,528	25,500	26,010	26,530



Multi-Year Forecast Revised 6/2/25

evised 6/2/25				
	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
5811 Management Fee	109,242	108,185	110,349	112,556
5812 District Oversight Fee	33,776	39,400	40,602	41,951
5813 County Fees	7,559	9,400	9,588	9,780
5814 SPED Encroachment	8,311	10,471	11,034	11,358
5815 Public Relations/Recruitment	9,444	11,700	11,934	12,173
	669,442	625,363	638,638	652,050
Depreciation				
	-	-	-	-
Interest				
	-	-	-	-
Total Expenses	\$ 5,013,631	\$ 5,536,021	\$ 5,580,425	\$ 5,691,461
Surplus (Deficit)	\$ 56,511	\$ 109,775	\$ 90,372	\$ 138,892
Fund Polones Designing of Very	¢ 1 159 566	\$ 1,215,077	\$ 1,324,851	\$ 1,415,223
Fund Balance, Beginning of Year	\$ 1,158,566 \$ 1.215.077			
Fund Balance, End of Year	+ _//			
	24.2%	23.9%	25.4%	27.3%
Cash Flow Adjustments				
Surplus (Deficit)	56,511	109,775	90,372	138,892
Cash Flows From Operating Activities				
Depreciation/Amortization	-	-	-	-
Public Funding Receivables	(336,646)	(226,096)	124,002	(14,777)
Grants and Contributions Rec.	41,438	-	-	-
Due To/From Related Parties	-	-	-	-
Prepaid Expenses	88,510	-	-	-
Other Assets	-	-	-	-
Accounts Payable	(18,562)	(1,373)	(553)	198
Accrued Expenses	(74,011)	-	-	-
Other Liabilities	-	-	-	-
Deferred Revenue	(186,758)	(252,536)	(126,892)	(126,892)
Cash Flows From Investing Activities				
Purchases of Prop. And Equip.	-	-	-	-
Notes Receivable	-	-	-	-
Cash Flows From Financing Activities				
Proceeds from Factoring	-	-	-	-
Payments on Factoring	-	-	-	-
Proceeds(Payments) on Debt	-	-	-	-
Trocceds(Layments) on Deat				
Total Change in Cash	(429,519)	(370,231)	86,929	(2,578)
Cash, Beginning of Year	1,429,289	999,770	629,540	716,469
Cash, End of Year	\$ 999,770	\$ 629,540	\$ 716,469	\$ 713,891

Monthly Cash Flow/Budget FY25-26

. Revised 6/2/25

Actuals Through	:																
ADA	. = 296.67	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	296.67
State Aid - Rev			146 572	146 572	262 024	262 024	262 024	262 024	262 024	406 430	406 430	406 420	406 420	400 430	264444	3 644 449	
8011	LCFF State Aid	-	146,573	146,573	263,831	263,831	263,831	263,831	263,831	406,430	406,430	406,430	406,430	406,430	3,644,449	3,644,449	-
8012	Education Protection Account	-	-	14,834	-	-	14,834	-	-	14,834	-	-	-	14,834	59,334	59,334	-
8096	In Lieu of Property Taxes		32,530	65,060	43,374	43,374	43,374	43,374	43,374	119,860	59,930	59,930	59,930	59,930	674,038	674,038	
			179,103	226,467	307,205	307,205	322,038	307,205	307,205	541,123	466,360	466,360	466,360	481,193	4,377,821	4,377,821	
Federal Reven														26 510	26 510	26 5 10	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	36,510	36,510	36,510	-
8290 8291	Title I, Part A - Basic Low Income	-	-	14,600	-	-	43,801	-	-	-	-	-		-	58,401	58,401	-
	Title II, Part A - Teacher Quality	-	-	1,888	120 520	-	5,663	120 520	-	-	120 520	-	-	120 520	7,551	7,551	-
8296	Other Federal Revenue			- 16,488	120,530 120,530		49,464	120,530 120,530	-	-	120,530 120,530	-	-	120,530 157,040	482,119 584,581	482,119 584,581	
Other State Re				10,400	120,550	-	49,404	120,550	-		120,550	-		137,040	504,501	504,501	
	State Special Education		10,564	10,564	19,016	19,016	19,016	19,016	19,016	29,294	29,294	29,294	29,294	29,294	262,675	262,675	
8311	Child Nutrition	-	10,504	10,504	825	1,567		1,567	1,567	1,567		1,567	1,567				-
8520		-	-		825	1,567	1,567 12,388	1,567	1,507	1,507	1,567	1,567	1,507	3,134	16,497 12,388	16,497 12,388	-
8550 8560	Mandated Cost	-	-	-	-	-	12,500	16,286	-	-	16,286	-	-	48,418	80,991	80,991	-
8599	State Lottery Other State Revenue	_	964	964	73,013	1,736	1,736	73,013	1,736	1,736	73,013	1,736	1,736	73,013	304,394	304,394	
0299	Other State Revenue		11,528	11,528	92,854	22,318	34,706	109,882	22,318	32,596	120,160	32,596	32,596	153,859	676,944	676,944	
Other Local Re	venue		11,320	11,320	<i>32,</i> 034	22,310	34,700	103,002	22,310	32,390	120,100	32,390	32,390	135,659	070,944	070,944	
8660	Interest Revenue	167	167	167	167	167	167	167	167	167	167	167	167		2,000	2,000	_
8698	ASB Fundraising	101	223	223	579	490	490	490	490	490	490	490	101		4,450	4,450	-
8698	ADD FUHULAISHING	- 167	389	389	745	490 656	490 656	490 656	490 656	490 656	656	490 656	- 167	-	6,450	4,450 6,450	
		101	203	203	/45	000	050	000	000	000	000	050	101	-	0,450	0,450	
Total Revenue		167	191,021	254,872	521,333	330,179	406,865	538,273	330,179	574,375	707,706	499,612	499,123	792,092	5,645,796	5,645,796	-
		-		-				-			-						
Expenses																	
Certificated Sa	laries																
1100	Teachers' Salaries	47,941	152,775	152,775	152,775	152,775	152,775	152,775	152,775	152,775	152,775	152,775	152,775	-	1,728,464	1,728,464	-
1175	Teachers' Extra Duty/Stipends	167	1,394	1,394	1,394	1,394	1,394	1,394	1,394	1,394	1,394	1,394	1,394	-	15,500	15,500	-
1200	Pupil Support Salaries	26,426	26,426	26,426	26,426	26,426	26,426	26,426	26,426	26,426	26,426	26,426	26,426	-	317,109	317,109	-
1300	Administrators' Salaries	22,811	22,811	22,811	22,811	22,811	22,811	22,811	22,811	22,811	22,811	22,811	22,811	-	273,732	273,732	-
		97,344	203,406	203,406	203,406	203,406	203,406	203,406	203,406	203,406	203,406	203,406	203,406	-	2,334,805	2,334,805	-
Classified Sala	ries																
2100	Instructional Salaries	7,450	17,700	17,700	17,700	17,700	17,700	17,700	17,700	17,700	17,700	17,700	17,700	-	202,147	202,147	-
2200	Support Salaries	46,332	48,588	48,588	48,588	48,588	48,588	48,588	48,588	48,588	48,588	48,588	48,588	-	580,804	580,804	-
		53,782	66,288	66,288	66,288	66,288	66,288	66,288	66,288	66,288	66,288	66,288	66,288	-	782,950	782,950	-
Benefits																	
3101	STRS	18,593	38,850	38,850	38,850	38,850	38,850	38,850	38,850	38,850	38,850	38,850	38,850	-	445,948	445,948	-
3301	OASDI	3,335	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	4,110	-	48,543	48,543	-
3311	Medicare	2,191	3,911	3,911	3,911	3,911	3,911	3,911	3,911	3,911	3,911	3,911	3,911	-	45,207	45,207	-
3401	Health and Welfare	32,813	32,813	32,813	32,813	32,813	32,813	32,813	32,813	32,813	32,813	32,813	32,813	-	393,750	393,750	-
3501	State Unemployment	1,266	1,266	1,266	1,266	1,266	1,266	6,328	5,063	2,531	1,266	1,266	1,266	-	25,313	25,313	-
3601	Workers' Compensation	2,116	3,776	3,776	3,776	3,776	3,776	3,776	3,776	3,776	3,776	3,776	3,776	-	43,649	43,649	-
3901	Other Benefits	4,534	8,091	8,091	8,091	8,091	8,091	8,091	8,091	8,091	8,091	8,091	8,091	-	93,533	93,533	-
		64,846	92,816	92,816	92,816	92,816	92,816	97,878	96,612	94,081	92,816	92,816	92,816	-	1,095,942	1,095,942	-
Books and Sup	oplies																
4100	Textbooks and Core Curricula	533	533	533	533	533	533	533	533	533	533	533	533	-	6,400	6,400	-
4302	School Supplies	-	784	85	227	-	261	33	8,733	3,077	3,077	3,077	3,077	-	22,429	22,429	-
4305	Software	12,180	12,180	12,180	12,180	12,180	12,180	12,180	12,180	12,180	12,180	12,180	12,180	-	146,160	146,160	-
4310	Office Expense	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	4,742	-	56,900	56,900	-
4311	Business Meals	667	667	667	667	667	667	667	667	667	667	667	667	-	8,000	8,000	-
4400	Noncapitalized Equipment	-	699	76	202	-	233	29	7,787	2,743	2,743	2,743	2,743	-	20,000	20,000	-
4700	Food Services	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	1,375	-	16,497	16,497	-
		19,496	20,980	19,657	19,926	19,496	19,990	19,558	36,016	25,316	25,316	25,316	25,316	-	276,386	276,386	-
Subagreement	t Services																
5102	Special Education	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	4,550	-	54,600	54,600	-
5104	Transportation	500	500	500	500	500	500	500	500	500	500	500	500	-	6,000	6,000	-
5106	Other Educational Consultants	-	5,236	568	1,516	-	1,742	218	58,315	20,545	20,545	20,545	20,545	-	149,774	149,774	-
5107	Instructional Services	408	408	408	408	408	408	408	408	408	408	408	408	-	4,900	4,900	-
		5,458	10,694	6,026	6,974	5,458	7,201	5,677	63,774	26,003	26,003	26,003	26,003	-	215,274	215,274	-
Operations an	d Housekeeping																
5201	Auto and Travel	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	-	20,000	20,000	-
5300	Dues & Memberships	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	1,267	-	15,200	15,200	-
5400	Insurance	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	3,367	-	40,400	40,400	-
5516	Miscellaneous Expense	267	267	267	267	267	267	267	267	267	267	267	267	-	3,200	3,200	-
5900	Communications	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	6,367	-	76,400	76,400	-



Monthly Cash Flow/Budget FY25-26

Revised 6/2/25

Actuals Through:

Actuals Through	•																
ADA	A = 296.67	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	Annual Budget	Original Budget Total	Favorable / (Unfav.)
5901	Postage and Shipping	525	525	525	525	525	525	525	525	525	525	525	525	-	6,300	6,300	-
		13,458	13,458	13,458	13,458	13,458	13,458	13,458	13,458	13,458	13,458	13,458	13,458	-	161,500	161,500	-
	airs and Other Leases																
5601	Rent	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	3,083	-	37,000	37,000	-
5602	Additional Rent	175	175	175	175	175	175	175	175	175	175	175	175	-	2,100	2,100	-
5604	Other Leases	392	392	392	392	392	392	392	392	392	392	392	392	-	4,700	4,700	-
		3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	3,650	-	43,800	43,800	-
	Consulting Services																
5801	IT	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	-	103,200	103,200	-
5802	Audit & Taxes	-	-	-	12,167	12,167	12,167	-	-	-	-	-	-	-	36,500	36,500	-
5803	Legal	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	2,392	-	28,700	28,700	-
5804	Professional Development	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	1,475	-	17,700	17,700	-
5805	General Consulting	16,704	16,704	16,704	16,704	16,704	16,704	16,704	16,704	16,704	16,704	16,704	16,704	-	200,450	200,450	-
5806	Special Activities/Field Trips	-	865	94	251	-	288	36	9,639	3,396	3,396	3,396	3,396	-	24,756	24,756	-
5807	Bank Charges	75	75	75	75	75	75	75	75	75	75	75	75	-	900	900	-
5808	Printing	467	467	467	467	467	467	467	467	467	467	467	467	-	5,600	5,600	-
5809	Other taxes and fees	242	242	242	242	242	242	242	242	242	242	242	242	-	2,900	2,900	-
5810	Payroll Service Fee	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	2,125	-	25,500	25,500	-
5811	Management Fee	9,015	9,015	9,015	9,015	9,015	9,015	9,015	9,015	9,015	9,015	9,015	9,015	-	108,185	108,185	-
5812	District Oversight Fee	-	1,612	2,038	2,765	2,765	2,898	2,765	2,765	4,870	4,197	4,197	4,197	4,331	39,400	39,400	-
5813	County Fees	-	-	-	2,350	-	-	2,350	-	-	2,350	-	-	2,350	9,400	9,400	-
5814	SPED Encroachment	-	370	370	666	666	666	666	666	1,025	1,025	1,025	1,025	2,303	10,471	10,471	-
5815	Public Relations/Recruitment	975	975	975	975	975	975	975	975	975	975	975	975	-	11,700	11,700	-
	·····, ·····	42,070	44,917	44,571	60,267	57,667	58,088	47,886	55,139	51,361	53,038	50,688	50,688	8,984	625,363	625,363	-
Depreciation			,.=:		**/=**		,	,		,	,	,	,	-,			
		-	-	-	-	-	-	-	-	-	-	-		-	-	-	-
Interest			-		-	-								-		<u> </u>	
										483,563	483,975	481,625	481,625	8,984	5,536,021	5,536,021	
Total Expenses		300,106	456,208	449,872	466,785	462,239	464,896	457,801	538,343	483,303	100,070	101/015	481,023	8,384	3,330,021	3,330,021	
Total Expenses Monthly Surplus ((Deficit)	300,106 (299,939)	456,208 (265,187)	449,872	466,785 54,548	462,239	(58,032)	457,801 80,472	(208,164)	90,812	223,731	17,987	17,498	783,108	109,775	109,775	
Monthly Surplus (·															<u> </u>
Monthly Surplus (Cash Flow Adjustr	ments	(299,939)	(265,187)	(195,000)	54,548	(132,060)	(58,032)	80,472	(208,164)	90,812	223,731	17,987	17,498	783,108	109,775 1.9%	109,775	- Instr.
Monthly Surplus (Cash Flow Adjustr Monthly Su	ments urplus (Deficit)	·													109,775	109,775 Cert.	-
Monthly Surplus (Cash Flow Adjustr Monthly Su	ments urplus (Deficit) from operating activities	(299,939)	(265,187)	(195,000)	54,548	(132,060)	(58,032)	80,472	(208,164)	90,812	223,731	17,987	17,498	783,108	109,775 1.9%	109,775 Cert. 57.1%	82.0%
Monthly Surplus (Cash Flow Adjustr Monthly Su	ments urplus (Deficit) from operating activities Depreciation/Amortization	(299,939) (299,939)	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498	783,108 783,108	<u>109,775</u> 1.9% 109,775 -	109,775 Cert.	
Monthly Surplus (Cash Flow Adjustr Monthly Su	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables	(299,939)	(265,187)	(195,000)	54,548	(132,060)	(58,032)	80,472	(208,164)	90,812	223,731	17,987	17,498	783,108	109,775 1.9%	109,775 Cert. 57.1%	82.0%
Monthly Surplus (Cash Flow Adjustr Monthly Su	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec.	(299,939) (299,939)	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498	783,108 783,108	<u>109,775</u> 1.9% 109,775 -	109,775 Cert. 57.1%	82.0%
Monthly Surplus (Cash Flow Adjustr Monthly Su	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties	(299,939) (299,939)	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498	783,108 783,108	<u>109,775</u> 1.9% 109,775 -	109,775 Cert. 57.1%	82.0%
Monthly Surplus (Cash Flow Adjustr Monthly Su	ments ments from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses	(299,939) (299,939)	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498	783,108 783,108	<u>109,775</u> 1.9% 109,775 -	109,775 Cert. 57.1%	82.0%
Monthly Surplus (Cash Flow Adjustr Monthly Su	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets	(299,939) (299,939) - - - - - - - - - -	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498	783,108 783,108 - (792,092) - - - - - -	<u>109,775</u> 1.9% 109,775 (226,096) - - - - -	109,775 Cert. 57.1% 968,028	82.0% 111,707
Monthly Surplus (Cash Flow Adjustr Monthly Su	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable	(299,939) (299,939)	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498	783,108 783,108	<u>109,775</u> 1.9% 109,775 -	109,775 Cert. 57.1% 968,028 Pupil:Teach	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly Su	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses	(299,939) (299,939) - - - - - - - - - -	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498	783,108 783,108 - (792,092) - - - - - -	<u>109,775</u> 1.9% 109,775 (226,096) - - - - -	109,775 Cert. 57.1% 968,028	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly Su	ments urglus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accrued Expenses Other Liabilities	(299,939) (299,939) - - - - - - - - - -	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498 17,498 - - - - - - - - - - - - - - - - - - -	783,108 783,108 - (792,092) - - - - - -	109,775 1.9% 109,775 (226,096) - - - (1,373) - -	109,775 Cert. 57.1% 968,028 Pupil:Teach	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly Su Cash flows	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Deferred Revenue	(299,939) (299,939) - - - - - - - - - -	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498	783,108 783,108 - (792,092) - - - - - -	<u>109,775</u> 1.9% 109,775 (226,096) - - - - -	109,775 Cert. 57.1% 968,028 Pupil:Teach	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly Su Cash flows	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Deferred Revenue from investing activities	(299,939) (299,939) - - - - - - - - - -	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498 17,498 - - - - - - - - - - - - - - - - - - -	783,108 783,108 - (792,092) - - - - - -	109,775 1.9% 109,775 (226,096) - - - (1,373) - -	109,775 Cert. 57.1% 968,028 Pupil:Teach	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly Su Cash flows	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accrued Expenses Other Liabilities Deferred Revenue from investing activities Purchases of Prop. And Equip.	(299,939) (299,939) - - - - - - - - - -	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498 17,498 - - - - - - - - - - - - - - - - - - -	783,108 783,108 - (792,092) - - - - - -	109,775 1.9% 109,775 (226,096) - - - (1,373) - -	109,775 Cert. 57.1% 968,028 Pupil:Teach	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly Su Cash flows Cash flows	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Deferred Revenue from investing activities Purchases of Prop. And Equip. Notes Receivable	(299,939) (299,939) - - - - - - - - - -	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498 17,498 - - - - - - - - - - - - - - - - - - -	783,108 783,108 - (792,092) - - - - - -	109,775 1.9% 109,775 (226,096) - - - (1,373) - -	109,775 Cert. 57.1% 968,028 Pupil:Teach	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly Su Cash flows Cash flows	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Deferred Revenue from investing activities Purchases of Prop. And Equip. Notes Receivable from financing activities	(299,939) (299,939) - - - - - - - - - -	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498 17,498 - - - - - - - - - - - - - - - - - - -	783,108 783,108 - (792,092) - - - - - -	109,775 1.9% 109,775 (226,096) - - - (1,373) - -	109,775 Cert. 57.1% 968,028 Pupil:Teach	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly Su Cash flows Cash flows	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Deferred Revenue from investing activities Purchases of Prop. And Equip. Notes Receivable from financing activities Proceeds from Factoring	(299,939) (299,939) - - - - - - - - - -	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498 17,498 - - - - - - - - - - - - - - - - - - -	783,108 783,108 - (792,092) - - - - - -	109,775 1.9% 109,775 (226,096) - - - (1,373) - -	109,775 Cert. 57.1% 968,028 Pupil:Teach	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly Su Cash flows Cash flows	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounds Payable Accrued Expenses Other Liabilities Deferred Revenue from investing activities Purchases of Prop. And Equip. Notes Receivable from financing activities Proceeds from Factoring Payments on Factoring	(299,939) (299,939) - - - - - - - - - -	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498 17,498 - - - - - - - - - - - - - - - - - - -	783,108 783,108 - (792,092) - - - - - -	109,775 1.9% 109,775 (226,096) - - - (1,373) - -	109,775 Cert. 57.1% 968,028 Pupil:Teach	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly St Cash flows Cash flows Cash flows	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Deferred Revenue from investing activities Purchases of Prop. And Equip. Notes Receivable from financing activities Proceeds from Factoring Payments on Factoring Proceeds(Payments) on Debt	(299,939) (299,939) - 300,254 - - (10,357) - - - - - - - - - - - - - - - - - - -	(265,187) (265,187) - - - - - - - - - - - - - - - - - - -	(195,000) - - - - - - - - - - - - - - - - - -	54,548 54,548 - 114,314 - - - - - - - - - - - - - - - - - - -	(132,060) (132,060) - - - - - - - - - - - - - - - - - - -	(58,032) (58,032) - - - - - - - - - - - - - - - - - - -	80,472 	(208,164) (208,164) - - - - - - - - - - - - - - - - - - -	90,812 90,812 - - - - - - - - - - - - - - - - - - -	223,731 223,731 - - - - - - - - - - - - - - - - - - -	17,987	17,498 - - - - - - - - - - - - - - - - - - -	783,108 783,108 - (792,092) - - - - - -	109,775 1.9% 109,775 (226,096) - - - (1,373) - -	109,775 Cert. 57.1% 968,028 Pupil:Teach	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly Su Cash flows	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Deferred Revenue from investing activities Purchases of Prop. And Equip. Notes Receivable from financing activities Proceeds from Factoring Payments on Factoring Proceeds(Payments) on Debt	(299,939) (299,939) - - - - - - - - - -	(265,187)	(195,000)	54,548 54,548 -	(132,060)	(58,032)	80,472 80,472	(208,164)	90,812	223,731	17,987	17,498 17,498 - - - - - - - - - - - - - - - - - - -	783,108 783,108 - (792,092) - - - - - -	109,775 1.9% 109,775 (226,096) - - - (1,373) - -	109,775 Cert. 57.1% 968,028 Pupil:Teach 11.41	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly St Cash flows Cash flows Cash flows	ments urplus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Deferred Revenue from investing activities Purchases of Prop. And Equip. Notes Receivable from financing activities Proceeds from Factoring Payments on Factoring Proceeds(Payments) on Debt in Cash	(299,939) (299,939) - 300,254 - - (10,357) - - - - - - - - - - - - - - - - - - -	(265,187) (265,187) - - - - - - - - - - - - - - - - - - -	(195,000) - - - - - - - - - - - - - - - - - -	54,548 54,548 - 114,314 - - - - - - - - - - - - - - - - - - -	(132,060) (132,060) - - - - - - - - - - - - - - - - - - -	(58,032) (58,032) - - - - - - - - - - - - - - - - - - -	80,472 	(208,164) (208,164) - - - - - - - - - - - - - - - - - - -	90,812 90,812 - - - - - - - - - - - - - - - - - - -	223,731 223,731 - - - - - - - - - - - - - - - - - - -	17,987	17,498 - - - - - - - - - - - - - - - - - - -	783,108 783,108 - (792,092) - - - - - -	109,775 1.9% 109,775 (226,096) - (226,096) - (1,373) - (252,536) - - - - - - - - - - - - -	109,775 Cert. 57.1% 968,028 Pupil:Teach 11.41	82.0% 111,707 her Ratio
Monthly Surplus (Cash Flow Adjustr Monthly Su Cash flows Cash flows Cash flows Total Change in	ments urpfus (Deficit) from operating activities Depreciation/Amortization Public Funding Receivables Grants and Contributions Rec. Due To/From Related Parties Prepaid Expenses Other Assets Accounts Payable Accrued Expenses Other Liabilities Deferred Revenue from investing activities Purchases of Prop. And Equip. Notes Receivable from financing activities Proceeds from Factoring Payments on Factoring Payments on Factoring Proceeds (Payments) on Debt in Cash ag of Month	(299,939) (299,939) - 300,254 - - (10,357) - - - - - - - - - - - - - - - - - - -	(265,187) (265,187) - - - - - - - - - - - - - - - - - - -	(195,000) (195,000) - - - - - - - - - - - - - - - - - -	54,548 54,548 - 114,314 - - - - - - - - - - - - - - - - - - -	(132,060) (132,060) - - - - - - - - - - - - - - - - - - -	(58,032) (58,032) - - - - - - - - - - - - -	80,472 80,472 - 151,428 - - - - - - - - - - - - -	(208,164) (208,164) - - - - - - - - - - - - - - - - - - -	90,812 90,812 - - - - - - - - - - - - - - - - - - -	223,731 223,731 - - - - - - - - - - - - - - - - - - -	17,987 17,987 - - - - - - - - - - - - - - - - - - -	17,498 17,498 - - - - - - - - - - - - -	783,108 783,108 - (792,092) - - - - - -	109,775 1.9% 109,775 (226,096) - (226,096) - (252,536) - (252,536) - - - - - - - - - - - - -	109,775 Cert. 57.1% 968,028 Pupil:Teach 11.41	82.0% 111,707 her Ratio







Grade level		2025-26		2026-27		2027-28
COLA		2.30%		3.02%		3.42%
TK Add-On per ADA	\$	6,404	\$	6,597	\$	6,823
ТК-3	\$	10,256	\$	10,565	\$	10,926
4-6	\$	10,411	\$	10,725	\$	11,092
7-8	\$	10,719	\$	11,043	\$	11,421
9-12	\$	12,423	\$	12,798	\$	13,236
	E	nrollment	E	nrollment	E	nrollment
ТК		-		-		-
К-З		-		-		-
4-6		30.00		30.00		30.00
7-8		86.00		86.00		86.00
9-12						
		203.00		203.00		203.00
Total Enrollment		319.00		319.00		319.00
		ADA		ADA		ADA
ТК		-		-		-
К-З		-		-		-
4-6		27.90		27.90		27.90
7-8		79.98		79.98		79.98
9-12		188.79		188.79		188.79
Total ADA		296.67		296.67		296.67
	_	-	_		_	
Total Base Target	<u>\$</u>	3,493,111	\$	3,598,581	<u>\$</u>	3,721,743
**ADA From New Grade Levels		-		-		-
Grade Level Add-Ons						
TK Add-On		-		-		-
K-3 CSR Supplement (10.4% of K-3)		-		-		-
High School Supplement (2.6% of 9-12)		60,979		62,867		64,944
Total Add-Ons	<u>\$</u>	60,979	\$	62,867	\$	64,944
Total Target Base Plus Add-Ons	\$	3,554,090	\$	3,661,448	\$	3,786,687
Average Base per ADA	<u>*</u> \$	11,980			-	
Average base per ADA	<u>></u>	11,960	\$	12,342	\$	12,764
Supplemental Grant						
Unduplicated FRPM/ELL/FY Count		245		246		244
Total Enrollment		319		319		319
School Percent FRPM/ELL/FY		76.82%		77.00%		76.41%
School Supplement Per Pupil (20%)	\$	1,841	\$	1,901	\$	1,951
Total Supplemental Grant	<u>*</u> \$		\$		\$	
	\$	546,050	<u>></u>	563,863	<u>></u>	578,681
Concentration Grant						
District Unduplicated FRPM/ELL/FY		67.02%		67.02%		67.02%
Total Concentration Grant	\$	277,681	\$	286,069	\$	295,854
	<u>~</u>	277,001	<u>,</u>	280,005	<u>,</u>	233,834
Total LCFF	\$	4,377,821	\$	4,511,380	\$	4,661,223
Total Funding per ADA	\$		\$		\$	
Total Funding per ADA	<u>></u>	14,757	\$	15,207	\$	15,712
EPA Rate (\$ or %)	\$	200.00	\$	200.00	\$	200.00
8011 - LCFF	\$	3,644,449	\$	3,778,008	\$	3,927,851
8011 - LCFF 8012 - EPA	ې \$	59,334	ې \$		ې \$	
				59,334		59,334
8096 - In Lieu	\$	674,038	\$	674,038	\$	674,038

Motivated Youth Academy Budgeted Expenditures: July 1, 2025 to June 30, 2026 Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	59,334.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		59,334.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Certificated Salaries	1000-1999	50,721.00
Classified Salaries	2000-2999	0.00
Employee Benefits	3000-3999	8,613.00
Books and Supplies	4000-4999	0.00
Services, Other Operating Expenses	5000-5999	0.00
Capital Outlay	6000-6599	0.00
	7100-7299	
Other Outgo (excluding Direct Support/Indirect Costs)	7400-7499	0.00
Direct Support/Indirect Costs	7300-7399	
TOTAL EXPENDITURES AND OTHER FINANCING USES		59,334.00
BALANCE (Total Available minus Total Expenditures and Other Fin	ancing Uses)	0.00

MOTIVATED YOUTH ACADEMY RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 (sun setting 12/31/2017), and Proposition 55 Article XIII, Section 36(e) to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the School shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor, or any agency of state government; WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of <u>Motivated Youth Academy</u>;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the <u>Motivated Youth Academy</u> has determined to spend the monies received from the Education Protection Act as attached.

DATED: _____, 2025.

Board Member

Board Member

Board Member

Board Member

Board Member