



## MY Academy

### Regular Meeting of the Board of Directors

Published on June 13, 2025 at 5:35 PM PDT

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#### Date and Time

Wednesday June 18, 2025 at 9:20 AM PDT

#### 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

1420 E. Palomar St.

Chula Vista, CA 91913 *(Teleconference location will not be utilized.)*

25 Kingston Court E.

Coronado, CA 92118

39251 Camino Las Hoyas

Indio, CA 92203

### MISSION STATEMENT

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

### THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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

### REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY

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

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

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

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>9:20 AM</b>
<b>A.</b> Call the Meeting to Order		Board President	1 m
<b>B.</b> Record Attendance		Board President	1 m
Roll Call:			
William Hall, President			
Michael Humphrey, Vice President			
Steve Fraire, Clerk			
Peter Matz, Member			
Larry Alvarado, Member			
<b>II. Pledge of Allegiance</b>			<b>9:22 AM</b>

	Purpose	Presenter	Time
<b>A.</b>	Led by Board President or designee.	Board President	1 m
<b>III.</b>	<b>Land Acknowledgement</b>		<b>9:23 AM</b>
<b>A.</b>	Land Acknowledgment	FYI Gigi Lenz	1 m
<b>IV.</b>	<b>Approve/Adopt Agenda</b>		<b>9:24 AM</b>
<b>A.</b>	Approve Agenda	Vote Board President	1 m
It is recommended the Board of Directors adopt as presented, the agenda for the Regular Board meeting of June 18, 2025.			
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Peter Matz			
Larry Alvarado			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
<b>V.</b>	<b>Approve Minutes</b>		<b>9:25 AM</b>
<b>A.</b>	Minutes of the Regular Meeting of the Board of Directors that was held on June 12, 2025	Approve Minutes Board President	1 m
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Peter Matz			
Larry Alvarado			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			
<b>VI.</b>	<b>Public Comments/Recognition/Reports</b>		
Please submit a Request to Speak to the Board of Directors using the chat feature on the right hand side of the Zoom platform. Please state the agenda item number that you wish to address prior to the agenda item being called by the Board President. Not more than			

	Purpose	Presenter	Time
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three (3) minutes are to be allotted to any one (1) speaker, and no more than twenty (20) minutes on the same subject. This portion of the agenda is for comments, recognitions and reports to the Board and is not intended to be a question and answer period. If you have questions for the Board, please provide the Board President with a written statement and an administrator will provide answers at a later date.

<b>VII. Correspondence/Proposals/Reports</b>	<b>9:26 AM</b>
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- |           |  |                |     |
|-----------|--|----------------|-----|
| <b>A.</b> | Financial Update, presented by Director of Client FYI<br>Finance, Roger Castillo, Charter Impact | Roger Castillo | 4 m |
|-----------|--|----------------|-----|

<b>VIII. Consent</b>	<b>9:30 AM</b>
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Approval of Items listed under Consent are considered routine and will be approved/adopted by a single motion. There will be no separate discussion of these items; however, any item may be removed from the Consent upon the request of any member of the Board, discussed, and acted upon separately.

- |           |   |      |                 |     |
|-----------|---|------|-----------------|-----|
| <b>A.</b> | A. Consent - Business/Financial Services        | Vote | Board President | 1 m |
|           | 1. Approval of CCSA Annual Membership (Renewal) |      |                 |     |

***Consent items are considered routine and will be approved/adopted by a single motion.***

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

- |           |  |      |                 |     |
|-----------|--|------|-----------------|-----|
| <b>B.</b> | B. Consent - Education/Student Services  | Vote | Board President | 1 m |
|           | 1. Approval of 2025-2026 License of Use Agreement with County of San Diego Immigrant and Refugee Welcome Center. |      |                 |     |

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



	Purpose	Presenter	Time
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**IX. Business/Financial Services****9:32 AM****A. Budget Adoption 2025-2026**

Vote

Bill Dobson

2 m

It is recommended the Board adopt the 2025-2026 Budget for Motivated Youth Academy (#1628).

a. 2025-2026 Preliminary Budget

b. 2025-2026 Budget Overview for Parents

c. Education Protection Account (EPA) - Expenditure Summary

Fiscal Impact: As presented in the 2025-2026 Budget.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

**X. Education/Student Services****9:34 AM****A. Approval of 2025-2026 Local Control & Accountability Plan (LCAP)**

Vote

Bill Dobson

2 m

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

Fiscal Impact: None.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

	Purpose	Presenter	Time
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**XI. Personnel Services****9:36 AM**

- |           |  |      |           |     |
|-----------|--|------|-----------|-----|
| <b>A.</b> | Approval of the 2025-2026 Employment Agreement for the Director, Bill Dobson | Vote | Gigi Lenz | 2 m |
|-----------|--|------|-----------|-----|

It is recommended the Board approve the 2025-2026 Employment Agreement for the Director of Motivated Youth Academy (#1628).

Fiscal Impact: \$156,674.00

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

**XII. Policy Development****9:38 AM**

- |           |                                    |      |             |     |
|-----------|------------------------------------|------|-------------|-----|
| <b>A.</b> | Approval of the School Safety Plan | Vote | Bill Dobson | 2 m |
|-----------|------------------------------------|------|-------------|-----|

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

Fiscal Impact: None.

Roll Call Vote:

William Hall

Michael Humphrey

Steve Fraire

Peter Matz

Larry Alvarado

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

**XIII. Calendar**

The next scheduled meetings of the Board of Directors will be held on July 10, 2025.

**XIV. Comments****9:40 AM**

	Purpose	Presenter	Time
<b>A.</b> Board Comments	Discuss	Board President	5 m
<b>B.</b> Interim Director and CEO Comments	Discuss	Bill Dobson	5 m
<b>XV. Closing Items</b>			<b>9:50 AM</b>
<b>A.</b> Adjourn Meeting	Vote	Board President	3 m
Roll Call Vote:			
William Hall			
Michael Humphrey			
Steve Fraire			
Peter Matz			
Larry Alvarado			
Moved by _____ Seconded by _____ Ayes _____ Nays _____ Absent _____			

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#### FOR MORE INFORMATION

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

# Coversheet

## Land Acknowledgment

<b>Section:</b>	III. Land Acknowledgement
<b>Item:</b>	A. Land Acknowledgment
<b>Purpose:</b>	FYI
<b>Submitted by:</b>	
<b>Related Material:</b>	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

### Minutes of the Regular Meeting of the Board of Directors that was held on June 12, 2025

<b>Section:</b>	V. Approve Minutes
<b>Item:</b>	A. Minutes of the Regular Meeting of the Board of Directors that was held on June 12, 2025
<b>Purpose:</b>	Approve Minutes
<b>Submitted by:</b>	
<b>Related Material:</b>	Minutes for Regular Meeting of the Board of Directors on June 12, 2025

APPROVED



## MY Academy

### Minutes

#### Regular Meeting of the Board of Directors

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##### **Date and Time**

Thursday June 12, 2025 at 10:30 AM

##### **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

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### **Directors Present**

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

### **Directors Absent**

L. Alvarado

### **Guests Present**

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

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## **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 Jun 12, 2025 at 10:57 AM.

### **B. Record Attendance**

## **II. Approve/Adopt Agenda**

### **A. Approve Agenda**

M. Humphrey made a motion to Approved the Agenda.

P. Matz seconded the motion.

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

#### **Roll Call**

M. Humphrey Aye

P. Matz Aye

S. Fraire Aye

L. Alvarado Absent

W. Hall Aye

## **III. Approve Minutes**

### **A. Approve the Minutes of the Special Board Meeting**



S. Fraire made a motion to approve the minutes from Special Meeting of the Board of Directors on 05-29-25.

M. Humphrey seconded the motion.

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

**Roll Call**

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

**IV. Consent**

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

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

**C. Consent - Personnel Services**

**D. Policy Development**

M. Humphrey made a motion to Approve items A through D in consent agenda.

S. Fraire seconded the motion.

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

**Roll Call**

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

**V. Business/Financial Services**

**A. Approval of the Lease Agreement for Regus Premier Offices**

P. Matz made a motion to Approved the Lease Agreement for Regus Premier Offices.

M. Humphrey seconded the motion.

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

**Roll Call**

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

**B.**

### **Approval of Settlement Agreement (Lares v. The Collaborative Charter Services Organization, et al.)**

M. Humphrey made a motion to Approve the Settlement Agreement (Lares v. The Collaborative Charter Services Organization, et al.).

S. Fraire seconded the motion.

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

#### **Roll Call**

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

### **C. Approval of 2025–2026 Consolidated Application and Reporting System (CARS)**

S. Fraire made a motion to Approve the 2025–2026 Consolidated Application and Reporting System (CARS).

P. Matz seconded the motion.

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

#### **Roll Call**

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

## **VI. Education/Student Services**

### **A. Approval of Headrush Service Agreement**

P. Matz made a motion to Approve the Headrush Service Agreement.

S. Fraire seconded the motion.

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

#### **Roll Call**

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

### **B. Approval of Agreement between Cook Center for Human Connection (Renewal)**

S. Fraire made a motion to Approve the Agreement between Cook Center for Human Connection.

P. Matz seconded the motion.

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

**Roll Call**

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

**C. Approval of KRA Memorandum of Understanding (MOU)**

M. Humphrey made a motion to Approve the KRA Memorandum of Understanding (MOU).

S. Fraire seconded the motion.

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

**Roll Call**

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

**D. Approval of License Agreement with YellowFolder (Renewal)**

P. Matz made a motion to Approve the License Agreement with YellowFolder (Renewal).

S. Fraire seconded the motion.

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

**Roll Call**

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

**E. Approval of GoGuardian Service Agreement for 2025-2026 (Renewal)**

S. Fraire made a motion to Approve the GoGuardian Service Agreement for 2025-2026 (Renewal).

P. Matz seconded the motion.

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

**Roll Call**

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

#### **F. Approval of Service Agreement with Bring Change to Mind**

S. Fraire made a motion to Approve the Service Agreement with Bring Change to Mind.

M. Humphrey seconded the motion.

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

##### **Roll Call**

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

#### **VII. Personnel Services**

##### **A. Approval of Declaration of Need (DON)**

M. Humphrey made a motion to Approve the Declaration of Need (DON).

P. Matz seconded the motion.

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

##### **Roll Call**

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

#### **VIII. Public Hearings**

##### **A. Local Control & Accountability Plan (LCAP) 2025-2026**

Hearing Open: 11:28 am

Hearing Closed: 11:36 am

##### **B. Proposed Budget for 2025-2026**

Hearing Open: 11:37 am

Hearing Closed: 11:59 am

#### **IX. 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 12:00 PM.

Respectfully Submitted,

G. Lenz

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FOR MORE INFORMATION

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

## Coversheet

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

**Section:** VII. Correspondence/Proposals/Reports  
**Item:** A. Financial Update, presented by Director of Client Finance, Roger  
Castillo, Charter Impact  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** April Financial Update 2025.6.18.pdf



# Motivated Youth Academy

April 2025 Financials

6/18/2025 Board Meeting

# Highlights

- MYA will continue using P-2 ADA of 266.53 to project revenues until fiscal year-end.
- Revenues this month have increased by \$23K due to a PY adjustment for SPED and EEBG.
- Revenue and Expenses are mostly trending close to prior projections this month.
- Legal expenses have been updated to reflect a \$25K savings from the prior month estimate.
- The full \$175K award for CSI remains on track to be fully spent this fiscal year.
- The projected days cash on hand at year-end is 42 days.
- Year-end surplus is forecasted at \$328K and increased by \$21K compared prior projection.

## Compliance and Reporting

- 14.99 : 1 Pupil to Teacher – compliant
- 40/80 currently supports an 85% funding determination. FY24-25 is NOT a funding determination year.

Pupil:Teacher Ratio	
14.99	: 1

Cert.	Instr.
47.5%	72.8%
410,853	(395,083)



# Revenue

- Revenues are forecasting at \$5.49M and \$23K more than prior month.
- State Aid revenues remain identical this month at \$4.19M.
- Federal Revenues also remain unchanged this month at \$287K.
- Other State Revenue at \$902K with \$22K for a PY adjustments to SPED and EEBG.
- Other Local Revenue is projected at \$109K and added \$1K from Interest revenue.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Revenue</b>						
State Aid-Rev Limit	\$ 2,877,473	\$ 2,638,941	\$ 238,532	\$ 4,195,253	\$ 3,566,893	\$ 628,360
Federal Revenue	157,908	194,907	(36,999)	286,899	246,381	40,518
Other State Revenue	666,859	651,745	15,114	902,481	892,164	10,316
Other Local Revenue	109,029	5,833	103,196	109,029	7,000	102,029
<b>Total Revenue</b>	<b>\$ 3,811,269</b>	<b>\$ 3,491,426</b>	<b>\$ 319,843</b>	<b>\$ 5,493,662</b>	<b>\$ 4,712,438</b>	<b>\$ 781,223</b>

# Expenses

- Expenses are projecting at \$5.16M and increased marginally by \$2K this month.
- Personnel costs decreased by \$2K and remain projecting close to prior forecast.
- Operational costs are \$4K more than prior projections with the following variances:
  - \$20K more in Books & Supplies for Edmentum Software Licenses.
  - \$11K more in Facilities for S-Cal Center for the Arts Graduation Venue.
  - \$20K more in Gen. Consulting from KRA Corporation and A-Plus consulting.
  - \$27K less in Other Edu. Consultants as Arts expenses will occur in FY25-26.
  - \$25K less in anticipated Legal costs by fiscal year-end.

Expenses	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Certificated Salaries	\$ 1,586,100	\$ 1,555,286	\$ (30,814)	\$ 1,974,500	\$ 1,881,250	\$ (93,250)
Classified Salaries	730,296	606,025	(124,271)	866,489	728,663	(137,826)
Benefits	703,224	721,436	18,212	862,452	867,374	4,922
Books and Supplies	223,420	232,051	8,631	323,201	292,181	(31,020)
Subagreement Services	26,494	138,674	112,180	112,002	184,842	72,840
Operations	148,645	98,973	(49,672)	176,331	118,767	(57,563)
Facilities	41,297	26,000	(15,297)	47,464	31,200	(16,264)
Professional Services	608,289	451,048	(157,241)	802,861	544,911	(257,950)
Depreciation	-	-	-	-	-	-
Interest	-	-	-	-	-	-
<b>Total Expenses</b>	<b>\$ 4,067,765</b>	<b>\$ 3,829,493</b>	<b>\$ (238,272)</b>	<b>\$ 5,165,301</b>	<b>\$ 4,649,189</b>	<b>\$ (516,111)</b>

# Fund Balance

- MYA is forecasting a \$328K year-end surplus that is \$21K higher than prior month.
- The fund balance is projecting at 28.8% of annual costs.

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	\$ (256,496)	\$ (338,067)	\$ 81,571	\$ 328,361	\$ 63,249	\$ 265,112
Beginning Fund Balance	<u>1,158,566</u>	<u>1,158,566</u>		<u>1,158,566</u>	<u>1,158,566</u>	
<b>Ending Fund Balance</b>	<u><b>\$ 902,070</b></u>	<u><b>\$ 820,499</b></u>		<u><b>\$ 1,486,927</b></u>	<u><b>\$ 1,221,815</b></u>	
<i>As a % of Annual Expenses</i>	17.5%	17.6%		28.8%	26.3%	

# Appendices

- Monthly Cash Flow / Forecast 24-25
- Budget vs. Actual
- Statement of Financial Position
- Statement of Cash Flows
- Check Register
- AP Aging
- Compliance Reminders

## FY24-25 Motivated Youth Academy

## Monthly Cash Flow/Forecast 24/25

Revised 06/02/2025



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## FY24-25 Motivated Youth Academy

## Monthly Cash Flow/Forecast 24/25

Revised 06/02/2025



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5201	Auto and Travel	816	1,606	2,136	6,199	10,693	1,906	701	2,012	3,931	3,107	904	904	-	34,915	18,800	(16,115)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5300	Dues & Memberships	3,286	-	1,230	968	588	-	318	908	-	300	1,808	1,708	-	11,115	13,700	2,585																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5400	Insurance	11,481	2,110	2,110	2,110	2,110	2,110	2,110	2,110	4,270	(50)	2,610	2,610	-	35,694	29,167	(6,527)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5516	Miscellaneous Expense	-	-	-	-	-	-	-	-	-	-	570	570	-	1,140	5,000	3,860																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5900	Communications	954	10,386	7,829	7,871	8,677	119	7,039	5,674	17,029	6,957	7,683	7,683	-	87,901	48,800	(39,101)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5901	Postage and Shipping	240	306	790	1,155	36	586	549	640	594	36	317	317	-	5,566	3,300	(2,266)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
														176,331	118,767	(57,563)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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5601	Rent	2,724	2,410	3,319	2,813	2,434	2,774	2,649	2,466	2,425	2,787	2,375	2,375	-	31,552	24,700	(6,852)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5602	Additional Rent	-	-	-	-	-	-	-	-	-	-	367	367	-	733	4,000	3,267																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5604	Other Leases	320	320	320	320	317	320	320	320	320	11,618	342	342	-	15,179	2,500	(12,679)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
														3,044	2,730	3,639	3,133	2,751	3,094	2,969	2,786	2,745	14,405	3,083	3,083	-	47,464	31,200	(16,264)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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5801	IT	14,271	4,720	16,814	890	1,075	23,198	-	1,867	7,270	6,776	5,475	5,475	-	87,832	62,300	(25,532)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5802	Audit & Taxes	9,012	-	-	-	1,050	-	13,212	-	7,263	-	-	-	-	30,537	20,700	(9,837)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5803	Legal	-	4,152	-	21,915	1,765	356	-	2,674	2,881	10,903	9,500	65,750	-	119,895	49,500	(70,395)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5804	Professional Development	20,450	26,946	3,960	1,207	17,130	675	-	11,485	1,900	2,637	3,367	3,367	-	93,124	75,800	(17,324)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5805	General Consulting	16,700	9,050	4,150	79,833	11,006	14,766	19,912	15,804	17,922	24,416	15,350	15,350	-	244,258	134,000	(110,258)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5806	Special Activities/Field Trips	-	-	-	49	-	2,934	-	-	-	-	9,903	9,903	-	22,788	21,000	(1,788)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5807	Bank Charges	25	20	221	25	23	25	25	25	25	25	75	75	-	591	800	209																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5808	Printing	-	452	-	601	1,394	2,022	73	2,920	-	225	-	-	-	7,687	-	(7,687)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5809	Other taxes and fees	13	176	290	122	50	50	160	-	-	-	333	333	-	1,528	3,400	1,872																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5810	Payroll Service Fee	488	1,048	1,080	1,080	989	2,177	909	1,302	560	518	2,875	2,675	-	15,700	27,900	12,200																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5811	Management Fee	7,854	10,812	-	20,096	9,976	11,332	9,694	11,593	12,428	10,440	8,584	8,584	-	121,389	88,444	(32,946)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5812	District Oversight Fee	-	-	3,616	3,616	3,616	-	7,232	-	3,677	-	2,778	2,778	6,829	37,757	32,102	(5,655)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5813	County Fees	2,271	-	-	-	-	-	2,288	-	-	-	-	-	1,667	6,226	4,400	(1,826)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5814	SPED Encroachment	-	-	-	-	-	-	-	-	-	-	895	895	7,558	9,348	8,065	(1,283)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	-	-	2,100	2,100	-	4,200	16,500	12,300																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																						
														71,084	57,376	30,131	129,434	48,073	61,149	46,273	54,902	42,986	66,880	61,234	117,284	16,053	802,861	544,911	(257,950)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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Total Expenses														381,923	363,987	337,007	522,906	366,138	398,887	391,071	426,070	433,847	445,929	507,019	574,463	16,053	5,165,301	4,649,189	(516,111)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
Monthly Surplus (Deficit)														(231,414)	(182,790)	433,201	(36,675)	(29,702)	(73,715)	84,458	(57,331)	(112,674)	(49,853)	(169,687)	(237,130)	991,674	328,361	63,249	265,112																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
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Monthly Surplus (Deficit)														(231,414)	(182,790)	433,201	(36,675)	(29,702)	(73,715)	84,458	(57,331)	(112,674)	(49,853)	(169,687)	(237,130)	991,674	328,361																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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**MY Academy Charter****Budget vs Actual**

For the period ended April 30, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
<b>Revenues</b>							
State Aid - Revenue Limit							
LCFF State Aid	\$ 269,212	\$ 267,609	\$ 1,603	\$ 2,447,301	\$ 2,175,949	\$ 271,352	\$ 2,978,774
Education Protection Account	-	11,579	(11,579)	35,764	34,736	1,029	46,314
State Aid - Prior Year	-	-	-	1,039	-	1,039	-
In Lieu of Property Taxes	80,207	37,849	42,358	393,369	428,257	(34,888)	541,805
Total State Aid - Revenue Limit	349,419	317,037	32,383	2,877,473	2,638,941	238,532	3,566,893
Federal Revenue							
Special Education - Entitlement	-	2,705	(2,705)	36,510	21,991	14,519	30,104
Title I, Part A - Basic Low Income	-	-	-	14,545	37,280	(22,735)	37,280
Title II, Part A - Teacher Quality	-	-	-	1,888	5,553	(3,665)	5,553
Other Federal Revenue	-	43,361	(43,361)	104,910	130,083	(25,173)	173,444
Prior Year Federal Revenue	-	-	-	55	-	55	-
Total Federal Revenue	-	46,066	(46,066)	157,908	194,907	(36,999)	246,381
Other State Revenue							
State Special Education	18,364	17,998	366	114,158	146,340	(32,182)	200,333
State Child Nutrition	-	1,193	(1,193)	-	7,783	(7,783)	12,553
Mandated Cost	-	-	-	11,187	11,069	118	11,069
State Lottery	-	14,436	(14,436)	35,448	28,873	6,575	57,661
Prior Year Revenue	23,029	-	23,029	502,226	-	502,226	-
Other State Revenue	3,840	150,784	(146,944)	3,840	457,679	(453,839)	610,547
Total Other State Revenue	45,233	184,411	(139,178)	666,859	651,744	15,115	892,164
Other Local Revenue							
Interest Revenue	1,424	167	1,258	109,029	1,667	107,362	2,000
Contributions, Unrestricted	-	417	(417)	-	4,167	(4,167)	5,000
Total Other Local Revenue	1,424	583	841	109,029	5,833	103,196	7,000
<b>Total Revenues</b>	<b>396,076</b>	<b>548,096</b>	<b>(152,021)</b>	<b>3,811,269</b>	<b>3,491,425</b>	<b>319,844</b>	<b>4,712,438</b>
<b>Expenses</b>							
Certificated Salaries				1,586,100			
Teachers' Salaries	122,698	120,210	(2,488)	1,176,385	1,130,424	(45,961)	1,370,843
Teachers' Extra Duty/Stipends	191	8,947	8,756	191	86,606	86,415	104,500
Pupil Support Salaries	18,766	11,603	(7,164)	187,906	116,029	(71,876)	139,235
Administrators' Salaries	22,214	22,223	8	221,618	222,226	608	266,672
Other Certificated Salaries	-	-	-	-	-	-	-
Total Certificated Salaries	163,869	162,982	(887)	1,586,100	1,555,286	(30,814)	1,881,250
Classified Salaries				730,296			
Instructional Salaries	22,278	18,470	(3,808)	217,976	177,535	(40,441)	214,475
Support Salaries	46,667	25,261	(21,405)	462,732	252,612	(210,120)	303,135
Supervisors' and Administrators' Salaries	-	-	-	-	-	-	-
Clerical and Office Staff Salaries	4,307	17,588	13,280	49,588	175,878	126,290	211,053
Total Classified Salaries	73,252	61,319	(11,933)	730,296	606,025	(124,271)	728,663
Benefits				703,224			
State Teachers' Retirement System, certificated positions	27,863	31,130	3,266	218,899	297,060	78,160	359,319
OASDI/Medicare/Alternative, certificated positions	4,816	3,802	(1,014)	49,614	37,574	(12,041)	45,177
Medicare/Alternative, certificated positions	3,358	3,252	(106)	32,846	31,339	(1,507)	37,844
Health and Welfare Benefits, certificated positions	33,764	25,313	(8,451)	311,092	253,125	(57,967)	303,750
State Unemployment Insurance, certificated positions	102	1,323	1,221	6,653	23,807	17,154	26,452
Workers' Compensation Insurance, certificated positions	-	3,140	3,140	36,192	30,258	(5,934)	36,539
Other Benefits, certificated positions	5,743	5,010	(733)	47,927	48,273	346	58,293
Total Benefits	75,647	72,969	(2,678)	703,224	721,436	18,211	867,374
Books & Supplies							
Textbooks and Core Materials	-	667	667	-	6,667	6,667	8,000
School Supplies	-	2,626	2,626	1,715	13,773	12,058	19,025
Software	23,953	9,358	(14,595)	148,450	93,583	(54,866)	112,300
Office Expense	1,160	4,167	3,006	31,076	41,667	10,591	50,000
Business Meals	73	400	327	5,631	4,000	(1,631)	4,800
Noncapitalized Equipment	4,815	11,801	6,987	29,562	61,900	32,338	85,503
Food Services	1,437	1,046	(391)	6,987	10,461	3,474	12,553
Total Books & Supplies	31,439	30,065	(1,374)	223,420	232,051	8,631	292,181
Subagreement Services							

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

For the period ended April 30, 2025

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget
Special Education	10,087	2,508	(7,578)	24,106	25,083	977	30,100
Transportation	-	775	775	-	7,750	7,750	9,300
Other Educational Consultants	-	19,384	19,384	2,388	101,674	99,286	140,442
Instructional Services					4,167	4,167	5,000
Total Subagreement Services	10,087	22,667	12,581	26,494	138,674	112,180	184,842
Operations & Housekeeping							
Auto and Travel	3,107	1,567	(1,541)	33,106	15,667	(17,440)	18,800
Dues & Memberships	300	1,142	842	7,598	11,417	3,819	13,700
Insurance	(50)	2,431	2,481	30,473	24,306	(6,167)	29,167
Miscellaneous Expense	-	417	417	-	4,167	4,167	5,000
Communications	6,957	4,067	(2,891)	72,535	40,667	(31,868)	48,800
Postage and Shipping	36	275	239	4,933	2,750	(2,183)	3,300
Total Operations & Housekeeping	10,350	9,897	(453)	148,645	98,972	(49,672)	118,767
Facilities, Repairs & Other Leases							
Rent	2,787	2,058	(728)	26,802	20,583	(6,219)	24,700
Additional Rent	-	333	333	-	3,333	3,333	4,000
Other Leases	11,618	208	(11,410)	14,495	2,083	(12,412)	2,500
Total Facilities, Repairs & Other Leases	14,405	2,600	(11,805)	41,297	26,000	(15,297)	31,200
Professional/Consulting Services							
IT	6,776	5,192	(1,585)	76,882	51,917	(24,965)	62,300
Audit & Taxes	7,263	-	(7,263)	30,537	20,700	(9,837)	20,700
Legal	10,903	4,125	(6,778)	44,645	41,250	(3,395)	49,500
Professional Development	2,637	6,317	3,680	86,391	63,167	(23,224)	75,800
General Consulting	24,416	11,167	(13,249)	213,558	111,667	(101,892)	134,000
Special Activities/Field Trips	-	2,898	2,898	2,982	15,203	12,221	21,000
Bank Charges	25	67	41	441	667	226	800
Printing	225	-	(225)	7,687	-	(7,687)	-
Other Taxes and Fees	-	283	283	862	2,833	1,972	3,400
Payroll Service Fee	518	2,325	1,807	10,150	23,250	13,100	27,900
Management Fee	10,440	7,370	(3,070)	104,222	73,703	(30,519)	88,444
District Oversight Fee	3,677	2,749	(928)	25,373	23,750	(1,623)	32,102
County Fees	-	1,100	1,100	4,559	3,300	(1,259)	4,400
SPED Encroachment	-	725	725	-	5,892	5,892	8,065
Public Relations/Recruitment	-	1,375	1,375	-	13,750	13,750	16,500
Total Professional/Consulting Services	66,880	45,692	(21,188)	608,289	451,048	(157,241)	544,911
<b>Total Expenses</b>	<b>445,929</b>	<b>408,192</b>	<b>(37,737)</b>	<b>4,067,765</b>	<b>3,829,491</b>	<b>(238,274)</b>	<b>4,649,187</b>
<b>Change in Net Assets</b>	<b>(49,853)</b>	<b>139,904</b>	<b>(189,757)</b>	<b>(256,496)</b>	<b>(338,066)</b>	<b>81,570</b>	<b>63,251</b>
Net Assets, Beginning of Period	951,924			1,158,566			
<b>Net Assets, End of Period</b>	<b>\$ 902,070</b>			<b>\$ 902,070</b>			



**MY Academy Charter****Statement of Financial Position****April 30, 2025**

	<b>Current Balance</b>	<b>Beginning Year Balance</b>	<b>YTD Change</b>	<b>YTD % Change</b>
<b>Assets</b>				
<b>Current Assets</b>				
Unrestricted Cash	\$ 1,106,906	\$ 1,429,289	\$ (322,383)	-23%
Cash & Cash Equivalents	1,106,906	1,429,289	(322,383)	-23%
Accounts Receivable	46,132	100,129	(53,997)	-54%
Public Funding Receivables	95,324	241,713	(146,389)	-61%
Prepaid Expenses	135,782	137,463	(1,682)	-1%
<b>Total Current Assets</b>	<b>1,384,144</b>	<b>1,908,595</b>	<b>(524,451)</b>	<b>-27%</b>
<b>Total Assets</b>	<b>\$ 1,384,144</b>	<b>\$ 1,908,595</b>	<b>\$ (524,451)</b>	<b>-27%</b>
<b>Liabilities</b>				
<b>Current Liabilities</b>				
Accounts Payable	\$ (290)	\$ 28,865	\$ (29,155)	-101%
Accrued Liabilities	(153,401)	125,937	(279,338)	-222%
Deferred Revenue	635,764	595,226	40,538	7%
<b>Total Current Liabilities</b>	<b>482,073</b>	<b>750,029</b>	<b>(267,955)</b>	<b>-36%</b>
<b>Total Liabilities</b>	<b>482,073</b>	<b>750,029</b>	<b>(267,955)</b>	<b>-36%</b>
<b>Total Net Assets</b>	<b>902,070</b>	<b>1,158,566</b>	<b>(256,496)</b>	<b>-22%</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 1,384,144</b>	<b>\$ 1,908,595</b>	<b>\$ (524,451)</b>	<b>-27%</b>

**MY Academy Charter****Check Register****For the period ended April 30, 2025**

Check Number	Vendor Name	Transaction Description	Check Date	Check Amount
21071	APLUS+	Consulting Svcs - 07/01/25 - 06/30/26	4/2/2025	\$7,750.00
21072	California Association of Public Information Officials	Membership Renewal - through 03/01/26	4/2/2025	300.00
21073	California Schools VEBA	Health Ins - 04/25	4/2/2025	39,293.17
21074	California Workforce Association	AI Empowerment Reg. - 01/15/25 - 03/26/25	4/2/2025	206.00
21075	Campo Cafe	Meals - 02/20/25 - 03/20/25	4/2/2025	1,437.39
21076	Hatch & Cesario, Attorneys-at-Law	Legal Svcs - 02/25	4/2/2025	1,240.50
21077	San Diego County Office of Education	Job Fair District Reg. (1) - 04/26/25	4/2/2025	100.00
21078	Specialized Therapy Services, Inc.	SpEd Svcs - 02/25	4/2/2025	4,783.50
21079	Julie Dome	Student Enrollment (6)	4/8/2025	1,500.00
21080	Verizon Wireless	Communication Svcs - 03/02/25 - 04/01/25	4/8/2025	2,919.84
21081	SchoolsFirst Plan Administration LLC	MYA 457b 04/10/2025	4/11/2025	2,175.27
21082	California Department of Education	FY 2015-16 Funds Recovery	4/16/2025	13,199.00
21083	KRA Corporation	Consulting Svcs - 03/25	4/16/2025	29,351.15
21084	School Pathways LLC	SIS, SP & PLS Annual Subscriptions - 01/01/25 - 03/31/25	4/16/2025	622.61
21085	TSW Therapy, Inc.	SpEd Svcs - 03/25	4/16/2025	350.00
21086	Acacia HR Solutions	Consulting Svcs - 05/25	4/22/2025	4,800.00
21087	California Center for the Arts, Escondido	Graduation Ceremony Venue - 06/04/25	4/22/2025	10,538.22
21088	Edmentum	License (700) - 07/01/24 - 06/30/27	4/22/2025	41,605.33
21089	Specialized Therapy Services, Inc.	SpEd Svcs - 03/25	4/22/2025	4,953.00
21090	SchoolsFirst Plan Administration LLC	MYA 457b 04/25/2025	4/28/2025	5,028.81
21091	SchoolsFirst Plan Administration LLC	MYA 403b 04/25/2025	4/28/2025	400.00
21092	California Schools VEBA	Health Ins - 05/25	4/29/2025	39,293.17
21093	Charter Schools Development Center	LI 2025 Registration	4/29/2025	5,650.00
21094	KRA Corporation	Consulting Svcs - 03/25	4/29/2025	6,216.00
21095	School Pathways LLC	SIS, SP & PLS Annual Subscriptions - 04/01/25 - 06/30/25	4/29/2025	6,327.96
21096	Securian Life Insurance Company	Life Ins - 05/25	4/29/2025	988.27
322271620000206	Keyn Group, LLC	Device Repair	4/2/2025	106.42
322271620000207	Amazon Capital Services	Office Supplies	4/2/2025	201.88
322271620000208	Charter Impact LLC	Business Mgmt Svcs - 04/25	4/2/2025	10,440.00
322271620000209	Procopio General	Legal Svcs through 02/28/25	4/8/2025	5,787.38
322271620000210	Alpha Vision Computers, Inc.	Backupify G-Suite - 04/25	4/8/2025	70.00
322271620000211	Larry Albert Alvarado	Stipend - 04/25	4/8/2025	650.00
322271620000212	Michael P. Humphrey	Stipend - 04/25 - Additional	4/8/2025	1,100.00
322271620000213	William W. Hall	Stipend - 04/25 - Additional	4/8/2025	1,100.00
322271620000214	Steve Fraire	Stipend - 04/25	4/8/2025	650.00
322271620000215	Peter Matz	Stipend - 04/25	4/8/2025	650.00
322271620000216	R&B Communications	Website Svcs - 03/25	4/8/2025	2,680.00
322271620000217	Amazon Capital Services	Office Supplies	4/8/2025	127.75
322271620000218	Clifton Larson Allen LLP	Legal Svcs - Progress Billing 1/3	4/16/2025	7,263.00
322271620000219	Procopio General	Legal Svcs through 03/31/25	4/16/2025	511.50
322271620000220	Propio Language Services, LLC	Brochure Translation	4/16/2025	280.00
322271620000221	Amazon Capital Services	Office Supplies	4/16/2025	54.95
322271620000222	Procopio General	Legal Svcs through 03/31/25	4/22/2025	3,363.16
322271620000223	Keyn Group, LLC	Office Supplies	4/22/2025	9,575.94
322271620000224	GHA Technologies, Inc.	Chromebook (6)	4/29/2025	2,258.50
ACH	Chase	Service Charges	4/3/2025	25.45
ACH	OneBridge FSA	One Bridge Adjustments 04/25	4/16/2025	50.00
ACH	Chase	Chase Ink CC# 0904 Payment 04/25	4/18/2025	18,122.11
ACH	Paylocity	Payroll Fees 04/25	4/21/2025	518.33
ACH	Verizon Wireless	Communication Svcs - 03/25 - 04/25	4/22/2025	310.14
Voided - 21061	Void	Void	4/15/2025	Void
Voided - 21083	Void	Void	4/29/2025	Void

**Total Disbursements Issued in April \$ 296,925.70**

Motivated Youth Academy 60-Day Compliance Calendar May 1, 2025						
Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Board approval before June 30	<p><b>Local Control and Accountability Plan</b> - The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2025-2026 LCAP year must be posted as one document assembled in the following order:</p> <p>LCFF Budget Overview for Parents Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions</p> <p><b>The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.</b></p>	MYA with Charter Impact support	Yes	No	<a href="https://www.cde.ca.gov/re/lc/">https://www.cde.ca.gov/re/lc/</a>
FINANCE	Board approval before June 30	<p><b>Submit Preliminary Budget Plan to Authorizer</b> - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations.</p> <p><b>The budget must be presented at the same public meeting as the LCAP, following the budget hearing. LCAP and budget adoption must be at least 1 day after the public hearing.</b></p>	Charter Impact	Yes	No	<a href="https://www.cde.ca.gov/fg/sf/fr/calendar23district.asp">https://www.cde.ca.gov/fg/sf/fr/calendar23district.asp</a>
FINANCE	Board approval before June 30	<b>Education Protection Account (EPA) spending plan</b> - The governing board is required to approve a spending plan for EPA funds prior to recording allocable expenses for the year. This approval is not required by June 30th but is commonly approved during the annual budget adoption meeting for the upcoming year.	Charter Impact	Yes	No	<a href="https://www.cde.ca.gov/fg/aa/pa/pafaq.asp">https://www.cde.ca.gov/fg/aa/pa/pafaq.asp</a>
FINANCE	Board approval before June 30	<b>Complete Consolidated Application reporting - Spring</b> - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with MYA support	Yes	No	<a href="https://www.cde.ca.gov/fg/aa/co/index.asp">https://www.cde.ca.gov/fg/aa/co/index.asp</a>
FINANCE	Board approval before June 30	<b>Prop 28 Annual Report</b> - This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with MYA support	Yes	No	<a href="https://www.cde.ca.gov/eo/in/prop28artsandmusicdfunding.asp">https://www.cde.ca.gov/eo/in/prop28artsandmusicdfunding.asp</a>
FINANCE	Jun-20	<b>Certification of the Second Principal Apportionment</b> - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 20, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	FYI	No	No	<a href="https://www.cde.ca.gov/fg/aa/pa/">https://www.cde.ca.gov/fg/aa/pa/</a>
DATA	Jun-30	<b>Principal Apportionment Data Collection</b> - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with MYA support	No	Yes	<a href="https://www.cde.ca.gov/fg/aa/pa/index.asp">https://www.cde.ca.gov/fg/aa/pa/index.asp</a>
DATA	Jun-30	<b>English Language Proficiency Assessment</b> - Students must be reclassified as fluent English proficient (RFEP) on or before 6/30 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	MYA with Charter Impact support	No	No	<a href="https://www.cde.ca.gov/sp/el/rd/">https://www.cde.ca.gov/sp/el/rd/</a>
OPERATIONS	Jun-30	<b>Approve school calendar and instructional minutes</b> - 180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	MYA with Charter Impact support	Yes	No	<a href="https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp">https://www.cde.ca.gov/fg/aa/pa/lcffitfaq.asp</a>
FINANCE	Jun-30	<b>Executive School Leadership Review Evaluation</b> - The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document who was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	MYA	Yes	No	<p><u>This is an IRS requirement for Executive Director positions.</u></p> <p><u>If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.</u></p>

GOVERNANCE	Jun-30	<b>Review your Homeless Education Policy</b> - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	MYA	No	No	<a href="https://www.cde.ca.gov/sp/hs/cy/strategies.asp">https://www.cde.ca.gov/sp/hs/cy/strategies.asp</a>
GOVERNANCE	Jun-30	<b>Review your Parental Involvement Policy</b> - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	MYA	Yes	No	<a href="https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp">https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp</a>
FINANCE	Jul-11	<b>Federal Stimulus Reporting</b> - Local educational agencies (LEAs) are required to report to the California Department of Education (CDE) on funds received through ESSER III. LEAs are required to report corrections for the period through June 30, 2025.	Charter Impact with MYA support	No	No	<a href="https://www.cde.ca.gov/fg/cr/reporting.asp">https://www.cde.ca.gov/fg/cr/reporting.asp</a>
DATA TEAM	Jul-25	<b>CALPADS EOY 1, 2, 3 and 4 certification deadline</b> - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 7/25/25, with an amendment deadline of 8/8/2025.	MYA	No	No	<a href="https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp">https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp</a>
DATA TEAM	Jul-31	<b>2024-25 Local Indicators Dashboard deadline</b> -The 2025 Dashboard reporting window will be open from June 3, 2025 through July 31, 2025. California School Dashboard Coordinators report their LEA's 2024–25 Local Indicators to the Dashboard on the myCDEconnect unified system. These are the local indicators that will be reported on the 2024 Dashboard. This includes reporting the date that the 2025 local indicator results were reported to the local governing board/body on or before July 1, 2025, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted. If an LEA does not submit results within the reporting window, a performance rating of “Standard Not Met” or “Standard Not Met for Two or More Years,” as applicable, will appear on the LEA's 2025 Dashboard. For further information regarding Dashboard Coordinators or local indicators, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	MYA	Yes	No	<a href="https://www.cde.ca.gov/ta/ac/cm/localindicators.asp">https://www.cde.ca.gov/ta/ac/cm/localindicators.asp</a>
FINANCE	Jul-31	<b>Comprehensive Support and Improvement (CSI) Expenditure Reporting - 2024 Report 1 and 2023 Report 4</b> - Actual expenditures for each performance period within the grant period shall be reported to the California Department of Education (CDE) as part of regular grant management and administration.	Charter Impact with MYA support	No	No	<a href="https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp">https://www.cde.ca.gov/sp/sw/t1/csileagrantrpt.asp</a>
FINANCE	Jul-31	<b>Federal Cash Management - Period 1</b> - The Title I, Part A; Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	<a href="https://www.cde.ca.gov/fg/aa/cm/">https://www.cde.ca.gov/fg/aa/cm/</a>
GOVERNANCE	Jul-31	<b>Annual review of organization's Fiscal Policies</b> - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	MYA	Yes	No	

# Coversheet

## A. Consent - Business/Financial Services

**Section:** VIII. Consent  
**Item:** A. A. Consent - Business/Financial Services  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
California Charter School Association (CCSA) Annual Membership Fee .pdf

### BACKGROUND:

CCSA plays a crucial role as our statewide advocacy and support partner—championing charter schools through legislative efforts, leadership on accountability, and access to high-quality resources and training for member schools. Their research-driven approach has demonstrated that charter schools often outperform traditional public schools—especially in underserved communities—and operate efficiently despite receiving less public funding. By funding this invoice, we're investing in essential services: policy advocacy (including opposition to bills like AB 84), professional development opportunities, and robust data tools that empower us to improve student outcomes. These are investments that directly support our mission and the long-term success of our students.

### RECOMMENDATION:

It is recommended the Board approve the annual membership renewal with California Charter School Association (CCSA) for Motivated Youth Academy (#1628).

Fiscal Impact: \$4016.00



California  
Charter Schools  
Association

PO Box 86087 Los Angeles, CA 90086 • [www.ccsa.org](http://www.ccsa.org)

## Membership Invoice

Attn: Accounts Payable  
Motivated Youth Academy  
500 La Terraza Blvd, Suite 150  
Escondido, CA

<b>Invoice Date</b>		<b>Member ID</b>	
6/10/25		A-10779	
<b>Member Type</b>	<b>Current Expiration Date</b>	<b>Due Date</b>	<b>P.O. No.</b>
Charter School Membership (Full Year)			
<b>Description</b>			
Charter School Membership ID A-10779 Membership through 6/30/2026			
<b>We appreciate your support and participation! Please email <a href="mailto:membership@ccsa.org">membership@ccsa.org</a> with any questions.</b>			
<b>Number of Students</b> 251	<b>Amount</b> \$4,016.00		
<b>Amount Paid:</b>	\$0.00		
<b>Total Amount Due:</b>	<b>\$4,016.00</b>		

**REMITTANCE STUB**  
(Please Return)

**Initial Billing**

CCSA membership through 6/30/2026 at \$16.00 a student

Please make checks payable to the  
California Charter Schools Association.  
Mail payments to:

California Charter Schools Association  
PO Box 86087 Los Angeles, CA 90086

Member ID: A-10779  
Motivated Youth Academy  
500 La Terraza Blvd, Suite 150  
Escondido, CA

**Questions:** You can pay by credit card in  
the member portal, or if you have  
questions about your invoice email  
[membership@ccsa.org](mailto:membership@ccsa.org)

**Total Amount Due: \$4,016.00**

**Pay by Wire:**

City National Bank  
Account #: 401599800  
Account Name: California Charter Schools  
Association  
Bank Routing #: 122016066  
Swift Code: CINAUS6L  
EIN: 51-0465703

Link to [W-9](#)



# Coversheet

## B. Consent - Education/Student Services

**Section:** VIII. Consent  
**Item:** B. B. Consent - Education/Student Services  
**Purpose:** Vote  
**Submitted by:** Gigi Lenz  
**Related Material:** Lic Agreement for Immigrant and Refugee Welcome Center.pdf

### BACKGROUND:

We recommend Board approval of the License Agreement between Motivated Youth Academy (MYA) and the County of San Diego for use of designated space at the Immigrant and Refugee Welcome Center located at 649 W. Mission Ave., Escondido, CA. This license enables MYA to provide educational services and community-based support to students and families within the refugee and immigrant population, furthering the school's mission to serve diverse learners in accessible, inclusive environments. The agreement, which includes no associated cost, begins on June 15, 2025, and may extend month-to-month for up to five years. Approval of this license allows MYA staff to maintain a consistent presence in a County-operated facility, strengthening outreach, building trust within the community, and providing essential educational support directly where it's most needed.

### RECOMMENDATION:

It is recommended that the Board approve the 2025-2026 License of Use Agreement between the County of San Diego Immigrant and Refugee Welcome Center and Motivated Youth Academy (#1628).

Fiscal Impact: None



**COUNTY OF SAN DIEGO  
LICENSE FOR USE OF COUNTY  
FACILITIES AND PROPERTY**

This license agreement (“License”), dated \_\_\_\_\_ for purposes of reference only, is entered into between the County of San Diego, a political subdivision of the State of California (“County”), and Motivated Youth Academy (“Licensee”).

**RECITALS**

- A. Licensee wishes to use a portion of County-leased property located at 649 W. Mission Ave., Escondido, CA 92025 (“Property”) for services to be provided by Motivated Youth Academy.
- B. County is willing to permit Licensee to use the Property subject to the terms and conditions contained in this License.

**LICENSE**

1. Premises. Licensee may use cubicle 3 in the Immigrant and Refugee Welcome Center at 649 W. Mission Ave., Escondido, CA 92025 (“Premises”) as further described in EXHIBIT “A” DESCRIPTION OF PREMISES of this License. This License is subject and subordinate to all terms and conditions of the lease between MDA Mission Ave One, LLC and the County dated July 24, 2014, pursuant to which County leases the Property.

2. Grant of License. County hereby grants to Licensee a non-exclusive license to use the Premises solely for the Permitted Use (defined in Section A) and subject to the terms and conditions set forth in this License.

3. Term. The term (“Term”) of this License commences June 15, 2025 (“Commencement Date”) and expires June 14, 2026. This Agreement shall be renewed automatically on a month-to-month basis for a maximum term of sixty (60) months from the Commencement Date and may be terminated by either party upon thirty (30) days prior written notice. In no event shall this License Agreement term extend beyond the Term of the Master Lease.

4. Use. Licensee may use the premises for Motivated Youth Academy employees to provide programs and services for immigrants and refugees.

5. License Fee. [Choose one] The fee for this License is \$750.00. The fee is waived for purposes of this License only.

6. Access. As of the Commencement Date, Licensee shall have the right of reasonable ingress to the Premises and egress from the Premises by any reasonably practical route, in, upon, over and across the Property, approved in advance by County. Licensee shall not impede the flow of vehicular traffic on, or restrict public access to or from, the Property. Licensee shall not interfere with County operations at the Property or Premises. When on the Property and Premises, Licensee and Licensee's guests and invitees shall drive only on established roadways and driveways.

6. License. This License is not a lease, does not create or convey an easement and does not convey any interest or estate in real property to Licensee. County may terminate this License at any time during the Term. County may enter the Premises covered by this License at any time during the Term.

7. Insurance. Licensee shall submit the following insurance information to County within ten (10) days prior to the Commencement Date of this License along with certificates of insurance and appropriate separate endorsements to the actual insurance policy, evidencing that Licensee has obtained for the term of this License, at its sole expense, insurance in the forms of coverage and minimum amounts specified below from insurance carriers with a Best's Rating of not less than A, VII or company of equal financial stability as approved by County's Risk Management Division.

- a. An occurrence policy of Commercial General Liability insurance including Premises, Operations, Products and Completed Operations, Contractual Liability, and Independent Contractors Liability insuring Licensee against liability for bodily injury, personal injury or property damage arising out of or in connection with Licensee's use of the Premises under this License of not less than \$2,000,000 per occurrence and \$4,000,000 general aggregate. County, and County's elected officials, officers, agents, employees, representatives and volunteers (collectively, "County Parties") shall be added as Additional Insured by separate endorsement to the Contractor's insurance (at least as broad as ISO from CG 2010 11 85 or **both** CG 2010, CG 2026, CG 2033, or CG 2038; **and** CG 2037 forms if later revisions used).
- b. Statutory Workers' Compensation, as required by State of California and Employer's Liability at \$1,000,000 each accident for bodily injury or disease. Coverage shall include waiver of subrogation endorsement in favor of County of San Diego.
- c. Comprehensive Automobile Liability covering all owned, non-owned and hired vehicles for bodily injury and property damage of not less than \$1,000,000 each accident.
- d. Certificates of insurance provided by Licensee must evidence that the insurer providing the policy will give County written notice of cancellation in accordance with the policy provisions, at the address shown in Section 15, before any cancellation, lapse, reduction or other adverse change in the insurance.

If the Licensee maintains broader coverage and/or higher limits than the minimums shown above, the County requires and shall be entitled to the broader coverage and/or higher limits maintained by the Licensee. As a requirement of this License, any available insurance proceeds in excess of the specified minimum limits and coverage stated above, shall also be available to the County of San Diego. County

shall retain the right to review the coverage, form and amount of insurance required in this License and may require Licensee to obtain insurance reasonably sufficient in coverage, form and amount to provide adequate protection against the kind and extent of risk which exists at the time a change in insurance is required. County retains the right to demand a certified copy of any insurance policy required in this License, which shall be provided by Licensee within fifteen (15) days of receipt of a written notice from County.

Licensee may fulfill some or all of the insurance requirements contained in this License under a plan of self-insurance. Licensee shall only be permitted to utilize such self-insurance if in the opinion of County Risk Management, Licensee's self-insurance program is sufficient to adequately compensate for the lack of other insurance coverage required by the License. Licensee's utilization of self-insurance shall not in any way limit liabilities assumed by Contractor under the Contract.

8. Defense and Indemnity. To the fullest extent permitted by law, County shall not be liable for, and Licensee shall defend and indemnify County and County Parties, against any and all claims, deductibles, self-insured retentions, demands, liability, judgments, awards, fines, mechanics' liens or other liens, labor disputes, losses, damages, expenses, charges or costs of any kind or character, including attorneys' fees and court costs (collectively, "Claims"), that arise out of or are in any way connected to this License, Licensee's entry onto the Property, or Licensee's use of the Premises arising either directly or indirectly from any act, error, omission or negligence of Licensee or its officers, employees, agents, contractors, licensees, servants, guests or invitees including, without limitation, Claims caused by the sole passive negligent act or the concurrent negligent act, error or omission, whether active or passive, of County Parties. Licensee shall have no obligation, however, to defend or indemnify County Parties from a Claim if it is determined by a court of competent jurisdiction that the Claim was caused by the sole active negligence or willful misconduct of County Parties.

9. Maintenance, Cleanup and Repair. Licensee shall conduct its operations in an orderly manner and shall leave the Premises in as clean and good a condition as when Licensee entered the Premises pursuant to this License. If Licensee damages any County property or facilities or incurs excessive cleanup of the Premises, Licensee shall promptly inform the Director and shall promptly reimburse the County for the full costs that County incurs to repair the damage or replace the item.

10. Storage. Licensee shall not store or leave any personal property or equipment on or in the Premises or on the Property without obtaining the prior written consent of the Director. At the end of the Term, Licensee shall remove all equipment, vehicles and debris from the Premises, such that the Premises are returned to the County in the same condition that existed before the event.

11. License on Site. Licensee shall have a copy of this License available at all times when Licensee is using the Premises. Licensee shall show a copy of this License to County staff upon request.

12. Compliance with Laws. Licensee shall comply with all federal, state and local laws, statutes, ordinances, rules, regulations, orders, covenants, restrictions of record, and

requirements, including the California Environmental Quality Act (“Laws”), which apply to Licensee’s entrance and use of the Premises. To the fullest extent permitted by law and in addition to and without limiting Licensee’s indemnification obligations in Section 8, Licensee shall indemnify County from any action resulting from a determination of the legality of Licensee’s use of the Premises.

13. Compliance with Stormwater Laws. Licensee’s use of the Premises is subject to all present or future federal, state and local laws, statutes, regulations, ordinances, policies, guidelines and orders (“Stormwater Laws”) regarding the discharge of pollutants into the stormwater conveyance system. Licensee’s compliance with Stormwater Laws may include requirements for Licensee to develop, install, implement and maintain pollution prevention measures, source control measures and Best Management Practices (“BMPs”). BMPs can include operational practices, water or pollutant management practices, physical site features, or devices to remove pollutants from stormwater, to affect the flow of stormwater or to infiltrate stormwater to the ground. BMPs applicable to Licensee’s use of the Premises may include a requirement that all materials, wastes or equipment with the potential to pollute urban runoff be stored in a manner that either prevents contact with rainfall and stormwater, or contains contaminated runoff for treatment and disposal. Licensee is required to, and shall use, operate, maintain, develop, redevelop and retrofit the Premises, as necessary, in accordance with Stormwater Laws restricting the discharge of non-stormwater at or from the Premises, and Stormwater Laws requiring pollution prevention measures, source control measures, or the installation or use of BMPs. Licensee shall develop, install, implement and/or maintain at Licensee’s sole cost and expense, any BMPs or similar pollution control devices required by Stormwater Laws and any implementing regulations or guidance.

Licensee understands and acknowledges that the Stormwater Laws applicable to Licensee’s use of the Premises may be changed from time to time by federal, state and/or local authorities, and that additional requirements may become applicable based on changes in Licensee’s activities or development or redevelopment by Licensee or County. Licensee shall conduct stormwater training and perform regular stormwater self-inspections and maintain records of all stormwater training and self-inspections and provide all necessary documentation to County upon request.

Licensee shall develop, install, implement, and maintain any additional BMPs and/or other pollution control practices at the Premises at Licensee’s sole cost and expense. To the extent there is a conflict between any federal, state or local law, Licensee shall comply with the more restrictive provision. If County receives any fine or fines from any regulatory agency as a result of Licensee’s failure to comply with Stormwater Laws, Licensee shall reimburse County for the entire amount of the fine(s).

14. Hazardous Substances. Licensee shall be solely responsible for fully complying with all present or future federal, state and local laws, statutes, regulations, ordinances, policies, guidelines and orders of any governmental entity regarding contaminated soils, hazardous materials or environmental cleanup, regardless of whether or not the obligation to comply is an obligation of the landowner. If any hazardous substance spills, leaks or is discharged from any facility on the Premises or the Property, Licensee shall immediately make all repairs necessary to

prevent further spills, leaks or discharges and shall immediately clean up and promptly dispose of the spilled hazardous substance and any soil contaminated by the spill. If the Licensee fails to make the required repairs, to clean up the spill or to properly dispose of any contaminated soil, County may after written notice to Licensee take all steps County deems necessary to make the necessary repairs, to clean up the spill and to dispose of any contaminated soil. Licensee shall reimburse County for the cost of all repair and cleanup work performed by County. Licensee shall reimburse the County for the cost of any work, plus administrative expenses, within thirty (30) days of receiving a bill for the work from the County. Licensee shall be solely responsible for paying all fines, damages and penalties imposed by any governmental agency regarding the production, storage, distribution, processing, handling, disposing, spilling, leaking or discharging of any hazardous substance.

To the fullest extent permitted by law and in addition to and without limiting Licensee's indemnification obligations in Section 8, Licensee shall indemnify, defend, reimburse and hold harmless County and County Parties from any and all liability, claims, damages or injuries to any person, including injury to the County or any of County's elected officials, officers, employees, agents, representatives, guests, licensees, invitees, patrons, or of any other person, and all expenses of investigating and defending against all liability, claims, damages or injuries, arising from or alleged to have arisen from or in connection with the presence of hazardous substances, toxic materials or hazardous waste upon, about or beneath the Premises or migrating to or from the Premises or arising in any manner out of the violation of any governmental regulation pertaining to hazardous substances, toxic materials or hazardous waste which condition exists after the execution of this License.

15. Assignment. Licensee shall not assign or transfer any interest in this License.

16. Notices. Any notice required or permitted to be given pursuant to this License shall be written and shall be effective (a) when personally delivered to the recipient or sent by facsimile transmission; or (b) on the third business day after being sent by the United States Postal Service, postage prepaid and addressed to the party as follows:

If to County: County of San Diego  
Department of General Services  
Real Estate Services Division  
5560 Overland Avenue  
Suite 410  
San Diego, California 92123

If to Licensee: Bill Dobson  
Interim Director  
Motivated Youth Academy  
500 La Terraza Blvd. #150  
Escondido, CA 92025

17. Entire Agreement. This License and any exhibits attached to this License constitutes the entire agreement between County and Licensee with respect to the subject matter contained in this License. All other representations, oral or written, are superseded by this License. Neither party is relying on any representation outside of this License. This License may be changed only by written amendment signed by County and Licensee.

18. Interpretation. This License shall be governed by the laws of the State of California. However, the provisions of this License shall be strictly construed against Licensee.

19. Corporation in Good Standing. If Licensee is a California corporation, Licensee warrants that it is a corporation in good standing and is currently authorized to do business in California.

20. Authority to Sign. Licensee represents and warrants that it has full power and authority to execute and fully perform its obligations under this License without the need for any further action, and that the person executing this License on behalf of Licensee is the duly designated agent of Licensee and is authorized to act on behalf of Licensee.

21. Effectiveness; Effective Date. County and Licensee have executed this License as the day and year written below. This License shall be effective upon the date of its execution by the County's Director, ("Director") ("Effective Date").

22. Counterparts. This License may be executed in counterparts, and each counterpart shall constitute one agreement binding on all parties hereto, notwithstanding that all of the parties are not signatory to an original or same counterpart. The parties agree that signatures transmitted electronically via pdf attachment shall be binding as if they were original signatures.

County and Licensee have caused this License to be executed by their duly authorized representatives.

“County”

County of San Diego,  
a political subdivision of the State of California

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Marko Medved, Director,  
Department of General Services

“Licensee”

By: \_\_\_\_\_ Date: \_\_\_\_\_

Its: \_\_\_\_\_

**EXHIBIT “A”**  
**DESCRIPTION OF PREMISES**

1. North Inland Live Well Center: 649 W. Mission Ave., Escondido, CA 92025
  - a. Cubicle 3 in the Immigrant and Refugee Welcome Center.



# Coversheet

## Budget Adoption 2025-2026

**Section:** IX. Business/Financial Services  
**Item:** A. Budget Adoption 2025-2026  
**Purpose:** Vote  
**Submitted by:** Gigi Lenz  
**Related Material:** MYA FY25-26 Budget Presentation with MYP - Cashflow - LCFF Final.pdf  
FY25-26 MYA-EPA Budget.pdf  
FY25-26 MYA-EPA Resolution.pdf

### BACKGROUND:

We request Board approval of the **Motivated Youth Academy FY2025–26 Budget** and the accompanying **EPA Resolution**. The proposed budget reflects a responsible and balanced financial plan that supports the school's mission while maintaining fiscal sustainability. The budget includes projected revenues, expenditures, and reserves aligned with the school's Local Control and Accountability Plan (LCAP) and strategic priorities. Additionally, the EPA Resolution outlines the planned use of **\$59,334 in Education Protection Account funds**, designated exclusively for certificated staff salaries and related benefits in compliance with Article XIII, Section 36 of the California Constitution. This resolution and budget together ensure continued transparency, compliance with Propositions 30 and 55 requirements, and thoughtful allocation of public resources in support of student achievement and school operations.

### RECOMMENDATION:

It is recommended the Board adopt the 2025-2026 Budget for Motivated Youth Academy (#1628).

- a. 2025-2026 Preliminary Budget
- b. 2025-2026 Budget Overview for Parents
- c. Education Protection Account (EPA) - Expenditure Summary

**Fiscal Impact:** As presented in the 2025-2026 Budget.



# Motivated Youth Academy

2025-26 Budget Presentation

6/12/25

# Highlights



- 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.

	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Assumptions</b>				
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%.

<b><i>Enrollment &amp; Per Pupil Data</i></b>		
	<b><i><u>FY25 Forecast</u></i></b>	<b><i><u>FY26 Budget</u></i></b>
<i>Average Enrollment</i>	251	319
<i>ADA</i>	239	297
<i>Attendance Rate</i>	95.07%	93.00%
<i>Unduplicated %</i>	76.41%	76.82%
<i>Revenue per ADA</i>	\$21,247	\$19,031
<i>Expenses per ADA</i>	\$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.

	FY25 Forecast	FY26 Budget	Fav/(Unf)
<b>Revenue</b>			
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)
<b>Total Revenue</b>	<b>\$ 5,070,141</b>	<b>\$ 5,645,796</b>	<b>\$ 575,655</b>

# 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 one-time costs for CFOMW consultant, JD Learning, and legal costs.
- All Other expenses have been updated to reflect new rates or increased enrollment.

	FY25 Forecast	FY26 Budget	Fav/(Unf)
<b>Expenses</b>			
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	(8,522)
Professional Services	669,442	625,363	44,079
<b>Total Expenses</b>	<b>\$ 5,013,631</b>	<b>\$ 5,536,021</b>	<b>\$ (522,391)</b>

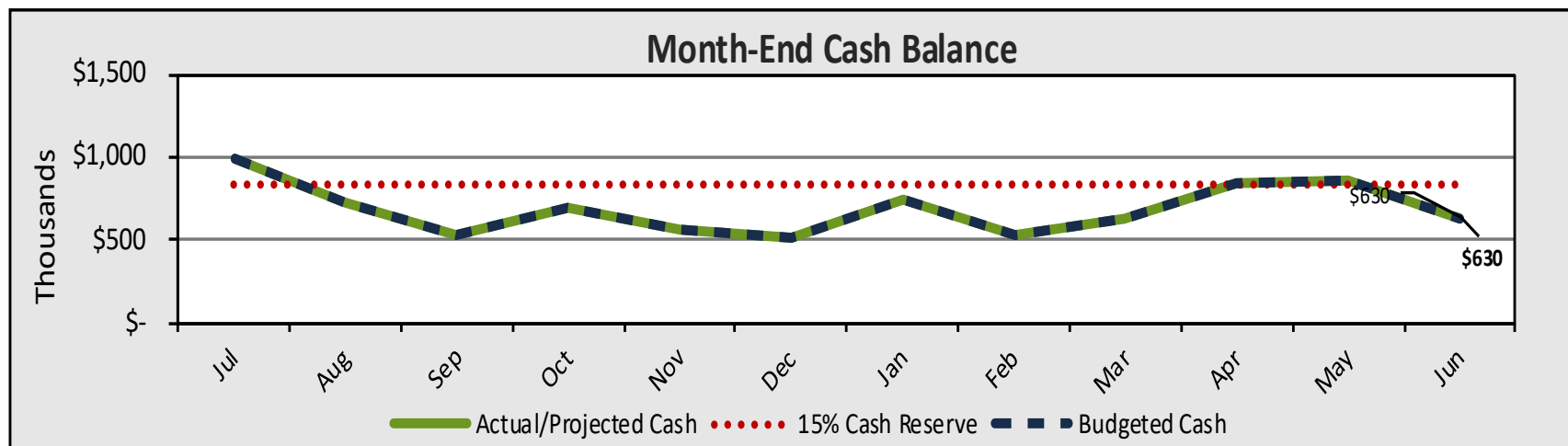
# Fund Balance

- 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.

	FY25 Forecast	FY26 Budget	Fav/(Unf)
<b>Total Surplus(Deficit)</b>	<b>\$ 56,510</b>	<b>\$ 109,775</b>	<b>\$ 53,264</b>
Beginning Fund Balance	<u>1,158,566</u>	<u>1,215,077</u>	
<b>Ending Fund Balance</b>	<b><u>\$ 1,215,077</u></b>	<b><u>\$ 1,324,851</u></b>	
<i>As a % of Annual Expenses</i>	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

**FY25-26 Motivated Youth Academy****Multi-Year Forecast**

Revised 6/2/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Assumptions</b>				
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
<b>Revenues</b>				
<b>State Aid - Revenue Limit</b>				
8011 LCFF State Aid	\$ 3,155,574	\$ 3,644,449	\$ 3,778,008	\$ 3,927,851
8012 Education Protection Account	47,726	59,334	59,334	59,334
8096 In Lieu of Property Taxes	549,615	674,038	674,038	674,038
	<u>3,752,914</u>	<u>4,377,821</u>	<u>4,511,380</u>	<u>4,661,223</u>
<b>Federal Revenue</b>				
8181 Special Education - Entitlement	31,022	36,510	44,660	44,660
8290 Title I, Part A - Basic Low Income	58,401	58,401	58,401	58,401
8291 Title II, Part A - Teacher Quality	7,551	7,551	7,551	7,551
8296 Other Federal Revenue	184,382	482,119	482,119	482,119
8299 Prior Year Federal Revenue	55	-	-	-
	<u>281,411</u>	<u>584,581</u>	<u>592,731</u>	<u>592,731</u>
<b>Other State Revenue</b>				
				13,849
8311 State Special Education	206,441	262,675	270,607	279,862
8520 Child Nutrition	8,777	16,497	16,497	16,497
8550 Mandated Cost	11,187	12,388	13,391	13,849
8560 State Lottery	65,146	80,991	80,991	80,991
8598 Prior Year Revenue	478,035	-	-	-
8599 Other State Revenue	159,195	304,394	178,750	178,750
	<u>928,781</u>	<u>676,944</u>	<u>560,236</u>	<u>569,949</u>
<b>Other Local Revenue</b>				
8660 Interest Revenue	106,037	2,000	2,000	2,000
8698 ASB Fundraising	-	4,450	4,450	4,450
8699 School Fundraising	998	-	-	-
	<u>107,035</u>	<u>6,450</u>	<u>6,450</u>	<u>6,450</u>
<b>Total Revenue</b>	<b>\$ 5,070,141</b>	<b>\$ 5,645,796</b>	<b>\$ 5,670,797</b>	<b>\$ 5,830,353</b>
<b>Expenses</b>				
<b>Certificated Salaries</b>				
1100 Teachers' Salaries	1,448,143	1,728,464	1,763,033	1,798,294
1175 Teachers' Extra Duty/Stipends	63,945	15,500	15,810	16,126
1200 Pupil Support Salaries	222,441	317,109	323,451	329,921
1300 Administrators' Salaries	266,088	273,732	279,206	284,791
	<u>2,000,617</u>	<u>2,334,805</u>	<u>2,381,501</u>	<u>2,429,131</u>
<b>Classified Salaries</b>				
2100 Instructional Salaries	259,099	202,147	206,190	210,314
2200 Support Salaries	528,184	580,804	534,110	544,792
2400 Clerical and Office Staff Salaries	56,356	-	-	-
	<u>843,639</u>	<u>782,950</u>	<u>740,300</u>	<u>755,106</u>

**FY25-26 Motivated Youth Academy****Multi-Year Forecast**

Revised 6/2/25



	2024-25	2025-26	2026-27	2027-28
	Prior Year	Budget	Forecast	Forecast
<b>Benefits</b>				
3101 STRS	296,338	445,948	454,867	463,964
3301 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
<b>Books and Supplies</b>				
4100 Textbooks and Core Curricula	5,167	6,400	6,528	6,659
4302 School Supplies	19,114	22,429	22,878	23,335
4305 Software	124,133	146,160	149,083	152,065
4310 Office Expense	45,776	56,900	58,038	59,199
4311 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
<b>Subagreement Services</b>				
5102 Special Education	43,919	54,600	55,692	56,806
5104 Transportation	4,800	6,000	6,120	6,242
5106 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
<b>Operations and Housekeeping</b>				
5201 Auto and Travel	25,433	20,000	20,400	20,808
5300 Dues & Memberships	12,265	15,200	15,504	15,814
5400 Insurance	32,485	40,400	41,208	42,032
5516 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
<b>Facilities, Repairs and Other Leases</b>				
5601 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
<b>Professional/Consulting Services</b>				
5801 IT	83,019	103,200	105,264	107,369
5802 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

**FY25-26 Motivated Youth Academy****Multi-Year Forecast**

Revised 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
<b>Depreciation</b>				
	-	-	-	-
<b>Interest</b>				
	-	-	-	-
<b>Total Expenses</b>	<b>\$ 5,013,631</b>	<b>\$ 5,536,021</b>	<b>\$ 5,580,425</b>	<b>\$ 5,691,461</b>
<b>Surplus (Deficit)</b>	<b>\$ 56,511</b>	<b>\$ 109,775</b>	<b>\$ 90,372</b>	<b>\$ 138,892</b>

Fund Balance, Beginning of Year	\$ 1,158,566	\$ 1,215,077	\$ 1,324,851	\$ 1,415,223
<b>Fund Balance, End of Year</b>	<b>\$ 1,215,077</b>	<b>\$ 1,324,851</b>	<b>\$ 1,415,223</b>	<b>\$ 1,554,115</b>
	24.2%	23.9%	25.4%	27.3%

<b>Cash Flow Adjustments</b>				
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	-	-	-	-
<b>Total Change in Cash</b>	<b>(429,519)</b>	<b>(370,231)</b>	<b>86,929</b>	<b>(2,578)</b>
Cash, Beginning of Year	1,429,289	999,770	629,540	716,469
<b>Cash, End of Year</b>	<b>\$ 999,770</b>	<b>\$ 629,540</b>	<b>\$ 716,469</b>	<b>\$ 713,891</b>

**FY25-26 Motivated Youth Academy****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.)
<b>Revenues</b>																
<b>State Aid - Revenue Limit</b>															<b>ADA = 296.67</b>	
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	-
<b>Federal Revenue</b>																
8181 Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	36,510	36,510	36,510	-
8290 Title I, Part A - Basic Low Income	-	-	14,600	-	-	43,801	-	-	-	-	-	-	-	58,401	58,401	-
8291 Title II, Part A - Teacher Quality	-	-	1,888	-	-	5,663	-	-	-	-	-	-	-	7,551	7,551	-
8296 Other Federal Revenue	-	-	-	120,530	-	-	120,530	-	-	120,530	-	-	120,530	482,119	482,119	-
	-	-	16,488	120,530	-	49,464	120,530	-	-	120,530	-	-	157,040	584,581	584,581	-
<b>Other State Revenue</b>																
8311 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	-
8520 Child Nutrition	-	-	-	825	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	1,567	16,497	16,497	-
8550 Mandated Cost	-	-	-	-	-	12,388	-	-	-	-	-	-	-	12,388	12,388	-
8560 State Lottery	-	-	-	-	-	-	16,286	-	-	16,286	-	-	-	80,991	80,991	-
8599 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	-
	-	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	-
<b>Other Local Revenue</b>																
8660 Interest Revenue	167	167	167	167	167	167	167	167	167	167	167	167	-	2,000	2,000	-
8698 ASB Fundraising	-	223	223	579	490	490	490	490	490	490	490	-	-	4,450	4,450	-
	167	389	389	745	656	656	656	656	656	656	656	167	-	6,450	6,450	-
<b>Total Revenue</b>	<b>167</b>	<b>191,021</b>	<b>254,872</b>	<b>521,333</b>	<b>330,179</b>	<b>406,865</b>	<b>538,273</b>	<b>330,179</b>	<b>574,375</b>	<b>707,706</b>	<b>499,612</b>	<b>499,123</b>	<b>792,092</b>	<b>5,645,796</b>	<b>5,645,796</b>	<b>-</b>
<b>Expenses</b>																
<b>Certificated Salaries</b>																
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	-
<b>Classified Salaries</b>																
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	-
<b>Benefits</b>																
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	-
<b>Books and Supplies</b>																
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	-
<b>Subagreement Services</b>																
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	-
<b>Operations and Housekeeping</b>																
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	-

**FY25-26 Motivated Youth Academy****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.)
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	-
<b>Facilities, Repairs and Other Leases</b>																
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	-
<b>Professional/Consulting Services</b>																
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	-
<b>Depreciation</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Interest</b>																
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>	<b>300,106</b>	<b>456,208</b>	<b>449,872</b>	<b>466,785</b>	<b>462,239</b>	<b>464,896</b>	<b>457,801</b>	<b>538,343</b>	<b>483,563</b>	<b>483,975</b>	<b>481,625</b>	<b>481,625</b>	<b>8,984</b>	<b>5,536,021</b>	<b>5,536,021</b>	<b>-</b>
<b>Monthly Surplus (Deficit)</b>	<b>(299,939)</b>	<b>(265,187)</b>	<b>(195,000)</b>	<b>54,548</b>	<b>(132,060)</b>	<b>(58,032)</b>	<b>80,472</b>	<b>(208,164)</b>	<b>90,812</b>	<b>223,731</b>	<b>17,987</b>	<b>17,498</b>	<b>783,108</b>	<b>109,775</b>	<b>109,775</b>	<b>-</b>
<b>Cash Flow Adjustments</b>																
Monthly Surplus (Deficit)	(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		
Cash flows from operating activities																
Depreciation/Amortization	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Public Funding Receivables	300,254	-	-	114,314	-	-	151,428	-	-	-	-	-	(792,092)	(226,096)		
Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(10,357)	-	-	-	-	-	-	-	-	-	-	-	8,984	(1,373)		
Accrued Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	(252,536)	-	(252,536)		
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
<b>Total Change in Cash</b>	<b>(10,043)</b>	<b>(265,187)</b>	<b>(195,000)</b>	<b>168,862</b>	<b>(132,060)</b>	<b>(58,032)</b>	<b>231,900</b>	<b>(208,164)</b>	<b>90,812</b>	<b>223,731</b>	<b>17,987</b>	<b>(235,038)</b>				
<b>Cash, Beginning of Month</b>	<b>999,770</b>	<b>989,728</b>	<b>724,541</b>	<b>529,541</b>	<b>698,403</b>	<b>566,343</b>	<b>508,312</b>	<b>740,212</b>	<b>532,048</b>	<b>622,860</b>	<b>846,591</b>	<b>864,578</b>				
<b>Cash, End of Month</b>	<b>989,728</b>	<b>724,541</b>	<b>529,541</b>	<b>698,403</b>	<b>566,343</b>	<b>508,312</b>	<b>740,212</b>	<b>532,048</b>	<b>622,860</b>	<b>846,591</b>	<b>864,578</b>	<b>629,540</b>				

# Days Cash
42

Cert.	Instr.
57.1%	82.0%
968,028	111,707

Pupil:Teacher Ratio
11.41   1

**FY25-26 Motivated Youth Academy****LCFF Funding Calculation**

Grade level	2025-26	2026-27	2027-28
<b>COLA</b>	<b>2.30%</b>	<b>3.02%</b>	<b>3.42%</b>
<b>TK Add-On per ADA</b>	<b>\$ 6,404</b>	<b>\$ 6,597</b>	<b>\$ 6,823</b>
TK-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
	<b>Enrollment</b>	<b>Enrollment</b>	<b>Enrollment</b>
TK	-	-	-
K-3	-	-	-
4-6	30.00	30.00	30.00
7-8	86.00	86.00	86.00
9-12	203.00	203.00	203.00
<b>Total Enrollment</b>	<b>319.00</b>	<b>319.00</b>	<b>319.00</b>
	<b>ADA</b>	<b>ADA</b>	<b>ADA</b>
TK	-	-	-
K-3	-	-	-
4-6	27.90	27.90	27.90
7-8	79.98	79.98	79.98
9-12	188.79	188.79	188.79
<b>Total ADA</b>	<b>296.67</b>	<b>296.67</b>	<b>296.67</b>
<b>Total Base Target</b>	<b>\$ 3,493,111</b>	<b>\$ 3,598,581</b>	<b>\$ 3,721,743</b>
<b>**ADA From New Grade Levels</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Grade Level Add-Ons</b>			
<b>TK Add-On</b>	-	-	-
K-3 CSR Supplement (10.4% of K-3)	-	-	-
High School Supplement (2.6% of 9-12)	60,979	62,867	64,944
<b>Total Add-Ons</b>	<b>\$ 60,979</b>	<b>\$ 62,867</b>	<b>\$ 64,944</b>
<b>Total Target Base Plus Add-Ons</b>	<b>\$ 3,554,090</b>	<b>\$ 3,661,448</b>	<b>\$ 3,786,687</b>
<b>Average Base per ADA</b>	<b>\$ 11,980</b>	<b>\$ 12,342</b>	<b>\$ 12,764</b>
<b>Supplemental Grant</b>			
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
<b>Total Supplemental Grant</b>	<b>\$ 546,050</b>	<b>\$ 563,863</b>	<b>\$ 578,681</b>
<b>Concentration Grant</b>			
District Unduplicated FRPM/ELL/FY	67.02%	67.02%	67.02%
<b>Total Concentration Grant</b>	<b>\$ 277,681</b>	<b>\$ 286,069</b>	<b>\$ 295,854</b>
<b>Total LCFF</b>	<b>\$ 4,377,821</b>	<b>\$ 4,511,380</b>	<b>\$ 4,661,223</b>
<b>Total Funding per ADA</b>	<b>\$ 14,757</b>	<b>\$ 15,207</b>	<b>\$ 15,712</b>
<b>EPA Rate (\$ or %)</b>	<b>\$ 200.00</b>	<b>\$ 200.00</b>	<b>\$ 200.00</b>
8011 - LCFF	\$ 3,644,449	\$ 3,778,008	\$ 3,927,851
8012 - EPA	\$ 59,334	\$ 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
<b>AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>		
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
<b>EXPENDITURES AND OTHER FINANCING USES</b>		
<b>(Objects 1000-7999)</b>		
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
<b>BALANCE (Total Available minus Total Expenditures and Other Financing Uses)</b>		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 30<sup>th</sup> 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 Motivated Youth Academy;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Motivated Youth Academy 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

## Coversheet

### Approval of 2025-2026 Local Control & Accountability Plan (LCAP)

**Section:** X. Education/Student Services  
**Item:** A. Approval of 2025-2026 Local Control & Accountability Plan (LCAP)  
**Purpose:** Vote  
**Submitted by:** Gigi Lenz  
**Related Material:**  
MYA LCAP Overview 2025 Presentation.pdf  
2025 Local Control and Accountability Plan for Motivated Youth Academy 20250604.pdf

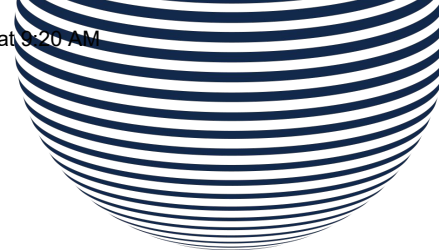
#### BACKGROUND:

We recommend Board approval of MY Academy's **Local Control and Accountability Plan (LCAP)**, a three-year roadmap aligned with California's Local Control Funding Formula (LCFF). As required by state law, the LCAP transparently details our goals, strategies, and funding priorities—particularly focused on the needs of high-need students, including English learners, foster youth, and low-income families. The plan addresses the state's eight priority areas—ranging from student achievement and engagement to school climate and parent involvement—and reflects active input from our community, including staff, families, and students. Local and statewide research shows that LCAP-driven investment under LCFF correlates with measurable improvements in academic outcomes, attendance, graduation rates, and reduced disciplinary disparities. Approving this LCAP ensures MY Academy not only complies with state regulations but also solidifies our commitment to equity, accountability, and continuous improvement—fueling targeted growth for all our students in the year ahead.

#### RECOMMENDATION:

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

**Fiscal Impact:** None.



# Local Control and Accountability Plan (LCAP)

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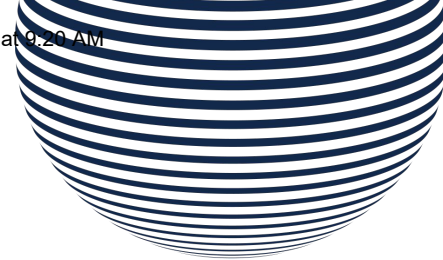
June 2025





# 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

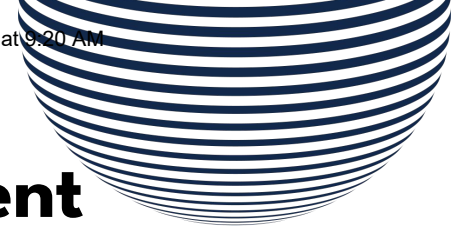
**Educational Partner Meetings (EPAC, SSC, Weekly Meetings)**

**Student, Educational Partner, Staff, and Community Surveys translated into Spanish**

**SELPA LCAP Review**

**Board Presentation and Updates**

**Student Kiva Panel**



# 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

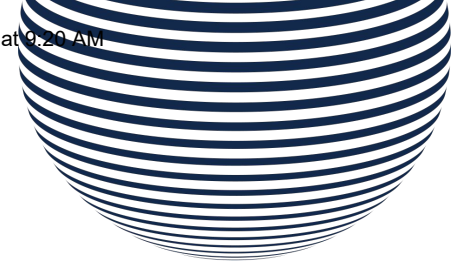
- Focus on holistic development of students through MY PLAN
- Diverse resources ensure equitable access to education
- Improved academic progress- increased course completion rate and grad rate
- Initiatives foster supportive learning environment for students growth



## 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.

### State Priorities

Priority 1 - Basic Conditions  
Priority 2 - State Standards  
Priority 4 - Pupil Achievement  
Priority 5 - Pupil Engagement  
Priority 6 - School Climate



### 2025 Analysis

- Positive school climate, boosted student engagement, reduced absenteeism
- High attendance rate and increased ADA
- Regular interactions positively impacted key metrics: absenteeism, suspensions and expulsions
- Implemented mental health support systems, professional development initiatives



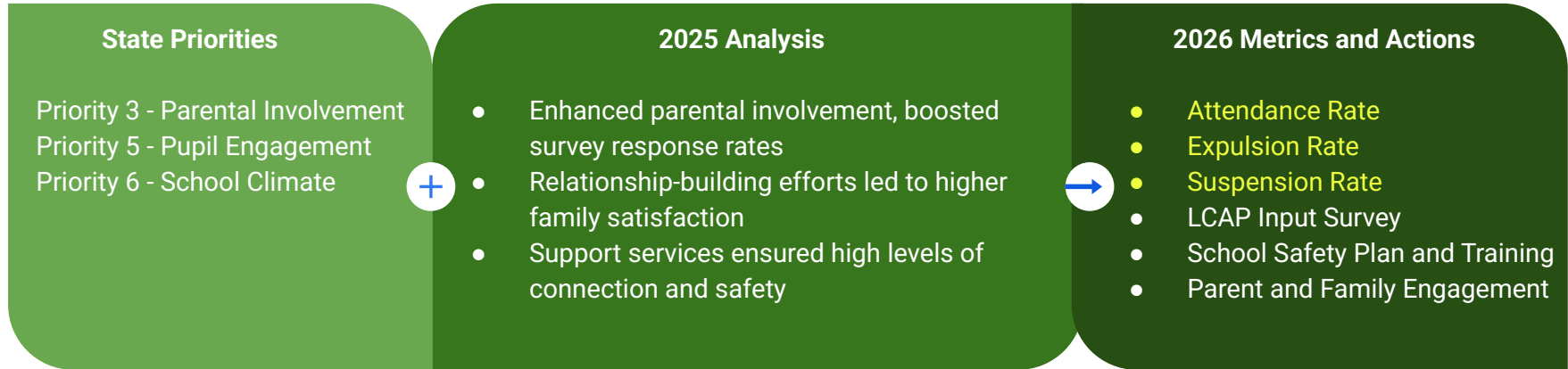
### 2026 Metrics and Actions

- **Attendance Rate**
- **Expulsion Rate**
- **Suspension Rate**
- Chronic Absenteeism Rate
- Access to credentialed teachers



## 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.





# 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.

## State Priorities

Priority 1 - Basic Conditions  
Priority 2 - State Standards  
Priority 4 - Pupil Achievement  
Priority 5 - Pupil Engagement  
Priority 6 - School Climate  
Priority 7 - Course Access  
Priority 8 - Other Pupil Outcomes



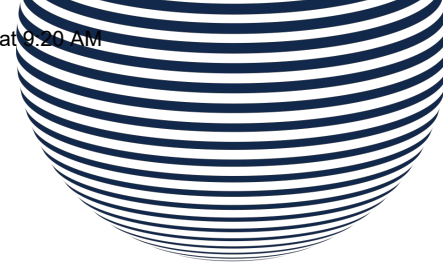
## 2025 Analysis

- Collaboration with community organizations drive progress towards goals
- Monitoring system identifies struggling students, offers interventions
- High-quality instruction fosters college and career readiness
- Guidance counselor ensures necessary interventions, broad course study



## 2026 Metrics and Actions

- **Graduation Rate**
- **Course Completion Rate**
- Access to broad curriculum
- College and Career Indicator (CCI) Rates



# Questions?

*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

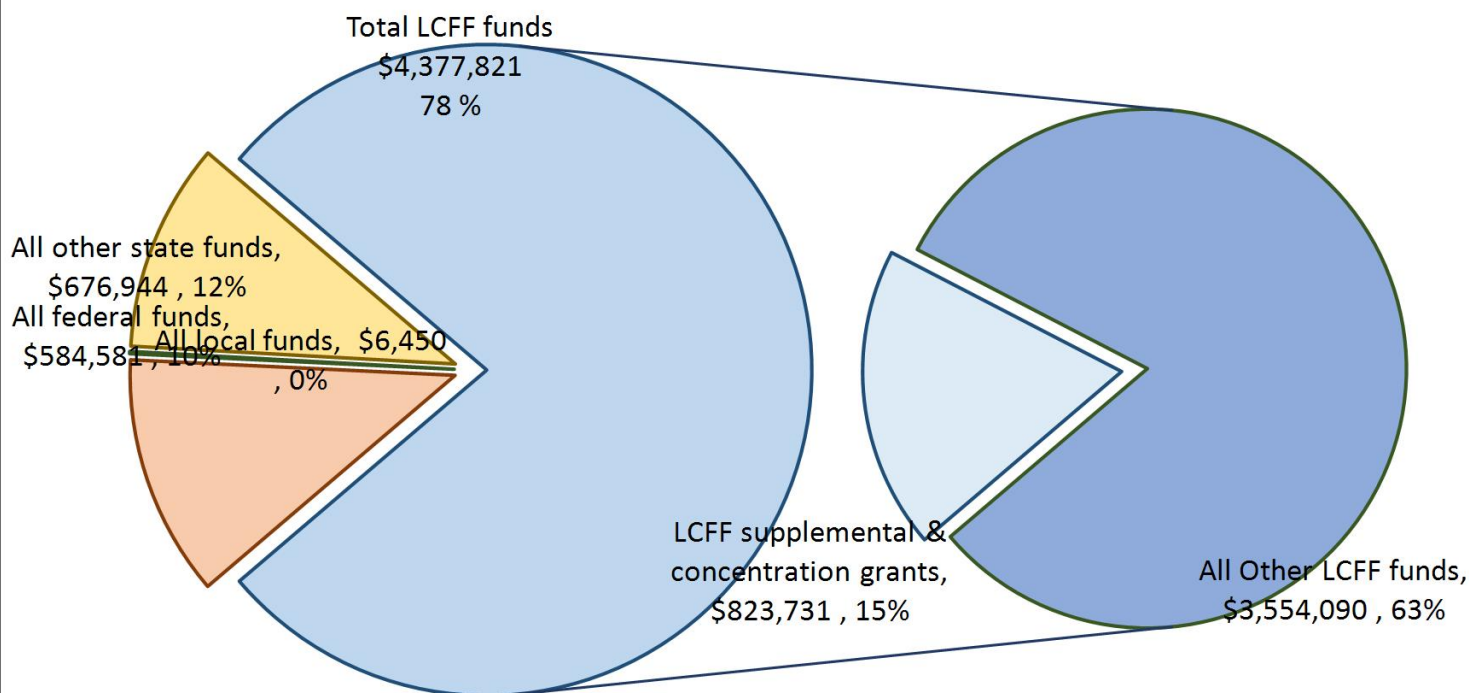
[bdobson@myacademy.org](mailto:bdobson@myacademy.org)

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

### Projected Revenue by Fund Source



This chart shows the total general purpose revenue Motivated Youth Academy expects to receive in the coming year from all sources.

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

<b>Local Educational Agency (LEA) Name:</b>	Motivated Youth Academy
<b>CDS Code:</b>	37-68213-0129668
<b>LEA Contact Information:</b>	Name: Bill Dobson Position: Interim Director Email: bdobson@myacademy.org Phone: 619-343-2048
<b>Coming School Year:</b>	2025-26
<b>Current School Year:</b>	2024-25

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2025-26 School Year</b>	<b>Amount Whole Numbers</b>
<b>Total LCFF Funds</b>	\$4,377,821
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$823,731
<b>All Other State Funds</b>	\$676,944
<b>All Local Funds</b>	\$6,450
<b>All federal funds</b>	\$584,581
<b>Total Projected Revenue</b>	\$5,645,796

<b>Total Budgeted Expenditures for the 2025-26 School Year</b>	<b>Amount Whole Numbers</b>
<b>Total Budgeted General Fund Expenditures</b>	\$5,536,021
<b>Total Budgeted Expenditures in the LCAP</b>	\$3,746,992
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$823,731
<b>Expenditures not in the LCAP</b>	\$1,789,029

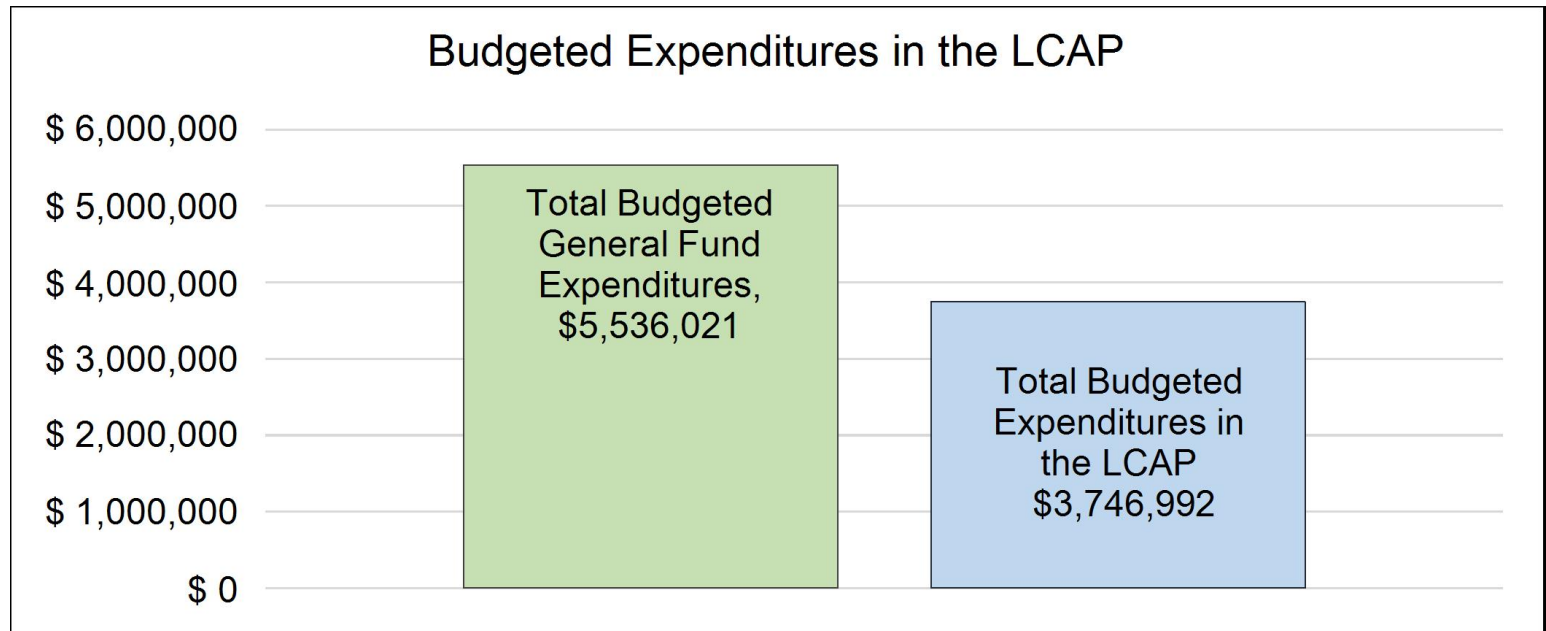
<b>Expenditures for High Needs Students in the 2024-25 School Year</b>	<b>Amount Whole Numbers</b>
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$778,221
<b>Actual Expenditures for High Needs Students in LCAP</b>	\$953,171

<b>Funds for High Needs Students</b>	<b>Amount [AUTO-CALCULATED]</b>
<b>2025-26 Difference in Projected Funds and Budgeted Expenditures</b>	\$0
<b>2024-25 Difference in Budgeted and Actual Expenditures</b>	\$174,950

<b>Required Prompts(s)</b>	<b>Response(s) [FIELDS WILL APPEAR IF REQUIRED]</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	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.

## 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.

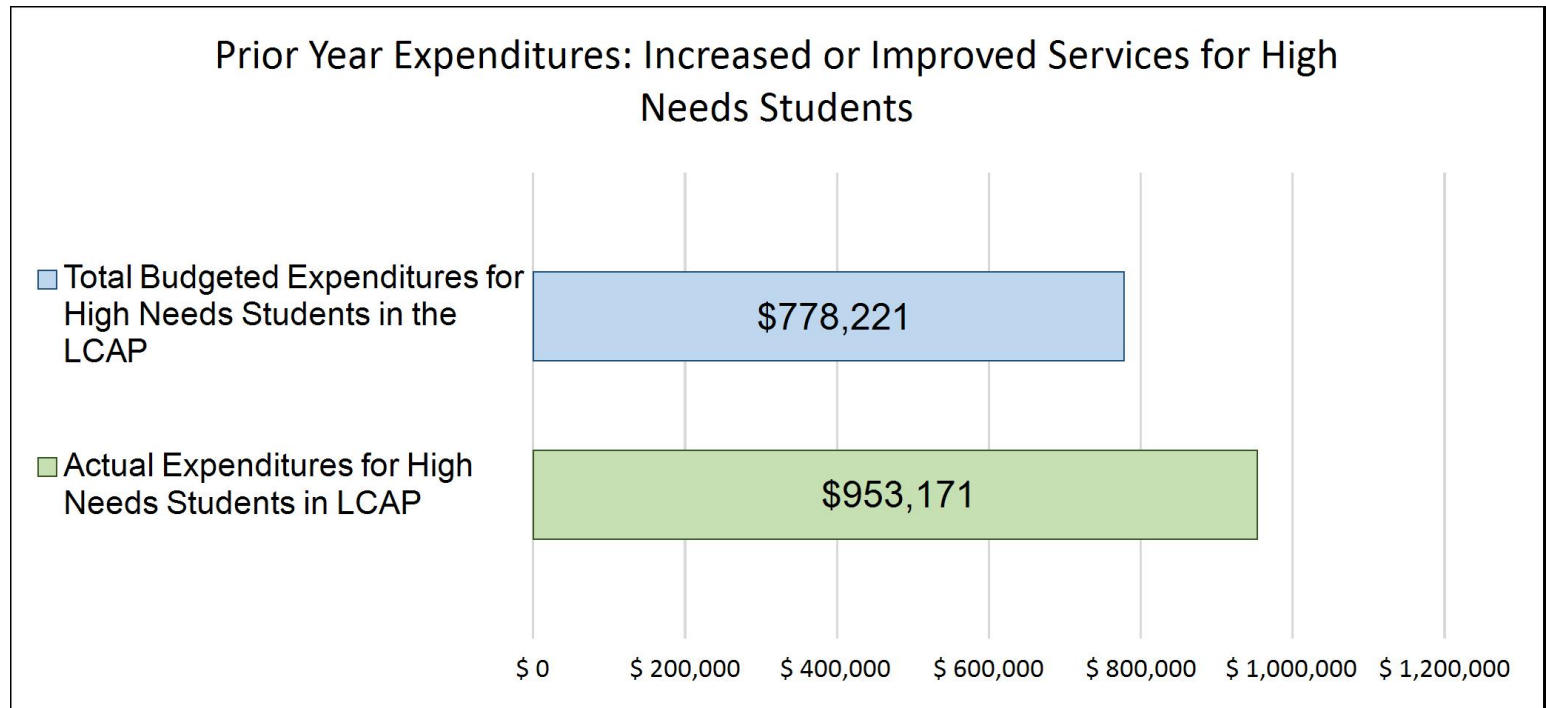
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

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.



## LCFF Budget Overview for Parents

### 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 Interim Director	bdobson@myacademy.org 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.

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' MY PLAN, which then culminates in an end-of-year Capstone project. This was co-developed by Learning Facilitators, Staff, and 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

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%.

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	<p>Dashboard All Grad Rate 2022-23: 46%</p> <p>DASS Graduation Rate: 2022-23: 75%</p>	<p>Dashboard All Grad Rate 2023-24: 62.2%</p> <p>DASS Graduation Rate: 2023-24: 90.4%</p>		<p>Adult drop-out recovery program student population (ages 18 - 25): 85% Graduation Rate</p> <p>School-aged student population: 90% Graduation Rate</p>	<p>Increased All Grad Rate by 16.2%.</p> <p>Increased DASS Graduation rate by 15.4%.</p>
1.3	Student Achievement: CAASPP ELA	<p>2023 Baseline: ELA met or exceeded:</p> <p>All Students: 34.44%</p> <p>English Learners: No Data</p> <p>Socioeconomic: 27.11%</p> <p>Special Ed: 9.09%</p> <p>11th grade outcomes (EAP)</p> <p>Level 1 (Standard Not Met): 34.29%</p> <p>Level 2 (Standard Nearly Met): 22.86%</p> <p>Level 3 (Standard Met): 25.71%</p> <p>Level 4 (Standard Exceeded): 17.14%</p>	<p>2024 Data:</p> <p>All Students: 22.64%</p> <p>English Learners: No Data</p> <p>Socioeconomic: 15.39%</p> <p>Special Ed: 0.0%</p> <p>11th grade outcomes (EAP)</p> <p>Level 1 (Standard Not Met): 52.83%</p> <p>Level 2 (Standard Nearly Met): 24.53%</p> <p>Level 3 (Standard Met): 16.04%</p>		yearly 2% increase	<p>For met or exceeded: All Students decreased by 11.8%</p> <p>EL -No Data Socioeconomic decreased by 11.32%</p> <p>Special Ed decreased by 9.09%</p> <p>11th Grade Outcomes: Level 1 (Standard Not Met) increased by 18.54%</p>

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	<p>2023 Baseline: Math met or exceeded:</p> <p>All Students: 11.11% English Learners: No Data Socioeconomic: 8.47% Special Ed: 0%</p> <p>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%</p>	<p>2024 Data:</p> <p>All Students: 7.92% English Learners: No Data Socioeconomic: 5.48% Special Ed: 0%</p> <p>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%</p>		yearly 2% increase	<p>For Met or Exceeded: All Students decreased by 3.19% English Learners: No Data Socioeconomic decreased by 2.99% Special Ed: 0%</p> <p>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 .23%</p>

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	<p>2023 Science met or exceeded:</p> <p>All Students: 17.46%</p> <p>English Learners: No Data</p> <p>Socioeconomic: 10.81%</p> <p>Special Ed: No Data</p>	<p>2024 Data:</p> <p>All Students: 13.51%</p> <p>English Learners: No Data</p> <p>Socioeconomic: 6.66%</p> <p>Special Ed: No Data</p>		yearly 2% increase	<p>All students decreased by 3.95%</p> <p>Socioeconomic decreased by 4.15%</p>
1.6	Student Achievement: ELPAC (English Language Proficiency Assessment for California)	<p>2022-2023</p> <p>Level 1 (Beginning to Develop): 16.67%</p> <p>Level 2 (Somewhat Developed): 27.78%</p> <p>Level 3 (Moderately Developed): 50%</p> <p>Level 4 (Well Developed): 5.56%</p> <p>19.6% reclassification rate</p>	<p>2023-2024</p> <p>Level 1 (Beginning to Develop): 15.63%</p> <p>Level 2 (Somewhat Developed): 37.50%</p> <p>Level 3 (Moderately Developed): 34.38%</p> <p>Level 4 (Well Developed): 12.50%</p> <p>17% reclassification rate</p>		yearly 2% increase	<p>Level 1 (Beginning to Develop): decreased by 1%</p> <p>Level 2 (Somewhat Developed): increased by 10%</p> <p>Level 3 (Moderately Developed): decreased by 16%</p> <p>Level 4 (Well Developed): increased by 7%</p> <p>reclassification rate decreased by 2.6%</p>

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	<p>Standard Met Curriculum and instructional materials are aligned to State Standards.</p> <p>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</p> <p>Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available in ELA, ELD, Mathematics, Next Generation Science Standards, History-Social Science</p>	<p>Standard Met Curriculum and instructional materials are aligned to State Standards.</p> <p>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</p> <p>Full Implementation and Sustainability in making instructional materials that are aligned to the academic standards available in ELA, ELD, Mathematics, Next Generation</p>		Maintain implementation and sustainability of the State Standards against the CDE State Standards Reflection Too	Standard met

Metric #	Metric	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.

**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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>1.1</b>	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
<b>1.2</b>	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
<b>1.3</b>	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
<b>1.4</b>	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

Action #	Title	Description	Total Funds	Contributing
<b>1.5</b>	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	
<b>1.6</b>	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
<b>1.7</b>	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
<b>1.8</b>	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 of 85% or higher	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%

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:(234), (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.**

## 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	Description	Total Funds	Contributing
<b>2.3</b>	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
<b>2.4</b>	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
<b>2.5</b>	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
<b>2.6</b>	Professional Development - School Climate	2.6 Professional Development/training in Cultural Awareness	\$0.00	No
<b>2.7</b>	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
<b>2.8</b>	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
<b>2.9</b>	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 of 85% or higher	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%.

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.	Parent Survey Sentiments:  81% Positive 15% Neutral/Mixed 4% Negative  Student Survey Sentiments:  61% Positive 31% Neutral/Mixed 8% Negative  Qualitative Survey Themes:  Personalized learning plans enhance student motivation and development		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"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Teachers support student growth and success</p> <p>Flexible programs cater to individual learning needs</p> <p>MY Academy provides well-rounded and challenging education</p>			
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.**

## 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	

Action #	Title	Description	Total Funds	Contributing
<b>3.4</b>	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
<b>3.5</b>	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
<b>3.6</b>	Basic Services- Operations of the School: Charter Impact, Keyn Solutions	3.6 Operations of the school	\$161,349.00	No
<b>3.7</b>	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 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)  
 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%  DASS Graduation Rate: 2022-23: 75%	Dashboard All Grad Rate 2023-24: 62.2%  DASS Graduation Rate: 2023-24: 90%		Adult drop-out recovery program student population (ages 18 - 25): 85% Graduation Rate	Increased All Grad Rate 16.2%  Increased DASS Grad Rate 15%



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% prepared  6.7% approaching prepared  85% 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 wrap-around 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.**

## Actions

Action #	Title	Description	Total Funds	Contributing
<b>4.1</b>	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
<b>4.2</b>	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
<b>4.3</b>	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
<b>4.4</b>	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	
<b>4.5</b>	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.		
<b>4.7</b>	Student Achievement - EL Testing Specialist	4.6 English Learner (EL) Testing Specialist	\$37,597.00	Yes
<b>4.8</b>	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
<b>4.9</b>	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 — Percentage	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 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
<b>1.2</b>	<p><b>Action:</b> Monitoring Student Progress - Student Achievement, School Counselor</p> <p><b>Need:</b> Graduation rate needs to increase</p> <p><b>Scope:</b> LEA-wide</p>	Monitoring student course completion will increase graduation rate.	1.1

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
<b>1.4</b>	<b>Action:</b> Professional Development  <b>Need:</b> Low graduation rate  <b>Scope:</b> LEA-wide	Professional development opportunities provide teachers with resources to support students through graduation	1.2
<b>1.7</b>	<b>Action:</b> Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations  <b>Need:</b> Reducing disparity between ALL students and unduplicated students  <b>Scope:</b> 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
<b>1.8</b>	<b>Action:</b> Academic Achievement Student Achievement-Student Success  <b>Need:</b> Reducing disparity between ALL students and unduplicated students  <b>Scope:</b>	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

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		
<b>2.3</b>	<p><b>Action:</b> Technology - Course Access, Laptops and Hotspots</p> <p><b>Need:</b> Student use of technology and tools needs improvement</p> <p><b>Scope:</b> LEA-wide</p>	Use of technology tools will increase student engagement and reduce chronic absenteeism	2.1, 2.4
<b>2.4</b>	<p><b>Action:</b> Student Progress Communication - Parent Involvement</p> <p><b>Need:</b> Student participation in state and local assessments to inform instructional practices</p> <p><b>Scope:</b> LEA-wide</p>	Parent support will increase student attendance and decrease chronic absenteeism	2.1, 2.4
<b>2.9</b>	<p><b>Action:</b> School Climate</p> <p><b>Need:</b> Decrease chronic absenteeism</p> <p><b>Scope:</b> LEA-wide</p>	Monitoring and supporting students that are chronically absent will increase attendance and decrease chronic absenteeism	2.1, 2.4



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
<b>3.2</b>	<p><b>Action:</b> R&amp;B Communication -Student Engagement/Parent Involvement</p> <p><b>Need:</b> Low parent participation in school events, meetings, and surveys</p> <p><b>Scope:</b></p>	Building relationships with parents, families, and educational partners will increase participation in school events and surveys and overall satisfaction.	3.4, 3.5
<b>3.3</b>	<p><b>Action:</b> Student Engagement/Parent Involvement and Relationships Safe School</p> <p><b>Need:</b> Low parent participation in school events, meetings, and surveys</p> <p><b>Scope:</b></p>	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
<b>3.5</b>	<p><b>Action:</b> School Climate - Student Administrative Technician and classified staff to support student engagement, performance, and parent involvement.</p> <p><b>Need:</b> Chronic absenteeism rate identified barriers to student participation in education</p>	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

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
	<b>Scope:</b> LEA-wide		
<b>3.7</b>	<b>Action:</b> Student Engagement  <b>Need:</b> Students want collaborative learning opportunities  <b>Scope:</b> LEA-wide	Providing opportunities for collaborative learning will increase student attendance, school-connectedness, and satisfaction	3.1, 3.5
<b>4.1</b>	<b>Action:</b> CTE - Course Access - KRA  <b>Need:</b> Need for students ages 19-24 to participate in career development programs and employment opportunities  <b>Scope:</b> LEA-wide	Connecting students with colleges and community partners will increase student participation in these programs.	4.5
<b>4.2</b>	<b>Action:</b> Student Achievement-School Counselor  <b>Need:</b> Low graduation rate  <b>Scope:</b> LEA-wide	Targeting students in need will increase course completion rate and graduation rate	4.1, 4.2

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
<b>4.4</b>	<b>Action:</b> Student Achievement Academic Interventions  <b>Need:</b> Low graduation rate  <b>Scope:</b>	Counseling services will target students in need and increase course completion rate and graduation rate	4.1, 4.2
<b>4.8</b>	<b>Action:</b> Student Engagement - Transit passes, YMCA, Campo Ed Center food  <b>Need:</b> School attendance  <b>Scope:</b> 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
<b>4.7</b>	<b>Action:</b> Student Achievement - EL Testing Specialist  <b>Need:</b> Course completion rate  <b>Scope:</b>	EL testing specialist targets needs of EL students to complete courses	4.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address 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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	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?	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
1	1.1	Academic Achievement - Student Achievement	All Students with Disabilities	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
1	1.2	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	1.3	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	1.5	Learner Outcomes - Student Achievement							\$0.00	\$0.00	\$0.00				\$0.00	
1	1.6	Other Student Outcomes - SWD test participation, Certificated staff, SPED staffing costs	Students with Disabilities	No					\$631,696.00	\$54,600.00	\$367,827.00	\$281,959.00		\$36,510.00	\$686,296.00	
1	1.7	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			\$488,204.00	\$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	2.1	School Climate - 4.2 School Counselor	All	No					\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Highly Qualified Teachers - Basic	All	No					\$1,595,469.00	\$0.00	\$976,168.00	\$147,182.00		\$472,119.00	\$1,595,469.00	

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	Yes	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	

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	LEA-wide	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	LEA-wide	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			\$241,939.00	\$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 Unduplicated 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				\$9,000.00	
4	4.9	Student Engagement	All	No					\$0.00	\$0.00	\$0.00				\$0.00	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	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 to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,788,672	823,731	29.538%	0.000%	29.538%	\$1,048,529.00	0.000%	37.600 %	<b>Total:</b>	\$1,048,529.00
								<b>LEA-wide Total:</b>	\$1,010,932.00
								<b>Limited Total:</b>	\$37,597.00
								<b>Schoolwide Total:</b>	\$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 (%)
1	1.2	Monitoring Student Progress - Student Achievement, School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	
1	1.4	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		\$7,700.00	
1	1.7	Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	Yes	LEA-wide	English Learners Foster Youth Low Income		\$494,704.00	
1	1.8	Academic Achievement Student Achievement- Student Success	Yes	LEA-wide	English Learners Foster Youth Low Income		\$9,242.00	
2	2.3	Technology - Course Access, Laptops and Hotspots	Yes	LEA-wide	English Learners Foster Youth Low Income		\$171,343.00	
2	2.4	Student Progress Communication - Parent Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$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		

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

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

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$934,196.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

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)
1	1.2	Monitoring Student Progress - Student Achievement, School Counselor	Yes				
1	1.4	Professional Development	Yes	\$65,800.00			
1	1.7	Interventions - Classified Salaries, Content Area Specialists, Exact Path, EL Foundations	Yes	\$353,319.00			
1	1.8	Academic Achievement - Student Achievement- Student Success Coordinator	Yes	\$174,683.00			
2	2.3	Technology - Course Access, Laptops and Hotspots	Yes	\$134,303.00			
2	2.4	Student Progress Communication - Parent Involvement	Yes				
2	2.9	School Climate	Yes				
3	3.5	School Climate - Student Administrative Technician and classified staff to support student engagement, performance, and parent involvement.	Yes	\$86,150.00			
3	3.7	Student Engagement	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			

# 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)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	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%

# 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 [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).*

## 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



- 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, Statutes 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 [EC Section 32526\(c\)\(2\)](#); 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 [EC Section 32526\(d\)](#).
        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) 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.”

## Comprehensive Support and Improvement

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.

### 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, evidence-based 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:** [EC Section 47606.5\(d\)](#) 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 [CDE's LCAP webpage](#).

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 [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **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.

- 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)
  - Inclusion of metrics other than the statutorily required metrics
  - 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
  - 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
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## 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



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 [LCFF State Priorities Summary](#) 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.



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.

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:** [EC Section 42238.024\(b\)\(1\)](#) 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:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- 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 #
<ul style="list-style-type: none"> <li>• Enter the metric number.</li> </ul>
Metric

- 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 three-year 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
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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.”

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 three-year 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:

- 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:
  - 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 [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) 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 [EC Section 32526\(c\)\(2\)](#).
- 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*

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.



- 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.
  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as 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.
  - 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 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

- 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 —



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.

- **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 will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- 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 Improve Services (10), the LEA is required 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

### Approval of the 2025-2026 Employment Agreement for the Director, Bill Dobson

**Section:** XI. Personnel Services  
**Item:** A. Approval of the 2025-2026 Employment Agreement for the Director, Bill Dobson  
**Purpose:** Vote  
**Submitted by:** Gigi Lenz  
**Related Material:** B Dobson - 25\_26 MYA EA - Certificated - At-Will Exempt.pdf

#### BACKGROUND:

We request Board approval of the 2025–2026 **Employment Agreement for Bill Dobson**, who will serve in the **Director (Certificated, At-Will, Exempt)** position at Motivated Youth Academy. This agreement outlines the terms and conditions of employment, including duties, compensation, benefits, and required qualifications, and reflects the school's compliance with applicable California labor laws and charter school governance regulations. The agreement supports continued leadership stability and outlines expectations that align with the mission and operational needs of the school. Approval of this agreement affirms MYA's commitment to securing qualified leadership to advance educational excellence and organizational effectiveness in the coming school year.

#### RECOMMENDATION:

It is recommended the Board approve the 2025-2026 Employment Agreement for the Director of Motivated Youth Academy.

Fiscal Impact: \$156,674.00

## EMPLOYMENT AGREEMENT At-Will (Exempt)

Name (“Employee”): Bill Dobson

*In the position of*

Title (“Position”): Director

FLSA Status: Exempt

Classification: Certificated

This Employment Agreement (“Agreement”) is entered into by and between the Board of Directors (“Board”) of Motivated Youth Academy (“Employer”), a California public charter school approved by the Mountain Empire School District (the “District”) and the Employee. The Employer’s administrative offices are located at 500 La Terraza Blvd. #150 Escondido, CA 92025.

### RECITALS

**WHEREAS**, Employer desires to secure the services of Employee and to provide certain benefits, to establish certain conditions of employment, and to set working conditions for Employee;

**WHEREAS**, Employee is willing and qualified to perform the job duties of the position and desires to perform such services for the Employer on the terms and conditions set forth in this Agreement; and

**WHEREAS**, The parties recognize that Employer is/are generally exempt from the provisions of the California Education Code, except as expressly set forth in the Charter Schools Act of 1992 or elsewhere in other applicable laws or regulations.

**WHEREAS**, This Agreement constitutes the entire agreement between the employees specified and supersedes all previous written and verbal discussions, agreements, or understandings regarding its subject matter. Any amendments or modifications to this Agreement must be in writing and signed by both Parties.

**WHEREAS**, Employer and Employee understand and acknowledge that the COVID-19 global pandemic has significantly impacted current operations and that there are many uncertainties that exist as to the ongoing or future impacts that COVID-19 may have on all aspects of Employer’s operations, which include, but in no way are limited to, demand and revenue.

**NOW THEREFORE**, based on the above recitals and Employer’s current anticipated operational needs, and in consideration of the promises and mutual agreements set forth herein, the parties hereto agree as follows:



## **STATUTORY PROVISIONS RELATING TO CHARTER SCHOOL**

**EMPLOYMENT** Employer has been established and operates pursuant to the Charter Schools Act of 1992, California Education Code section 47600, et seq.

1. Employer has been duly approved by the Board of Education of the authorizing District. Employee understands that Employer is a separate legal entity from the District. The District is not liable for any debts or obligations of Employer, and Employee expressly recognizes that they are being employed by Employer and not the District.
2. Pursuant to California Education Code section 47610, Employer must comply with all of the provisions set forth in its charter, but is otherwise generally exempt from the laws governing school districts except as specified in the California Charter Schools Act, Employer's Charter or other relevant law.

Employer shall be deemed the exclusive public-school employer of the employees at Employer for purposes of California Government Code section 3540.1.

## **AGREEMENT**

**At-Will Employment.** Employee's employment with Employer is at-will. This means that either the Employer or Employee may terminate this Agreement and Employee's employment at any time with or without cause and with or without advance notice. Employee is employed on an as needed basis and may also be demoted or disciplined and the terms of employment may be altered at any time, including, but not limited to a change in duties and/or compensation, with or without cause, and with or without advance notice, at the discretion of Employer.

In that regard, Employee further understands that Employer may at any time, in its sole discretion and with or without advance notice or cause, terminate Employee's employment and this Agreement or alter the Employee's duties, compensation and/or other terms or conditions of employment based on impacts to its operations related the COVID-19 global pandemic.

No one other than the Board has the authority to alter this employment at-will relationship, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. Any such alteration or agreement must be in writing and must be approved by the Board. Although a position may be projected for a period of time, such as through the end of a school year, the Employer makes no guarantee of employment and adheres to a strict at-will employment policy.

**Duties.** Employee will perform the duties set forth on the job description attached as Exhibit A, as well as any tasks reasonably assigned from time to time by Employer in its sole discretion. Employee will at all times perform Employee's duties faithfully, industriously and competently, and with the utmost knowledge, skill and attention to the business of Employer, will use Employee's efforts to promote the success of the Employer, and will cooperate fully in the advancement of Employer's best interests. Employee will not render services in person or by

electronic means, paid or unpaid, for any other person or entity during scheduled work hours with Employer or with Employer's equipment or resources, except as expressly authorized in writing by Employer.

- a. Compliance with Personnel, Board and Other Policies. Employee shall comply with all Employer policies and procedures including those specified in the Employee Handbook and Board policies, as each may be amended from time to time in Employer's sole discretion. If the terms of this Agreement differ from those in the Employee Handbook, then this Agreement shall prevail.
- b. Additional Duties. Such other duties as assigned by the Employer as necessary at the employer's discretion and judgment to effectuate the purposes of this Agreement. The Employee understands that the Employer may at times make assignments that are in addition to those expressly described in this Agreement. In addition, the Employee shall attend any planned Employer events or training.
- c. Maintenance of Qualifications. Employee represents that Employee has, and will maintain in good standing throughout the duration of this Agreement, all requirements and qualifications established by Employer for this position. Employee understands that employment is contingent upon verification and maintenance of applicable licensure, credentials and other legally required qualifications, including but not limited to criminal background clearance from the Bureau of Criminal Identification and Information, Civil Check, and TB testing.

Because of the unique nature of Employer's independent study programs, employees of Employer should not accept non-Employer employment by parents/guardians of independent study program students, which would include tutoring or assisting such students during non-Employer work hours. Such non-Employer employment may create a real or perceived conflict of interest with the mission and goals of Employer, and therefore such non-Employer employment is discouraged. In all situations, employees of Employer owe a duty of loyalty to Employer pursuant to Cal. Labor Code section 2863 ("An employee who has any business to transact on their own account, similar to that entrusted to the employee by the employer, shall always give the preference to the business of the employer.").

**Work Schedule.** Employee's position is full-time or part-time based on Full-Time Equivalent ("FTE"). At a minimum, Employee is expected to work Monday through Friday during regular business hours, or as modified by Employee's supervisor. Employer's business needs require all employees to be flexible in their ability to perform multiple tasks and to accept changes in scheduling and duties. Employee will be provided with a work calendar outlining scheduled work days needed to fulfill all the obligations of this Agreement.

Full Time Equivalent (FTE)	1.0 FTE
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**Work Year.** Subject to the At-Will provision of this Agreement, unless extended by mutual agreement of the parties. Employee's employment shall commence on the "Assignment Start

Date.” The “Proposed End Date” reflects the anticipated ending of the position, but does not provide a guarantee of employment. Employee acknowledges and understands that Employee has entered into this employment relationship with Employer voluntarily and acknowledges and understands that there is no specific guaranteed length or agreed upon term of employment.

Assignment Start Date	July 1, 2025
Proposed End Date	June 30, 2026
Work Year Calendar (days)	220 days
Work Year Calendar (months)	12 months

**Compensation.** Employer will pay the Employee a salary commensurate with the approved gross salary as specified herein. Compensation earned will be paid to Employee on Employer’s regular paydays, subject to legally required withholdings and deductions and such other withholdings and deductions authorized by Employee. An exempt employee is paid in equal monthly payments on the 26th of each month. Salaries will be prorated for any Employee who begins after the first day of the work year calendar.

The Board of Directors of the Employer may at any time during any school year increase the salaries of persons employed by the Employer, such increase to be effective on any date ordered by the Board.

The Employer will reimburse mileage expenses at the IRS approved rate per board policy.

Annual Salary	156,674.00 Annual: \$
Salary Grade/Step	Grade Step Step 5
Additional Pay/Assignment	
Cell/Internet Stipend	\$ 600 annually
Education Stipend	TBD when received diploma
Retirement Benefits Eligibility	STRS 403(b) 457(b)
Employer Retirement Contribution	STRS contribution 19.1% + 403(b) per employer policy

**Benefits.** Employee shall be eligible for all benefits available to Employer's employees of the same schedule and classification, as such benefits may be amended from time to time in Employer's sole discretion. For eligible employees, Employer provides the option of a contribution towards the Employee's medical, dental, and/or vision benefit election(s).

- a. Should Employee's benefit election be less than the maximum employer contribution amount, the Employee will not receive the difference in wages.
- b. Employees who elect benefit plans that exceed the total employer contribution amount authorize the employer to make a salary deduction for the difference in the cost of the plan and the employer contribution based on the tier of benefit eligibility.

Exempt (FTE)	Non-Exempt (Hours per Week)	<i>Eligible employees will have the option to choose to enroll in benefits.</i>
		<b>*Tiered Benefit Stipends</b> <b>(for Health, Dental, and/or Vision)</b>
.75+ FTE	30+ hours	\$1,666/month   \$20,000/annually
.50 - .74 FTE	20-29 hours	\$733/month   \$8,800 annually
.475 FTE or less	19 hours or less	not eligible

Medical Benefits	\$1,666/month   \$20,000.00/year
------------------	----------------------------------

**Sick Leave.** Employee accrues paid sick leave pursuant to Employer's policy, which satisfies or exceeds the accrual, carryover, and use requirements of Labor Code §246. Employee is entitled to minimum requirements for paid sick leave under state law, which provides that the Employee:

- a. May not be terminated or retaliated against for using or requesting the use of accrued paid sick leave; and

- b. Has the right to file a complaint against an employer who retaliates or discriminates against an employee for:
- I. Requesting or using accrued sick days;
  - II. Attempting to exercise the right to use accrued paid sick days;
  - III. Filing a complaint or alleging a violation of Article 1.5 section 245 et seq. of the California Labor Code;
  - IV. Cooperating in an investigation or prosecution of an alleged violation of this Article or opposing any policy or practice or act that is prohibited by Article 1.5 section 245 et seq. of the California Labor Code.

Sick Leave Accrual	8 hours per pay period
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**Intellectual Property.** *Ownership.* All intellectual property developed by Employer under this Agreement will be owned by Employer including, without limitation, works of authorship (e.g., writings, graphic designs and computer programs); inventions (whether tangible or intangible); and, trademarks. However, the following intellectual property is *excluded* from ownership by Employer under this Contract, absent further agreement with Employee:

- a. That which is developed without use of equipment, supplies, facilities or trade secret information of Employer, and entirely on Employee's own time, which also (a) does not relate (1) to the business of Employer; (2) to Employer's actual or demonstrably anticipated research or development; or (b) which does not result from work performed by Employee for Employer (see California Labor Code Section 2870).

*Protection.* Employer may, at its sole discretion and at its own expense, choose to seek, obtain, maintain, enforce, or forego any form of protection for intellectual property owned by it under this Agreement.

*Cooperation.* At Employer's expense, Employee will cooperate with Employer to facilitate the provisions of this section of the Agreement, without limitation, through execution of assignments, execution of formal documents to support applications for intellectual property protection, and providing testimony in litigation to enforce or defend Employer's intellectual property rights.

**Proprietary Property.** Employer's proprietary property is the personal property of Employer and constitutes confidential trade secrets and curriculum, which comprises the substance of Employer's business. As part of the consideration for Employee's employment and the compensation received from Employer, Employee agrees at all times, both during or after termination of employment, except as necessary in the ordinary course of performing duties as an employee of Employer:

- a. Employee shall keep in the strictest confidence and trust all proprietary information.
- b. Employee shall not knowingly use, reproduce, disseminate, disclose, publish, or do anything related to any proprietary information or rights for any unauthorized purpose.

- c. Employee shall at all times during employment promptly advise Employer of any knowledge that employee may have of any unauthorized release or use of Employer's proprietary information.

"Proprietary Information" means information (a) that is not known by actual or potential competitors of Employer or is generally unavailable to the public, (b) that has been created, discovered, developed, or otherwise conveyed to Employer, and (c) that has material economic value or potential material economic value to Employer's present and future educational operations. "Proprietary Information" shall include trade secrets (as that term is defined under California Civil code Section 3426.1) and all other discoveries, developments, designs, improvements, inventions, formulas, software programs, processes, techniques, know-how, data, research, techniques, technical data, and any modifications or enhancements of any of the foregoing, and all program, marketing, sales, or other financial or business information disclosed to employee by Employer.

**Confidential Information.** All Confidential Information of which Employee has knowledge or to which Employee has access shall be the exclusive property of Employer both during and after Employee's employment. Employee shall hold such information in strictest confidence and shall not use or disclose Confidential Information to any person or entity without the prior written consent of Employer, except to the extent such use or disclosure is made by reason of Employee's job responsibilities. Employee shall not take any Confidential Information that is in written form, electronic, computerized, machine readable, model, sample, or other form capable of physical delivery, upon or after termination of Employee's employment with Employer without the prior written consent of Employer. For the purposes of this section, Confidential Information, shall mean all information, data or knowledge regarding Employer, its operations, clients, students, employees, contractors or vendors not known generally to the public, including, but not limited to trade secrets, existing or proposed programs, purchases, fundraising strategies, financial and marketing data, lesson plans, student information, private employee information and benefits information.

**Duty to Report Known or Reasonably Suspected Child Abuse.** California Penal Code section 11166 requires any child care custodian such as the Employee who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

By executing this Agreement, Employee is certifying that they are a child care custodian and have knowledge of California Penal Code Section 11166 and will comply with its provisions.

**Arbitration/Sole Remedy for Breach of Agreement.** In the event of any dispute between Employer and Employee concerning any aspect of the employment relationship, including any disputes relating to termination, all such disputes shall be resolved by binding arbitration before

a single neutral arbitrator pursuant to the Federal Arbitration Act, as outlined in the Employee Handbook.

### **General Provisions.**

- a. **Successors and Assigns.** The rights and obligations of Employer under this Agreement shall inure to the benefit of and shall be binding upon the successors and assigns of Employer. Employee shall not be entitled to assign any of Employee's rights or obligations under this Agreement.
- b. **Governing Law.** This Agreement shall be interpreted, construed, governed, and enforced in accordance to the laws of the State of California and venue for any action or arbitration arising from this agreement shall be in San Diego County.
- c. **Amendments.** No amendment or modification of the terms or conditions of this Agreement shall be valid unless in writing and signed by the parties hereto.
- d. **Separate Terms; Severability.** This Agreement is severable, such that in the event any provision of this Agreement is held to be illegal, invalid, or unenforceable, the legality, validity, and enforceability of the remaining provisions will not be affected or impaired. Additionally, the parties expressly grant to any jurisdictional entity interpreting this Agreement (i.e., arbitrator) the power and authority to modify the terms of this Agreement to the extent necessary to allow enforcement of this Agreement to the fullest extent allowed by law.
- e. **Waiver of Breach.** A waiver by either party of a breach of provision or provisions of this Agreement shall not constitute a general waiver, or prejudice the other party's right otherwise to demand strict compliance with that provision or any other provisions in this Agreement.
- f. **Entire Agreement.** This Agreement, together with the attachments, exhibits and other documents incorporated by reference, constitutes the entire understanding and agreement of the parties with respect to the subject matter hereof and supersedes all prior contemporaneous agreements or understandings, inducements or conditions, express implied, written or oral, between the parties. There are no oral understandings, terms, or conditions, and neither party has relied upon any representations, express or implied, not contained in the Agreement. The express terms of this Agreement control and supersede any course of performance or usage of the trade inconsistent with any of the terms of this Agreement.
- g. **Attorneys Fees.** In any litigation, arbitration, or other proceeding by which one party either seeks to enforce its rights under this Agreement (whether in contract, tort, or both) or seeks a declaration of any rights or obligations under this Agreement, the prevailing party shall be awarded its reasonable attorney fees, costs, expenses and disbursements incurred.

**By signing below, the employee certifies that the employee has read and understands this agreement and voluntarily enters into this agreement subject to the above terms and conditions.**



1. **Acceptance of Employment.** By signing below, the Employee declares as follows:
  - a. I have read this Agreement and accept employment with Employer on the terms specified herein.
  - b. All information I have provided to Employer related to my employment is true and accurate.
  - c. I have received and reviewed the job description for this position and understand my job duties.
  - d. I have received and reviewed the work year calendar.

This Employment Agreement is subject to approval and ratification by the Board of Directors.

EMPLOYEE APPROVAL:

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

EMPLOYER APPROVAL:

\_\_\_\_\_  
Director or Designee

\_\_\_\_\_  
Date



# Coversheet

## Approval of the School Safety Plan

**Section:** XII. Policy Development  
**Item:** A. Approval of the School Safety Plan  
**Purpose:** Vote  
**Submitted by:** Gigi Lenz  
**Related Material:** MYA Safety Plan - 2025 Version .pdf

### BACKGROUND:

We request Board approval of the **MY Academy 2025 School Safety Plan**, which has been developed in compliance with California Education Code Sections 32280–32289.5, including MY Academy's Instructional Continuity Plan, and in alignment with the guidance provided by the San Diego County Office of Education. MY Academy has adapted traditional safety planning frameworks to reflect our unique instructional model, incorporating safety protocols relevant to remote operations, home-based learning, and community-based events. The plan addresses all legally required components, including emergency preparedness procedures, mandated reporting, crisis response, student wellness, and hate crime prevention. It also includes non-site-specific provisions such as safe online communication practices, remote engagement guidelines, and field-based safety procedures. The plan reflects best practices by incorporating protocols for medical emergencies, and considerations for students with disabilities. Board approval of this plan ensures that MY Academy remains compliant with state and local mandates while prioritizing the safety and well-being of students and staff across all learning environments.

### RECOMMENDATION:

It is recommended the Board approve the Comprehensive School Safety Plan for Motivated Youth Academy.

Fiscal Impact: None.



## **Safety Plan**

Motivated Youth Academy  
500 La Terraza Blvd, Ste 150  
Escondido, CA 92620

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## **Section 1: School Safety Plan Purpose**

### **Objective**

Motivated Youth Academy/MY Academy/MYA ("School") recognizes that students and staff have the right to a safe and secure environment where they are free from physical and psychological harm. The School is fully committed to maximizing school safety and creating a positive learning environment that includes strategies for violence prevention and high expectations for student and staff conduct, responsible behavior, and respect for others.

The School safety plan will be reviewed and updated by March 1st every year. A copy of the School Safety Plan will be available for review at the School's offices.

### **Disruption Free Learning Environment**

The School believes that all students have the right to be educated in a positive learning environment free from disruptions. At School sponsored activities and events, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards Learning Facilitators, other staff, students and volunteers. Every effort is made to ensure students are aware of the expected behaviors at a school-organized event.

### **School Crime Statistics**

The School will compile statistics pertaining to school crime committed on the premises of school-related functions, if applicable. The school will complete an incident form to document each applicable occurrence. The School will also insert an annual breakdown of incidents by month, if applicable. Information obtained will assist the School in developing programs to reduce the incidence of crime.

## Nondiscrimination and Fair Treatment of School Community

The School realizes that a major source of conflict in many schools is the problem of bias and unfair treatment of students and staff based on actual or perceived race (including traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks and twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer, and genetic characteristics), reproductive health decision-making, family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status, use of cannabis off the job and away from the workplace or any other consideration made unlawful by federal, state, or local laws. The School strives to convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. The School endeavors to communicate to students, staff and the greater community that all individuals are valued and respected. Staff experiencing discrimination or harassment are encouraged to contact human resources or refer to the employee handbook “Section I: Nondiscrimination Policies” for more information. (Click active links for current copies of the [5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy](#), [4060 Prohibiting Unlawful Harassment, Discrimination, and Retaliation Policy](#), and [5070 Transgender and Gender Nonconforming Student Nondiscrimination Policy](#))

## **Section 2: Emergency Preparedness**

The School is a flex based, non-classroom, independent study Charter School where students learn in a variety of settings. Typically students are in the primary care of their educational rights holders for their schooling. There are a few instances when the school facilitates events such as meetups and school-sponsored gatherings when it is important to have a clear

emergency preparedness plan and adhere to any requirements related to a facility in conjunction with law enforcement and the fire marshal.

The School's procedures for evacuation and emergency preparedness are outlined in the following section for the school office, staff meetings, meetups, and other school events. The roles of the responsible parties, the training necessary to perform those responsibilities, necessary resources, and emergency response actions, if applicable, are defined for each site where school operations are conducted.

Further, it is important to clearly define the responsibilities of the School and educational rights holder, as well as the School's dismissal procedures, in the event of an emergency or disaster.

## School Responsibilities

The School will abide by the vendor/site emergency plans, if applicable based upon the location of the event. Beyond that, the School will consistently maintain the following:

- Train appropriate staff to respond to emergencies
- Staff emergency information in UKG
- Student emergency information
- Employee safety training assignments, as appropriate
- First aid kits for all school events, the meetup coordinators, and the school office
- Establish and maintain online security safety measures
- Establish a form of school safety notifications

## Staff Responsibilities

Staff will abide by the School and vendor/site emergency plans, if applicable based upon the location of the event. Beyond that, the staff will meet the following expectations:

- Complete assigned trainings
- Comply with all school safety protocol
- Keep staff emergency information in UKG current
- Keep first aid kit in possession during all school events and meetings
- Maintain safety applications on smart phone/iPad

## Educational Rights Holder Responsibilities

Educational rights holders of students will be required to complete when applicable:

- Annual CAASPP Site Security form - ER Card



- Permission slips

Educational rights holders are responsible for ensuring that student information and emergency contacts are current on all forms at all times. The information in the student information system and/or event form will be used to release students in the event of a declared emergency.

## Response Team Plan - Emergency Response and Communication

The School is committed to its emergency strategy and for school events will determine an effective method to communicate with staff during urgent matters. The School will send applicable staff real-time updates and notifications during emergencies, anything vital to the safety of students and staff. All notifications are sent by authorized system administrators.

### Instructional Continuity Plan (ICP) for MY Academy

In accordance with Senate Bill 153 (SB 153) and California Education Code (EC) Section 32282, MY Academy has developed an Instructional Continuity Plan (ICP) to ensure students continue to receive education during emergencies or natural disasters. As an independent study and primarily virtual learning provider, our model allows for a more seamless transition during disruptions; however, this plan outlines necessary protocols to address potential challenges.

#### 1. Communication Protocol

MY Academy will engage with students and families as soon as practicable, but no later than five calendar days following an emergency. Our communication strategy includes:

- Two-way communication via text message, phone calls, email, school website, and/or social media.
- Identification and support for students' social-emotional, mental health, and academic needs.
- Contingency plans for alternative communication methods in case of infrastructure damage.

#### 2. Access to Instruction

For students who receive direct instruction from the School, services will resume as soon as practicable, but no later than ten instructional days following an emergency. Since MY Academy operates as an independent study and primarily virtual learning provider, instruction will primarily continue through our established online platforms. Plans include:

- Ensuring continuity of remote instruction through our existing Independent Study Policy,

aligning with EC sections 51747 and 51749.5. (See the following link for a current copy of the [6010 Independent Study Policy](#))

- Offering printed materials or other offline learning resources for students who have lost internet access.

### 3. Technology and Resource Accessibility

MY Academy will ensure that students have equitable access to educational resources, including:

- Ensuring students have access to Wifi.
- Ensuring applicable instructional materials, including digital learning resources, are available.

### 4. Support Services for Students

Recognizing the importance of student well-being, MY Academy will:

- Continue offering virtual counseling services and social-emotional learning (SEL) support.
- Maintain special education services and accommodations through remote support.
- Provide resources for displaced or at-risk students, including those experiencing unsheltered living situations or in foster care.

### 5. Review and Compliance

This ICP will be reviewed annually and updated as needed. MY Academy will comply with SB 153 requirements, including:

- Maintaining a governing board-approved Comprehensive School Safety Plan (CSSP) that includes the ICP.
- Ensuring compliance verification during annual audits beginning in 2025-26.

MY Academy is committed to minimizing instructional disruptions and supporting students and families during emergencies. Our virtual learning model provides a foundation for instructional continuity, with contingency measures in place to address unforeseen challenges.

## Ingress and Egress Procedures

### General Principles

When possible, the School will develop a plan and take any possible measures to ensure the safe arrival and departure of students, educational rights holders, and staff. Information related to ingress and egress procedures during state assessments, school functions, and field trips will be provided to students, families and staff in advance.

## Meetups & Events

For all meetups and events, the School will email all attendees before the trip with any pertinent information regarding parking and directions.

## Student Dismissal in the Event of an Emergency

In the event of a declared emergency, as per the site, all students will be required to remain onsite or at an alternate safe site under the supervision of the Director, Director's designee or other School staff assigned by the Director or designee. Students will not be permitted to leave until:

1. Regular dismissal time, and only if it is considered safe to do so.
2. Depending on the site, an authorized adult with a photo ID, whose name appears on the CAASPP Site Security form or permission slip, arrives to pick up the student.
3. In the event of an earthquake or another disaster that prevents educational rights holder and other designated adults from picking up students, students will remain with School staff.

## Staff Dismissal in the Event of an Emergency

In the event of a declared emergency with students present, all School employees will remain on-site and carry out their assignments until officially dismissed by the Director or Director's designee, or relieved by law enforcement and/or fire personnel.

## Types of Emergencies & Procedures

### Fire

*The following guidance is in place for reference; it's imperative that staff follow the guidance of trained law enforcement and/or emergency personnel and not arbitrarily take the matter into their own hands unless absolutely necessary. These guidelines apply to all school meeting locations, facilities and events.*

In case of fire, the individual who discovers the fire shall assume the following responsibilities (if the individual who discovers the fire is a minor, they will report to a supervising adult):

- Call the Fire Department by dialing 911 and pulling the nearest fire alarm, if applicable
- Notify the designated staff member responsible at the site to alert applicable staff
- If police or paramedics are needed, tell the 911 operator
- If there isn't an alarm, be sure to notify people in the surrounding area
- Clear staff and students, as applicable, from the immediate area
- If there are fire extinguishers and individuals are trained to use them, put out small fires immediately. Do not jeopardize safety to fight it.
- Close, but do not lock all doors leading to the fire areas to contain the fire
- Have staff and students exit the building; check restrooms, etc.
- Assist disabled or injured employees and students while exiting

Staff shall follow these safety guidelines:

- If students are present, lead students to the designated evacuation area away from fire lanes
- Do not panic; listen for instructions and help keep students and staff calm
- Exit quietly and quickly
- Feel the face of the door and the door knob for heat by using the back of your hand
- Do not open hot doors
- Do not break windows
- If an exit in an area cannot be accessed, stuff a jacket or coat under the door and cover air vents to prevent the entry of smoke
- STAY LOW TO THE FLOOR
- Do NOT use elevators unless authorized to do so by the police or fire personnel. Elevators could fail during an emergency.
- Do not assist fire-fighting personnel unless asked to do so
- Do not attempt to salvage items or retrieve purses, coats, or other personal belongings
- If applicable, remain with students until given alternative instructions

## Storm & Flooding

*The following guidance is in place for reference; it's imperative that staff follow the guidance of trained law enforcement and/or emergency personnel and not arbitrarily take the matter into their own hands unless absolutely necessary. These guidelines apply to all school meeting locations, facilities and events.*

Winter rains can cause floods, landslides, uprooted trees, and downed or broken utility lines in

almost any neighborhood.

#### During the Storm:

- If water has entered the premises, staff and students will be instructed to not walk through it – it may contain hazardous materials
- If asked to leave the property, staff and students will leave items and evacuate as instructed
- Do NOT use elevators unless authorized to do so by the police or fire personnel. Elevators could fail during an emergency.
- Downed power lines and broken gas lines will be avoided
- The School will notify applicable staff of all processes as appropriate

## Earthquake

*The following guidance is in place for reference; it's imperative that staff follow the guidance of trained law enforcement and/or emergency personnel and not arbitrarily take the matter into their own hands unless absolutely necessary. These guidelines apply to all school meeting locations, facilities and events.*

#### Earthquake Procedure

In a major quake, gentle shaking may be experienced at first and then more violent shaking within a few seconds. Staff and students may find it difficult to maintain their balance or may even be knocked off their feet. Or, individuals may be shaken by a sudden and violent jolt. It may be difficult or impossible to move from one room to the next. Within seconds, the shaking will stop.

#### Don't Panic:

- Remaining calm and reassuring will keep students or staff calm
- Acting decisively and taking action will set the tone for others

#### If indoors when shaking starts:

- “DROP, COVER AND HOLD ON.” If not near a strong table or desk, staff and students are to drop to the floor against an interior wall and cover their head and neck with their arms or stand in a doorway
- If an individual uses a wheelchair, they are to lock the wheels and cover their head
- Stay away from windows, bookcases, cabinets, outside walls and other heavy objects until the shaking stops
- Do not try to run out of the structure during strong shaking
- Stay away from buildings. Glass from tall buildings does not always fall straight down; it can

catch a wind current and travel great distances.

- Do NOT use elevators unless authorized to do so by the police or fire personnel. Elevators could fail during an emergency.
- Don't be surprised if the electricity goes out or the fire alarms sound.

If outdoors when shaking starts:

- Move to a clear area if it can be reached safely. Avoid power lines, buildings and trees.

### The Shaking Has Stopped. Now What?

Immediately after the quake, the greatest danger is from falling objects, followed by fire.

- Make sure students and staff are safe and not injured
- Remain calm
- Check for others that may be trapped or injured; administer first aid, if necessary. Do not move seriously injured persons unless they are in immediate danger.
- Check around for dangerous conditions, such as fires or possible fire hazards, downed power lines and structure damage
- If there are fire extinguishers and individuals are trained to use them, put out small fires immediately
- If danger is suspected, evacuate
- Don't use the elevator. Use the stairs.
- If at a school event, calmly walk students to the evacuation meeting site, bringing student list
- Take attendance to verify ALL students and staff that were in the room are accounted for in the line
- Note anyone who is missing
- Staff will wait for instructions
- Assemble emergency supplies, water, food, and first aid supplies
- Telephone for emergencies only
- Be prepared for aftershocks; they are usually not as strong as the initial earthquakes
- Cooperate with public safety officials
- If staff and students are released back to the building, return and verify student and staff attendance to ensure all are present

If trapped in debris:

- Move as little as possible so as not to kick up dust. Cover the nose and mouth with a handkerchief or clothing.
- Tap on a pipe or wall so that rescuers can hear where you are. Shout only as a last resort.

### Preparation Before the Shaking Starts:

- Become familiar with evacuation routes and share information with staff
- Plan alternate routes of evacuation
- Plan for disabled employees and students
- Inform staff in the event of an emergency/disaster they may not be able to leave the premises for 72 hours, or per local public safety officials
- First aid materials will be provided

## Threats of Violence

*The following guidance is in place for reference; it's imperative that staff follow the guidance of trained law enforcement and/or emergency personnel and not arbitrarily take the matter into their own hands unless absolutely necessary. These guidelines apply to all school meeting locations, facilities and events.*

All threats or perceived threats of violence against any person or property are considered serious. Staff who are alerted to or observe any threat or perceived threat shall immediately report the threat or perceived threat to law enforcement. The School will support the local law enforcement in the immediate investigation and threat assessment, as needed. The very act of a threat shall be cause for discipline against a student or staff member and immediate removal of a visitor.

## Violent Intruder/Active Aggressor

*The following guidance is in place for reference; it's imperative that staff follow the guidance of trained law enforcement and/or emergency personnel and not arbitrarily take the matter into their own hands unless absolutely necessary. These guidelines apply to all school meeting locations, facilities and events.*

In general, how one responds to an active aggressor will be dictated by the specific circumstances of the encounter, bearing in mind there could be more than one aggressor involved in the same situation.

If near an area where an aggressor is identified, take whatever actions necessary to protect oneself. Situational awareness is key; if the aggressor is in the area, get away from it. Use any means necessary to get out or away from the incident. If no gunfire is heard or an aggressor seen, initiate lockdown immediately.

## Procedure

If an assault occurs on or near the school event, the first employee who observes the assault should immediately call 911 and notify the appropriate school personnel

- Dial 911 to alert police to the active aggressor's location
- If unable to speak, leave the line open and allow the 911 dispatcher to listen

**Potential responses:** In response to an active shooter event, there will be four potential courses of action: evacuate, lockdown, hiding, or self-defense. The following guidelines identify these courses of action.

1. Evacuate - If there is an accessible escape path, the first priority is to evacuate the premises following these recommendations:
  - a. Have an escape route and plan in mind
  - b. Evacuate regardless of whether others agree to follow
  - c. Leave belongings behind
  - d. Help others escape, if possible
  - e. Prevent individuals from entering an area where the aggressor may be
  - f. Keep hands visible
  - g. Follow the instructions given by any law enforcement
  - h. Do not attempt to move wounded people
  - i. Call 911 when safe
    - i. Provide the following to the 911 dispatcher:
      1. Description of the suspect
      2. Number and types of weapons
      3. Suspect's direction of travel
      4. Location and condition of victims
2. Lockdown – Move quickly to a safe place that is easily lockable. Stay in that location until law enforcement states that it is safe to exit the location
  - a. Lock all entrances to the location
  - b. Barricade all entrances with furniture, desks, or anything available (use caution and not restrict options for movement if possible)
  - c. Close blinds and turn off the lights
  - d. Silence cell phones
  - e. Stay low to the ground and hide until the situation has ended
  - f. Work in groups and develop a plan in case the aggressor is able to make it into the area



- g. Stay indoors until authorities state that it is safe or order an evacuation
- 3. Hide - If evacuation is not possible, find a place to hide where the aggressor is less likely to find oneself with these recommendations:
  - a. Be inconspicuous
  - b. Be out of the aggressor's view
  - c. Provide physical protection if shots are fired (e.g. going into a bathroom and locking the door, staying as low to the floor as possible and remaining quiet and motionless)
  - d. Do not trap oneself or restrict options for movement
  - e. To prevent an aggressor from entering a hiding place:
    - i. Lock the door
    - ii. Blockade the door with heavy furniture (use caution and not restrict options for movement if possible)
  - f. If the aggressor is nearby:
    - i. Lock the door
    - ii. Silence cell phones
    - iii. Turn off any source of noise (e.g. radios, televisions, etc.)
    - iv. Hide behind large items (e.g. cabinets, desks, etc.)
    - v. Remain quiet and motionless
- 4. Self Defense - If it is not possible to evacuate or hide, then consider self-defense with these recommendations:
  - a. Remain calm
  - b. Take action against the aggressor *only* when it is believed that one's life is in imminent danger; attempt to disrupt and/or incapacitate the aggressor as follows:
    - i. Act as aggressively as possible toward the aggressor
    - ii. Throw items and improvise weapons
    - iii. Yell
    - iv. Commit oneself to defensive physical action

## How To Respond when Law Enforcement Arrives

Law enforcement's purpose is to stop the active aggressor as soon as possible. Officers will proceed directly to the area in which the last shots were heard. It is important to keep in mind that every emergency situation is approached differently by law enforcement and to use the information outlined below as a general guide.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and

other tactical equipment

- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Information to provide to law enforcement or 911 operator:

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

The first officers to arrive at the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

## Terrorist Attacks & Bomb Threats

Terrorism may involve devastating acts using weapons of mass destruction. These weapons range from chemical agents, biological hazards, radiological or nuclear devices, and other explosives. The primary objective of a terrorist is to create widespread fear.

If there is a terrorist attack, staff and students will be instructed to:

- Stay calm
- Be vigilant--look out for secondary hazards such as falling debris or additional attacks
- Follow the instructions of emergency service personnel

If there is a bomb threat, staff will be instructed to:

- Ask the caller the following questions:
  1. *When is the bomb going to explode?*
  2. *Where is the bomb right now?*
  3. *What kind of bomb is it?*
  4. *What does the bomb look like?*
  5. *Why did you place the bomb?*
  6. *Where are you calling from?*
- Record the exact time and length of the call
- Write down the exact words of the caller
- Listen carefully to the caller's voice and background noise
- After hanging up, call 911 immediately from a hard-wired telephone – do not use cell phones to report a bomb threat

## Hostage Situations

In any hostage situation, the primary concern must be the safety of staff and students. Individuals who take hostages are frequently disturbed and the key to dealing with them is to make every attempt to avoid antagonizing them. Communication and demeanor with a hostage taker must be handled by a trained professional in a non-threatening, non-joking manner, always remembering that it may take very little to cause an individual to become violent.

If in a hostage situation, staff will be instructed to:

- When safe, call 911. Identify the work site and give the exact location in the building of the incident. Stay on the phone until law enforcement arrives to assume control of the situation. Staff are to follow the direction of trained law enforcement.
- Not use words such as “hostage,” “captives,” or “negotiate”
- Stay calm
- NOT demonstrate heroics, challenges or confrontation
- Obey all commands
- If possible, initiate a work site lockdown to stabilize areas around the incident and make for an easier evacuation

- School personnel should cooperate with law enforcement
- Keep all radios, television sets, and computers turned off to minimize any possibility that the suspect(s) can hear or see “NEWS REPORTS.”
- Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately six (6) to eight (8) hours, and the average barricade incident lasts approximately three (3) hours. TIME IS ON YOUR SIDE.
- Anticipate a point of law enforcement entry, rescue and how suspects will be apprehended
- Although law enforcement are responsible for establishing rapport, the following is considered informational only if the effort to establish rapport with the suspect is absolutely necessary and appropriate.
  - Provide first name
  - Find out their first name and use first names, including those of other staff members involved in the situation
  - If first names are not known, refer to the hostages(s) as men, women, and children.

If the hostage location is other than the School office, staff will be instructed to:

- Immediately call 911. Identify the address and the situation, providing the exact location of the incident. STAY ON THE LINE UNTIL LAW ENFORCEMENT ARRIVES.
- While on the phone with the 911 dispatcher report the following if known:
  - Number of suspect(s)
  - Names(s) of suspect(s), if known
- Description of suspect(s):
  - Gender
  - Race
  - Weight (e.g. light; lean; heavy; obese) stay away from using pounds
  - Height (e.g. short; medium; tall) avoid using feet/inches
  - Hair
  - Eyes
  - Approximate age
  - Description of clothing
- Anything special or unusual, such as:
  - Scars
  - Tattoos
  - Burn marks
  - Birthmarks
  - Pierced body parts
  - Jewelry

- The exact location of the suspect (building, room) and include North, South, East or West in directions
- The approximate number of staff and/or students in the hostage area
- If weapons or explosive devices involved
- If any shots have been fired. *If yes, describe sound and number of shots fired.*
- Reports of any injuries or emergency medical needs (medication). *Describe the exact location and condition of the victim(s).*
- Any demands the suspect has made
- Any other background information, past problems with suspect, demeanor, possible motive, or vendettas against particular individuals
- Location of the situation:
  - If the hostage situation is on one side of the building, law enforcement will likely want to enter from the other side
  - Inform law enforcement exactly where the hostage situation is located and advise law enforcement what is considered to be the best “other side” entrance for a law enforcement response

While waiting for law enforcement, staff will be instructed to:

- If you can safely communicate by phone, implement lockdown procedures. For this situation, DO NOT set off any alarms as the bell may cause staff to panic and rush into a dangerous area.
- DO NOT EVACUATE until instructed or escorted by law enforcement.
- Complete reports as necessary

Once law enforcement or public safety officials arrive:

- Law enforcement or local public safety officials will need assistance in identifying witnesses. Gather witnesses in a secure location but do not let them talk with one another (to protect the investigation).

## Adaptations for Individuals with Disabilities

Evacuation of people with disabilities will be given high priority in all emergencies. School personnel shall familiarize themselves with procedures in order to assist in planning for the evacuation of people with disabilities.

In all emergencies, after an evacuation has been ordered:

- If the situation is life-threatening, call 9-1-1

- Always ASK someone with a disability how you can help BEFORE attempting any rescue technique or giving assistance. Ask how they can best be assisted or moved, and whether there are any special considerations or items that need to come with the person.
- Evacuating a disabled or injured person by only one person with no assistance is a last resort.
- Check on people with special needs during an evacuation
- Do NOT use elevators, unless authorized to do so by the law enforcement or fire personnel. Elevators could fail during a fire, earthquake or flood.

## Post-Incident Communication

### Public Announcements

When law enforcement or a public safety agency has determined that the emergency situation is under control, a representative of the School will provide a public announcement that the emergency is over.

### Notifications of Relatives

The School will designate a school representative to notify relatives of any injured employees in a timely fashion.

### Medical Assistance

The School will designate representatives who will engage with emergency responders who provide medical assistance to injured employees, ensuring that all required medical benefits and insurance documentation is provided.

### Police Investigation

After law enforcement or a public safety agency has secured the premises, the School will arrange to have designated representatives participate in the law enforcement investigation of the incident, including identifying witnesses and providing requested information and documents.

### Pandemic Flu

A pandemic flu is a virulent human flu that causes a global outbreak, pandemic, or serious illness. Because there is little natural immunity, the disease can spread easily from person to person. The School will refer to the guidelines and resources from the Centers for Disease Control and Prevention (CDC) as well as the state and local public health departments in all counties served.

Based on guidance at the federal and state level, the School will work to reduce the spread of the

pandemic flu by observing guidelines as applicable to the School setting. Some possible prevention strategies may include:

- Provide flu-prevention supplies to staff such as hand sanitizer with at least 60% alcohol, face masks and disinfectants as needed.
- Identify critical job functions and positions and plan for alternative coverage if needed. The School will develop a plan to support students and staff that need to stay home when sick, and will comply with all federal, state and local laws.
- Separate sick individuals from other staff and visitors if they become ill.
- Plan ways to comply with any social distancing requirements (eg. increasing the space between people to at least 6 feet, or as directed by the local health department).
- Develop a risk-assessment and risk-management process by conducting health screenings for flu-like symptoms during the pandemic.
- Plan ways to continue educating students if School functions and events are primarily virtual. If in-person events are canceled, identify actions needed. Identify the disadvantaged students and establish and implement plans to support their continued education.
- Identify strategies to continue essential student services
- Create and maintain consistent communication with the greater school community. Share plans with the board, staff, students, community providers and all education partners.
- Keep plans current and updated as needed.

## Cal/OSHA

In the event that there is a serious illness, injury, exposure, or fatality or if one employee is hospitalized for treatment, Cal/OSHA must be notified. If there is a fatality, Cal/OSHA must be notified within eight (8) hours. In the event of a hospitalization of one of the employees for treatment, Cal/OSHA must be notified within twenty-four (24) hours.

In addition, if the fatality or injury is work-related, the School may have to record the incident within seven (7) calendar days.

To file a report with Cal/OSHA, a school representative will call the 24 hour hotline or contact the nearest OSHA office. <https://www.dir.ca.gov/dosh/report-accident-or-injury.html>

Local OSHA California State Plan Offices within the school's service area can be found at <https://www.osha.gov/contactus/bystate/CA/areaoffice>. Some local options would be:

### **San Diego Area Office**

US Department of Labor - OSHA 550 West C Street, Suite 970  
San Diego, CA 92101  
(619) 557-5030

## **Media**

The School will designate a representative who will respond to any media requests for information. Such representatives will carefully consider the nature of any such requests in order to avoid disclosing information about any person that is considered confidential and protected under Federal and state privacy and medical information laws and regulations and interfering with any ongoing police or internal investigation.

### **Public Agency Use of School Buildings for Emergency Shelters**

No policy exists for the use of school buildings. However, in the event of an emergency shelter request made by a public agency, the School will cooperate with the request.

## **Learning Period Meeting (LPM)**

The purpose of the learning period meeting is for the credentialed Learning Facilitator to meet with the student to provide educational support, assign work, document learning, and to complete other administrative tasks. These meetings occur in private homes and public locations, such as a library. Typically, the educational rights holder is present for these meetings and is solely responsible for the safety of the student. In the rare occasion when a student is not accompanied by the educational rights holder, the Learning Facilitator or Education Advisor (EA) is required to meet in a public location for the safety of the student.

If, during an LPM, there is an incident that poses a safety threat to the student, the educational rights holder would be responsible to decide the appropriate course of action for their child. If the educational rights holder is not present, the Learning Facilitator/EA will take responsibility for the



student's safety.

#### Responsibilities:

- In the event of a student injury when educational rights holder is not present:
  - Call 911 if student injury requires medical attention
  - If blood or other bodily fluids are present, follow the bloodborne pathogens procedures using the first aid kit provided by the school or at the site. Make sure to utilize proper precautions to prevent exposure by utilizing gloves prior to addressing the injured individual.
  - Contact educational rights holder and allow them to take responsibility once present, Learning Facilitator/EA may offer the use of their first aid kit to the educational rights holder in this event
  - Contact a school Director or the Human Resources department
- In the event of a fire:
  - Instruct students to *Stop, Drop and Roll* if their clothing catches on fire (never instruct a student to run when clothes are on fire) and use a blanket, jacket or other available material to extinguish the flames. Starting at the head of the victim, drag the blanket toward the feet, moving the flame away from the face
  - Contact a school Director or the Human Resources department
- In the event of a building fire:
  - Evacuate the building
  - Call 911
  - Follow the direction of local law enforcement and/or first responders at the scene
  - Contact a school Director or the Human Resources department
- Earthquake:
  - Instruct students to implement the *Drop, Cover and Hold* procedure:
    - *Drop* to the ground. For those students who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands
    - *Cover* under or near desks, tables or chairs in a kneeling position with their backs to the windows
    - *Hold* onto table or chair legs
    - Remain in drop position until ground movement ends
  - Contact a school Director or the Human Resources department

## Protocol for Student Safety for One-on-One Assessments

The following guidelines and expectations are set to ensure school protocol is best communicated and the safety of students and staff are upheld during one-on-one assessments in which the educational rights holder may or may not be present.

### Staff Responsibilities

Staff will be expected to:

- Have an awareness of the student's allergies to best prepare (eg. if the student has a peanut allergy, the staff member would refrain from eating/bringing anything containing peanuts)
- Have the educational rights holder's and emergency contact information available
- Know the site's evacuation routes and exits and the site's emergency procedure
- Know the location of the restrooms and have a plan for students' restroom breaks. The staff member will walk the student to the restroom and scan the restroom beforehand to ensure it is safe for the student to use. If the educational rights holder is planning to remain onsite, the staff member can contact the educational rights holder to accompany their child to the restroom. The staff member must stand outside the restroom, not accompany the student into the restroom.
- Develop a plan ahead of time that will ensure the student is never left alone including developing an arrangement with the educational rights holder, allowing time to take a break if needed
- Maintain test security at all times by keeping any school materials in their possession, even during breaks
- Clearly communicate the details of the meeting location, what to bring, and student behavior expectations
- Establish the possible ending time and the expectations of the educational rights holder to be available to promptly pick up their child. Ask the educational rights holder to provide their child something to do while they're waiting for pick up (eg. a book to read, coloring pages, etc).

### Educational Rights Holder Responsibilities

Educational rights holders will be expected to review all student behavior expectations with their student(s), follow the drop-off, break, and pick-up arrangements, provide the name and phone number of an emergency contact, and ensure the person picking up the student is communicated to the school employee.

## Student Responsibilities

Students will be expected to follow drop-off and pick-up arrangements, stay with the MY Academy staff at all times, and follow behavior expectations.

## Meetups

The School hosts meetups at various venues. Because these venues are public locations, the staff, students, and families in attendance will follow the protocol for emergency evacuations and safety as per the venue's guidelines. The majority of school meetups require educational rights holder participation and therefore all students should be in the care of an educational rights holder. The School establishes a ratio of students and chaperones at each school-sponsored event to ensure the safety of all participants as well as guidelines for field trips where students are dropped off by their educational rights holder(s) and overnight meetups. (See link for current copy of the [1020 Meet Up Policy](#)). In an effort to promote the safety of those in attendance, the development of clear roles of responsibility, collection and organization of emergency student information, and maintenance of first aid kits is outlined as follows:

### Events Manager (or designee)

- Serve as lead chaperones and ensure other chaperones follow all responsibilities as outlined in the field trip policy and in the bullets listed below
- Maintain a current list of all chaperones and students on site
- Carry first aid kit to all field trips
- Identify the method of communication between all chaperones in the event of unforeseen events
- Provide a pre-trip email to Learning Facilitator chaperones and educational rights holder chaperones containing information such as: venue safety procedure, health policies if applicable, behavior expectations, hazards, itinerary, and other related information
- Send permission slips and waivers for students in attendance digitally before the start of the field trip, if applicable
- Digitally collect all permission slips and waivers for students in attendance at drop-off field trips before the start of the field trip
- Ask each family upon arrival if they have completed any applicable health screening that morning and are cleared to attend the field trip (eg. public health requirements), if applicable
- Contact the supervisor in charge in the event of an emergency
- Complete all necessary training

- Support the venue's direction and coordination of emergency response effort during an incident
- Inform educational rights holder of the supervisor's contact information for safety concerns that occur during the trip
- Complete Incident Report as needed for any medical concerns: minor cut, illness, allergic reaction, nose bleed, emotional upset, etc.

#### Learning Facilitator Chaperones

- Maintain current personal emergency contact information with the school in UKG
- Report safety concerns to the events manager immediately
- Support events manager as needed
- Support the venue's direction and coordination of emergency response effort during an incident
- Take students to events manager or designee for any medical concerns: minor cut, illness, allergic reaction, nosebleeds, emotional upset, etc.

## Additional Protocols for Drop Off and Overnight Meet Ups

The following protocol was developed to ensure student safety at field trips in which educational rights holders are not in attendance during the time of the school-sponsored event. These types of trips have been labeled as "Drop Off or Overnight Meet Ups."

#### Educational Rights Holder

Prior to a drop off/overnight field trip, an email will be sent to each educational rights holder (chaperones will be CC'd on this email) outlining the expectations and procedures for drop off and pick up, details about the meeting location, where to park, a permission slip filled out ahead of time and student behavior expectations.

Educational rights holders will be expected to:

- Review all provided information and explain student behavior expectations to their student(s)
- Follow drop off and pick up procedures
- Complete a permission slip
- Ensure the person picking up the student is listed on the permission slip
- Provide any specific student needs as outlined in an IEP or a 504 plan following the school

process for providing this information

### Student

For each student, the following will be provided:

- Educational rights holder's name and number
- Emergency contact information-make sure person who is picking up is included

Student will be expected to:

- Follow drop off and pick up procedures
- Stay with the assigned chaperone/group
- Follow behavior expectations

### Learning Facilitator Chaperone

The following will be provided to the chaperones by the Event Manager at the beginning of the trip:

- List of students in their group, including:
  - Educational rights holder's name and number (cell)
  - Any IEP/504 accommodations, allergies, behaviors
  - Name of student's assigned Learning Facilitator
  - Emergency contact - ensure pick up person is included
- The school and vendor's emergency evacuation procedures
- Lead chaperone and/or events manager cell phone number - ensure it is programmed into their cell phone
- Group text information in case of an emergency or evacuation
- Check-in and out procedures and their role in the process

Chaperone will be expected to:

- Arrive on time
- Wear MY Academy attire or ID with lanyard to be easily identifiable
- When an educational rights holder arrives, they will check the list and ensure all the student information and educational rights holder contact information is current
- Answer cell phones and texts--a texting group or tool will be used

### Events Manager (or designee)

To prepare the following in advance:

- Communicate expectations, procedures, and what to bring for educational rights holders
- Communicate expectations, procedures, and what to bring for chaperones
  - Designate meeting spot with all chaperones in case of an emergency

- Confirm Learning Facilitator chaperones brought their school supplied first aid kit
- Start a texting group with all chaperones prior to the field trip or communication plan is in place
- Clearly communicate expectations to educational rights holders, students, and chaperones in advance
- Provide and collect all necessary information
- Obtain all information related to attending students' IEP or 504 plan from the Learning Facilitator of record and ensure proper support is provided to the student during the field trip.
- Serve as the school's emergency management response.
- Be available the day of the trip to answer questions and troubleshoot.

### Planning an Overnight Meet Up

If planning an overnight drop off or non-drop off field trip, the following process must be followed:

1. A completed Overnight Meet Up Review Template is sent to the Assistant Superintendent of Education Services and Extended Learning Coordinator to review and approve.
2. Once approved, the Board Approval Document without signatures will be sent to the Extended Learning Coordinator with a list of names/titles of people who need to sign. The Extended Learning Coordinator will collect required signatures. Once forms are signed, the Extended Learning Coordinator will send a PDF to the Assistant Superintendent of Education Services.

## Staff Meetings

In-person staff meetings are conducted at a facility rented by the School and in the MY Academy offices. Because most venues used are public locations, the staff and any additional participants in attendance will follow the protocol for emergency evacuations and safety as per the venue's guidelines. Established emergency evacuation procedures will be followed for all events held in the MY Academy offices.

In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection and organization of emergency staff information, and maintenance of first aid kits are outlined as follows:

## Director or Director's Designee

- Maintain a current list of all employees in attendance

- Responsible for supporting the venue or School's direction and coordination of emergency response effort during an incident
- Obtain Site Emergency Plans, if possible
- Obtain Site Emergency Evacuation Map, if possible
- Establish pre-designated evacuation area and exits and clearly mark on site map
- Bring a first aid kit
- Serve as the school's emergency management response

#### Required Training and Resources:

- Complete SafeSchools training or similar trainings as assigned
- Upon hire, staff will be required to download the following emergency apps to their phone/iPad:
  - Red Cross First Aid
  - Red Cross Earthquake
- First Aid kit, provided by the School

## Staff

- Maintain current personal emergency contact information with the School in UKG
- Report safety concerns to the Director immediately
- Follow the emergency plans as directed by the venue or School
- Download, when possible, emergency apps to phone/iPad:
  - Red Cross First Aid
  - Red Cross Earthquake
- Support Director as needed

## School Office

The school office is located in a rented facility that has an emergency plan (Appendix C: Facility Sites Utilized by MY Academy - Contact Information). Based on a site map, the School developed emergency evacuation plans. The staff and any additional individuals in attendance will follow the protocol for emergency evacuations and safety as per the following guidelines. In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection of emergency staff information, and maintenance of first aid kits are outlined as follows:

#### Office Specialist (or Designee\*)

- Access to current staff emergency contact information in UKG

- Develop site emergency plans and protocol as well as communicate plans to staff
- Clearly post a site map indicating various evacuation routes and exits within the facility, fire extinguishers, location of the site alarm, and predesignated refuge or safe areas outside
- Ensure the school offices are equipped with the necessary emergency tools (rolling ladders, first aid kits and materials, flashlights, window breakers, etc.)
- Provide staff on-site safety training as needed
- Serve as the school's emergency management response
- Ensure the office temperature control remains within a temperature range recommended by the Occupational Safety and Health Act (OSHA) when staff or students are present. Collaborate with supervisor to relocate staff to a different office space or allow for remote work when this is not possible
- Coordinates a plan with office staff to avoid instances, if feasible, where a staff member is working alone in any office space or storage room. Exceptions to this policy may be granted, contingent upon approval from human resources

*\*Employees serving as key carriers at the office will also serve as the office specialist's designee in the event of an emergency*

#### All Additional Office Staff

- Maintain a current personal emergency contact with the school in UKG
- Responsible for following the emergency and safety plans during an incident

## Emergency Procedures

In the event that the emergency occurs, all employees are to evacuate the building by following the procedures below.

1. In the event of an emergency, all employees should immediately stop whatever they are doing and quickly and safely exit the building.
2. It is the responsibility of the office specialist or designee to be present at the time of the emergency to see that all employees leave the building promptly and safely.
3. All employees should exit the building by way of the nearest exit or stairwell to the outside.
  - a. If the nearest stairwell is blocked by smoke, use the other stairwell. DO NOT USE THE ELEVATOR.
  - b. The School will make every attempt to create prior arrangements with staff and individuals with disabilities as needed to assist them in the event of an evacuation.
  - c. If the nearest doorway or exit is blocked, and if the emergency calls for immediate



evacuation, utilize the window breaker to clear a safe path to the outside.

4. Follow the exit plans. Staff who exit the building first must position themselves far enough away from the building to enable everyone to stand clear of emergency vehicles. The street must be kept clear at all times, so as not to hamper the movement of emergency vehicles into the area.
5. If possible, before leaving the building, the office specialist or designee will call the fire department and leave all doors unlocked to allow the fire department easy access.
6. Once outside the building, the office specialist or designee will:
  - a. Confirm that the fire department has been called (911)
  - b. Congregate all employees in the parking lot and confirm that all employees and visitors are out of the building.
  - c. Designate someone to meet the fire department at the front entrance to provide additional information if necessary.
7. If staff members trained in CPR and rescue breathing are present, they should survey the individuals outside to determine if anyone is in need of first aid. Appropriate aid should then be given.
8. Once outside, do not re-enter until the building is declared safe by the fire department and you are informed to do so by the designee.

## School Warehouse

The school warehouse is located in a rented facility that has an emergency plan. The school has developed safety protocol addressing safety concerns, including but not limited to:

- Safety Training and Communication
- Fire Safety
- Hazardous Materials
- Emergency Medical Response
- Evacuation Plan (Appendix A: Warehouse Evacuation Maps)
- General Safety Precautions
- Security Measures
- Warehouse Visitor Check-In and Safety Protocol
- Warehouse Floor and Power Equipment Safety Procedures

In an effort to promote the safety of the staff, the development of clear roles of responsibility, collection of emergency staff information, and maintenance of first aid kits are outlined as follows:

Facilities Manager (or Designee\*)

- Access to current staff emergency contact information in UKG
- Develop site emergency plans and protocol as well as communicate plans to staff
- Post a site map indicating various evacuation routes and exits within the facility, fire extinguishers, location of the site alarm, and predesignated refuge or safe areas outside
- Ensure the school warehouse is equipped with necessary emergency tools, including rolling ladders, first aid kits, and supplies, flashlights, window breakers, etc.
- Provide staff on-site safety training as needed
- Serve as the school's emergency management response
- Ensure the warehouse temperature control remains within a temperature range recommended by the Occupational Safety and Health Act (OSHA) when staff are present. Collaborate with supervisor to ensure Heat Illness Preventative measures are being implemented when the temperature approaches or exceeds OSHA recommended temperature threshold
- Coordinate a plan with warehouse staff to avoid instances, if feasible, where a staff member is working alone in any space

*\*Employees serving as key carriers at the warehouse will also serve as the facilities manager's designee in the event of an emergency*

#### All Additional Staff

- Maintain a current personal emergency contact with the school in UKG
- Responsible for following the emergency and safety plans during an incident

## **Section 3: Human Resources**

Human Resources is responsible for providing staff training and ensuring compliance. Additional SafeSchools training courses are available to be assigned to designated employees depending upon their level of responsibility for upholding the school safety plan and requirements per the law.

### **First Aid Supplies & Annual Safety Training**

First Aid kits are available at the school office, at each site or school event where students and staff are required to gather (i.e. field trips and school-sponsored events), and provided to all staff. The first aid kit contains medical supplies needed in case of minor accidents. An employee is to report to

Human Resources if any kit needs more supplies.

Fire extinguishers are accessible at the school office. Fire extinguishers are inspected annually and serviced as required by an outside company.

All staff are instructed to notify a member of the leadership team, the Superintendent of Schools, or Human Resources immediately if there is a work-related or student-related accident or injury.

## Staff Safety Training

In addition to the review of the School safety plan, MY Academy staff will be assigned trainings in accordance with applicable state regulations and laws as well as trainings that support the School's effort to increase staff preparedness in the event of an emergency.

In addition to trainings required per the state, staff will be assigned depending upon the employee's role and responsibility at the School.

## Bloodborne Pathogens (BBP)

This section pertains to spills and cleanup of blood or other body fluids. It is not a first aid/emergency response procedure.

### Treatment of Students and Staff

Applicable staff will be required to complete a BBP course and will be equipped with a first aid kit. Staff will be instructed to prevent exposure to themselves by utilizing the kits if they must treat another individual. Staff should follow the protocol of the site where the cleanup is needed (school event, field trip, etc.). If cleanup is needed during a Learning Period Meeting, the Learning Facilitator can provide the first aid kit to the educational rights holder for their use. Staff are encouraged to contact human resources when an event requiring the use of their first aid kit is needed for the purposes of treating a serious injury so that the School is aware and first aid kits can be replaced as necessary.

### Procedure

1. In the event of a serious injury resulting in the release of blood or other body fluids which could contain pathogens (e.g., HIV or HBV), the first step is to treat the injured party. All personnel will have completed the SafeSchools Bloodborne Pathogens course in order to prevent exposure. Depending upon the severity of the injury, staff are to call 911 and follow the directives given by the emergency response team.

2. Spilled body fluids should not be cleaned up without the appropriate protective equipment and materials specifically designated for such fluids. In the case where spilled body fluids need clean-up, this procedure must be followed if the tools to safely clean-up are available:
  - a. If there is a need for a clean up in a public location, school personnel should first inquire if the site has designated an individual responsible.
  - b. If there is not a responsible individual at a public location, advise the most senior school employee on duty. They should be aware of the situation, determine if clean up is needed, and designate an individual(s) to clean-up
  - c. Clean up the spilled fluids as follows:
    - i. Put on protective gloves.
    - ii. Spread the absorbent material on the spilled body fluids, (e.g., paper towels) or use the Bloodborne Pathogens Spill kit if available.
    - iii. Neutralize the potential pathogens with a 10% bleach-with-water solution or use the solution provided in the Emergency First Responder pack. Cover the spill for 15 minutes.
    - iv. Use paper towels to pick up material as best possible. Place all potentially contaminated materials in a leak-proof biohazard plastic bag.
    - v. Sweep/mop-up any additional neutralized/absorbed fluids and place in the leak-proof bag.
    - vi. Clean sweep/mop materials with hot, soapy water. Lastly, remove gloves from inside-out and place in the bag.
    - vii. Close the biohazard bag prior to removal to prevent spillage or protrusion of contents during handling, storage, transport, or shipping. Contact human resources for more information as the regulations may vary per county.
    - viii. Wash hands thoroughly in hot, soapy water.
3. After all activity is completed, an Incident Report is to be completed as necessary and submitted to the Director and Human Resources.

## Live Scan and Background Checks

The School will perform applicant background checks and employee investigations as required by Education Code section 47605 [b][f], which states that “each employee of the school furnishes the school with a criminal record summary.”

Livescan fingerprinting will be required of all job applicants, employees, community providers, and volunteers. Proof of live scan fingerprinting is a requirement of employment and the results must be provided to the School prior to the first day of work. Exceptions to the fingerprinting timeline

may be granted by the Superintendent of Schools, when appropriate.

Background checks may also be required of employees whose job duties involve handling of money, valuables or confidential information, or as otherwise deemed prudent by the School. These background checks are performed through a fingerprinting service coordinated by an approved school vendor in conjunction with the California Department of Justice (DOJ), and if applicable the Federal Bureau of Investigation (FBI). If a background check is determined, the individual will be provided a release form from Human Resources which will disclose the reports that will be collected, request the release of liability, and authorize the School to conduct a background check. (See link for current copy of the [4020 Background Check Policy](#))

Any and all information obtained by the School may be taken into consideration in evaluating one's suitability to serve the School. Individuals who refuse to submit to a criminal history review or whose criminal history review reveals that they have been convicted of a crime or have violated the law may not be offered employment and/or may be subject to termination in accordance with applicable law.

The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

Individuals with adverse background information such as certain specific criminal convictions related to the responsibilities of the position of said person's service provided to the School or as defined by Ed Code Sections 45122.1, 45123, and 45124 may be ineligible for employment or service with the School.

The information obtained through background checks is confidential and will be shared only with individuals with an essential business need to know. Records of the live scan and/or background check will be maintained in Human Resources separately from the employee personnel files.

Background Checks May Include:

- I. Professional Reference Checking: The post-offer background checks conducted under this policy does not replace the professional reference checking expected to be completed by the Human Resources department. All professional reference calls will be placed to individuals listed as references by the applicant and in places of employment listed on the application.
- II. Educational/Credential Verification: The Human Resources department confirms the applicant's claimed educational institution, including the years attended and the

degree/diploma/credential received through review of transcripts and referencing the Commission on Learning Facilitator Credentialing database. Human Resources may require official transcripts be provided after hire.

- III. Criminal History: Includes review of criminal convictions and probation provided through a Department of Justice live scan screening.
- IV. Credit History: Confirms candidate's credit history, if applicable. This search will be run for positions that involve management of the School's funds and/or cash or credit cards.

## Live Scan and Background Checks and Discrimination

Information discovered through the background check process will be used solely for the purpose of evaluating a candidate's suitability for employment or service to the School, and will not be used to discriminate against a candidate on the basis on actual or perceived race (including traits historically associated with race, including but not limited to hair texture and protective hairstyles such as braids, locks, or twists), color, creed, actual or perceived gender (including gender identity and gender expression), religion, (all aspects of religious beliefs, observance or practice, including religious dress or grooming practices), marital status, registered domestic partner status, status as a victim of domestic violence, assault or stalking, age (40 and over), ethnicity, national origin or ancestry (including language use restrictions), citizenship, physical, intellectual or mental disability (including HIV and AIDS), medical condition (including cancer or a record or history of cancer and genetic characteristics), reproductive health decision-making, family or medical leave status, sex (including pregnancy, childbirth, breastfeeding or a related medical condition), genetic information, sexual orientation, political affiliation, military and veteran status, use of cannabis off the job and away from the workplace or any other consideration made unlawful by federal, state or local laws.

## Current Employees Duty to Report Convictions/Pleas

Employees have an ongoing responsibility during their employment to make the School aware of any felony or misdemeanor convictions or pleas which are acknowledgements of responsibility. Any convictions or pleas should be reported to the Human Resources department.

The School may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers, students or others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, the School will comply with the federal Fair Credit

Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with the School's lawful efforts to obtain relevant information, and may be disciplined up to and including suspension without pay and/or termination for failure to do so.

## Adverse Action Due to Background Check Results for Prospective Employees

If adverse action is probable based in whole or in part on the results of a background check covered by the Fair Credit Reporting Act (FCRA), the individual will receive a copy of the background check report, a pre-adverse action notice, and a document summarizing the candidate's rights under the FCRA. If the offense is not related to a sex, drug or violent conviction, individuals will be permitted to provide responsive information regarding their criminal history, including evidence that they did not commit the offense (in the case of a misidentification), evidence of rehabilitation or character, the length of time since the last criminal conviction, and other extenuating circumstances. The individual will be given five (5) business days to provide this information so as not to halt the recruitment process for the position. Extensions or exceptions may be provided to the finalist at the sole discretion of the Assistant Superintendent of Human Resources or designee.

If adverse action is taken against the finalist in whole or in part based upon the results of a background check, the individual will receive an Adverse Action Notice indicating that the offer will be rescinded. The individual will also receive a document summarizing the individual's rights under the FCRA.

The following actions outlined in this section are not extended to school community providers. These requirements are only carried out when employment is being considered.

## Dress Code

As per Education Code 35183, it is believed that school dress significantly influences pupil behavior. Even though the School does not adopt a schoolwide uniform for students, the School expects apparel worn at school events and meetings to be safe and not to cause undue attention or be reasonably offensive to others. Clothing worn should not be reasonably determined as a threat to the health, safety and educational focus of the school environment. Educational rights holders are asked to monitor the students in their care and counsel them on appropriate choices. Students that violate the School's dress code, may be required to meet with a school administrator and possibly face consequences.

The following are examples of prohibited clothing:

- Printing, logos and/or graphics depicting drugs, alcoholic beverages, tobacco, or messages that are sexually suggestive or disrespectful;
- Clothing with graphics of weapons;
- Clothing or accessories that are indicators of gang involvement or emulation;
- Overly baggy or tight clothing so as to be revealing, or any clothing that exposes the individual inappropriately or can pose a danger to the individual.

The employee handbook outlines the minimum standards of dress, grooming, and hygiene to which all employees and temporary staff are required to adhere.

Requests for an exception to the dress code policy for religious beliefs or practices must be addressed with the Superintendent of Schools or designee or an HR representative. Each request will be evaluated on a case-by-case basis.

## Uniform Complaint Procedures

It is the policy of the School to comply with applicable federal and state laws and regulations related to uniform complaint procedures ("UCP"). The School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to board policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

(See <https://www.myacademy.org/resources-library/mya-1025-ucp-policy-and-complaint-form/>)

## Internal Complaint Policy

The purpose of the Internal Complaint Policy is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Assistant Superintendent of Human Resources, the Superintendent of Schools, or Board of Directors to express their work-related concerns. Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's Prohibiting Unlawful Harassment, Discrimination, and Retaliation policy. (See link for current copy of the [4055 Internal Complaint Policy](#) and [4060 Prohibiting Unlawful Harassment, Discrimination, and Retaliation Policy](#))



## **Section 4: Policies and Regulations Related to Student and Staff Safety**

### **Mandated Reporter**

The School is dedicated to providing a safe space for students and to promoting student safety in and out of school. The School will apply and enforce the legal requirements in California for child abuse and neglect reporting. All employees of the School are considered child care custodians (mandated reporters) under California Penal Code Section 11166 and will comply with its provisions. (See link for current copy of the [4035 Mandated Reporter - Child Abuse and Neglect Reporting Policy](#))

### **Definitions**

1. "Child Abuse" includes the following:
  - A physical injury inflicted by other than accidental means on a child by another person
  - Sexual abuse of a child
  - Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody
  - Unlawful corporal punishment or injury resulting in a traumatic condition
  - Neglect of a child or abuse in out-of-home care
2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:
  - Learning Facilitators, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, and those classified pupil personnel employees or other classified employees trained in child abuse reporting
3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation
4. Employees reporting child abuse to a child protective agency are encouraged, but not

required, to notify the director, or the director's designee as soon as possible after the initial verbal report by telephone.

## Duty to Report

In conformance with the requirements of the Penal Code 11165.7, any school employee who has knowledge of or observes a child in their professional capacity or within the scope of their employment, whom they know or reasonably suspects has been a victim of child abuse, shall report the known or suspected instance of child abuse to the Sheriff and/or child protective agency immediately or as soon as practically possible by telephone, and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The mandated reporting duties are required of the individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code 11166.1, “reasonable suspicion” means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on their training and experience, to suspect child abuse.

Notified administrators shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and school regulations. At the mandated reporter's request, a supervisor may support them in completing and filing of these forms. However, it is the mandated reporter’s responsibility to report.

If the mandated reporter does not disclose their identity to a supervisor, they shall provide or mail a copy of the written report to the school without their signature or name.

## Legal Responsibility and Liability

1. According to P.C. 11166 [c], if a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. If the mandated reporter intentionally conceals their failure to report an incident known by the mandated reporter to be abuse or severe neglect, the failure to report is a continuing offense until a county designated agency to receive mandated reports specified in P.C. 11165.9 discovers the offense.
2. Any supervisor or administrator who violated P.C. 11166 [1], that prohibits impeding others

from making a report, shall be punished by not more than 6 months in county jail or by a fine of not more than \$1,000, or both.

3. Any mandated reporter who willfully fails to report abuse or neglect, or any person who impedes or inhibits a report of abuse or neglect, where the abuse or neglect results in death or great bodily injury, shall be punished by not more than 1 year in county jail or by a fine of not more than \$5,000, or both (P.C. 11166.01 [b]).
4. No mandated reporter shall be civilly or criminally liable for any report required or authorized unless it can be proven that a false report was made and the person knew that the report was false or was made with reckless disregard of the truth or falsity of the report. Any person who makes a report of child abuse or neglect known to be false or with reckless disregard of the truth or falsity of the report is liable for any damage caused (P.C. 11172 [a]).
5. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they do agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

#### Child Protective Services Hotlines

1. Imperial County: 760-337-7750
2. Orange County: 714-940-1000 -or- 800-207-4464
3. Riverside County: 800-442-4918 (within Riverside County) -or- 800-422-4453 (outside Riverside County)
4. San Diego County: 858-560-2191 -or- 800-344-6000

#### Sheriff's Offices Contact Information:

1. Imperial County
  - Phone: 442-265-2021
  - Website: <http://www.icso.org>
2. Orange County
  - Phone: 714-647-7000 or 949-770-6011
  - Website: <http://www.ocsd.org>
3. Riverside County
  - Phone: 800-950-2444
  - Website: <http://www.riversidesheriff.org>
4. San Diego County
  - Phone: 858-868-3200

- Website: <http://www.sdsheiff.net>

Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on state form 8572, which can be downloaded at [https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss\\_8572.pdf?](https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?). (Appendix E: Child Abuse Report Form)

## Child Abuse Training Requirement

- Per AB 1432, all school employees must annually complete the Mandated Reporter training course within the first six weeks of school or by the sixth week of employment.
- The School will offer a course that is fully compliant with California Assembly Bill 1432 through SafeSchools or a similar system, the school's online training and tracking system designed specifically for education agency employees.
- The SafeSchools learning management system or a similar system will generate the required reports for proof of completion. Employees should retain a copy of the training certificate for their records.

## Sexual Harassment

The School prohibits sexual harassment of school employees and job applicants. The School also prohibits retaliatory behavior or action against employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. (See link for current copy of the [4060 Unlawful Harassment Discrimination Retaliation Policy and Complaint Form](#))

The School shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Per AB 1825 and CA Govt. Code Sec. 12950.1, the School will provide supervisory employees within 6 months of their assumption of a supervisory position 2 hours of interactive sexual harassment training and education and at least one hour of training regarding sexual harassment to all nonsupervisory employees with 6 months from date of hire. Employees will be required to complete sexual harassment training every 2 years thereafter.
2. Publicizing and disseminating all board policies related to harassment to staff and school

community.

3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. Any school employee or job applicant who feels that they have been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to Human Resources, their supervisor, the director, or the director's designee. An employee may bypass their supervisor in filing a complaint where the supervisor is the subject of the complaint.

An employee who receives a harassment complaint shall promptly notify Human Resources. Complaints of sexual harassment shall be filed.

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

(See links for current copies of these policies: [4060 Unlawful Harassment Discrimination Retaliation Policy and Complaint Form](#), [1025 Uniform Complaint Policy](#), and [5015 Title IX Harassment Intimidation Discrimination and Bullying Policy](#))

## Opioid and Fentanyl Use and Overdose Prevention Procedures

The purpose of this section is to protect the health and well-being of all of our students by having procedures in place to prevent and respond to the use and overdose of opioids and fentanyl.

MY Academy will use the following prevention strategies:

- Distribute safety advice to families regarding drug use and overdose prevention.
- Regularly assess the school climate and address gaps as needed.
- Providing training to staff who facilitate field trips, school events, and other student in-person events.

## Responding to Possible Overdose

### STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of overdose, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If the person does not respond, call 911.

### STEP 2: CALL 911 FOR HELP

An opioid overdose needs immediate medical attention. An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel are on the scene, call 911 immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions.

### DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO follow the instructions of the 911 dispatcher.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person, the person may be unconscious.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

## Self-Harm/Suicide Policy and Procedures

The school is committed to safeguarding the health and well-being of all students by implementing comprehensive procedures aimed at preventing, assessing, intervening in, and responding to youth suicidal behavior. In accordance with Education Code Section 215, the school will adopt and

maintain a student suicide prevention policy, ensuring it reflects any updates to relevant legislation. This policy will encompass best practices for prevention, intervention, and postvention, address the specific needs of high-risk groups, outline suicide awareness and prevention training for staff, and ensure that all school employees act within the scope of their credentials and professional authorization. (See link for a current copy of the [5020 Suicide Prevention Policy](#)).

## Expectations of Conduct

The School is committed to protecting its students and staff from the hazards of school and workplace violence, including both physical and verbal threats.

The School recognizes its responsibility to make and enforce all rules and regulations governing employee and student behavior to ensure a safe, learning-conducive environment. The expectation of the Board is for all staff to conduct themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to adhere to appropriate boundaries between staff and students. (For examples of the School's expectations of student, educational rights holder, and employee conduct, see links for current copy of the [4045 Professional Boundaries Policy](#) and [1010 Civility Policy](#)).

The School has a zero tolerance policy toward threats or acts of violence and will take appropriate disciplinary action against students, educational rights holders and employees who engage in such conduct. It is important that all students, educational rights holders and staff understand the conduct expected at the School in order to ensure that all parties feel safe.

### Students

The School believes that all students have the right to be educated in a positive learning environment free from disruptions. At school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards Learning Facilitators, other staff, students and volunteers. Every effort is made at each site to ensure students are aware of the expected behaviors at a school organized event.

### Parents/Legal Guardians

The school developed a Civility Policy in light of defining the appropriate conduct for parents/legal guardians in relation to school-related interactions as well as a guide to the proper responses in light of a disruption.

## Staff

Staff conduct is equally important and must exhibit professionalism at all times. Since we consider all school staff to be representatives of the School, standards of conduct for all staff members are outlined in the employee handbook and define expectations surrounding the following areas:

- Freedom from Violence
- Prohibited Conduct
- Physical Contact with Students and Other Staff Members
- Off-duty Conduct
- Drug and Alcohol Free Workplace and Awareness Program
- Tobacco Free Workplace
- Punctuality and Attendance
- Professionalism
- Dress Code
- Gifts to Employees
- Fee and Cash Collection
- Building Security

For more information about the School's expectation of staff conduct, employees should refer to the employee handbook.

## Suspension and Expulsion Procedures

The School reserves the right to suspend or expel students pursuant to the modified policy and procedures established by the governing board. The school will have disciplinary procedures for student academic, interpersonal, and internet conduct. Discipline follows a process of escalating responses to each subsequent violation, with proper notifications and appropriate interventions at each step. Interpersonal communication and conduct, in whatever form or arena it occurs, will be subject to the School's policies that establish: a) expectations for civil and courteous student behavior; b) a process for investigating violations or alleged violations of same; and c) any lawful penalties or interventions to be imposed as a result. Disciplinary procedures for students with disabilities will be addressed by the IEP team in accordance with both federal and state law and the



student's IEP.

The Schools' written procedures for ensuring academic integrity and 'netiquette' will be incorporated into the School's student/parent handbook. These terms will be clearly defined (for example, the several forms of plagiarism will be described), and expectations and penalties will be clearly set forth. Penalties are stepped up for each subsequent offense until the student becomes a candidate for expulsion.

## Bullying

The School recognizes the harmful effects of discrimination, harassment, intimidation, and bullying on student learning and works to provide a safe school culture that protects students from physical and emotional harm. Bullying creates a hostile environment in schools if it sufficiently and severely interferes with or limits a student's ability to participate in or benefit from the services, activities, or opportunities offered by the School. The School will establish student safety at all school related functions as a high priority and will not tolerate discrimination, harassment, intimidation, and bullying of any student.

No student or group of students shall, through physical, written, verbal, non-verbal, gestural, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cyber sexual bully, cause bodily injury to, or commit hate violence against any other student or school personnel. This includes acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance occurring within a school under the jurisdiction of the board and the Superintendent of Schools. (See link for current copy of the [5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy](#))

*Note: Pursuant to Education Code 32261 48900 and 48900.2-48900.4, the definition of "bullying" for purposes of establishing grounds for suspension or expulsion includes bullying via an electronic act. AB 746 (Ch. 72, Statutes of 2011) amended Education Code 32261 AB 1732 (Ch. 157, Statutes of 2012) amended Education Code 48900 to expand the definition of bullying committed by means of an electronic act to include posting of messages on social media networks.*

In addition, Penal Code 653.2 makes it a crime for a person to distribute personal identity information electronically with the intent to cause harassment by a third party and to threaten a person's safety or that of his/her family (e.g., placing a person's picture or address online so that they receive harassing messages).

Penal Code 288.2 makes it a crime to send a message to a minor if the message contains matter that is sexual in nature with the intent of seducing the minor (i.e., sexting).

Cyberbullying and cyber sexual bullying is an act of bullying committed through the transmission of a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, or computer. Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation via a post on a social network Internet Web site, including but not limited to posting to or creating a burn page, creating a credible impersonation of another actual pupil, or creating a false profile. Cyber sexual bullying includes, but is not limited to, focusing on the person's appearance, body parts, sexual orientation, or sexual activity through the use of technology.

## Bullying Prevention, Intervention and Reporting

School staff will have access to SafeSchools online trainings related to the professional development of detecting warning signs, effective prevention strategies, and intervention skills.

School staff who witness an act of discrimination, harassment, intimidation, bullying, hazing, or teasing shall take immediate steps to intervene to stop the incident when it is safe to do so (Education Code 234.1.1b) and notify a Director. As appropriate, the Director or the Director's designee, will notify the parents/legal guardians of victims and perpetrators. The Director or the Director's designee also may involve counselors and/or law enforcement as necessary.

Students are encouraged to notify school staff when they are being discriminated against, harassed, intimidated, bullied, hazed, or teased or suspect that another student is being victimized. (See link for current copy of the [5015 Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy](#))

## Hate Crime Reporting

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

Hate crimes can take many forms. Incidents may involve, but are not limited to, physical assault, damage to property, bullying, harassment, verbal abuse or insults, or offensive graffiti or letters.

## Intervention and Reporting

1. Any student or employee who believes that they are a victim of hate-motivated behavior shall immediately contact the appropriate staff, Director or the Director's designee, or if an employee, Human Resources.
2. Staff who are informed of hate-motivated behavior or personally observe such behavior shall notify the Director or the Director's designee, or if regarding another employee, Human Resources. Law enforcement will be notified by the Director or the Director's designee if it is determined that a hate-motivated crime occurred.
3. The staff will have access to SafeSchools training to recognize hate-motivated behavior and methods of handling such behavior in appropriate ways.

## Notifying Staff of Dangerous Pupils

Per California Ed. Code 49079 and in an effort to ensure the safety of all employees, the school will notify the Learning Facilitator or any additional staff as necessary in writing if a pupil has engaged in, or is reasonably suspected to have engaged in any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 as outlined below:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug

paraphernalia, as defined in Section 11014.5 of the Health and Safety Code

- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, Learning Facilitators, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property
- Possessed an imitation firearm which would be a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed or attempted to commit a sexual assault or committed a sexual battery
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs
- Engaged in, or attempted to engage in, hazing. "Hazing" being a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. "Bullying" being any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
  - Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
  - Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
  - A pupil who aids or abets the infliction or attempted infliction of physical injury to another person
  - "Electronic act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone,

wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, or image.
- A post on a social network Internet Web site, including, but not limited to:
  - Posting to or creating a burn page. "Burn page"
  - Creating a credible impersonation of another actual pupil
  - Creating a false profile
- An electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

#### Additional Requirements and Liability as per Ed. Code 49079:

- A. A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- B. An officer or employee of a school who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- C. Any information received by a Learning Facilitator or staff pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the employee.

## School Volunteers

The School recognizes that volunteers provide a variety of services to its students. The governing board of the School, in its discretion, has determined that in order to obtain volunteer assistance, volunteers must be screened as follows:

1. Volunteers who have limited contact with students and who do not require frequent or

prolonged contact with pupils must be cleared by the Department of Justice (<https://www.meganslaw.ca.gov/>) to demonstrate that the volunteer is not a registered sex offender. Volunteers who have limited contact are encouraged to have a tuberculosis test but TB testing is not mandatory.

2. Community members who make a brief presentation to students (eg. presentation for career day or a one-time presentation), or who serve in an activity in which there will be no contact with students are exempt from the above screening.

As provided in Education Code 45125.1(c), limited contact will be determined by the School upon the totality of circumstances, including factors such as the length of time the volunteers will be in contact with students, whether students will be in proximity where the volunteers will be working, and whether the volunteers will be working by themselves or with others.